



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Salterford House School**

**September 2021**

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### School's Details

<b>School</b>	Salterford House School			
<b>DfE number</b>	891/6017			
<b>Address</b>	Salterford House School Salterford Lane Calverton Nottinghamshire NG14 6NZ			
<b>Telephone number</b>	01159 652127			
<b>Email address</b>	office@salterfordhouseschool.co.uk			
<b>Headteacher</b>	Ms Kim Venables			
<b>Proprietor</b>	Mrs Marlene Venables			
<b>Age range</b>	2 to 11			
<b>Number of pupils on roll</b>	85			
	<b>EYFS</b>	<b>18</b>	<b>Juniors</b>	<b>67</b>
<b>Inspection dates</b>	21 to 24 September 2021			

## 1. Background Information

### About the school

- 1.1 Salterford House School is a co-educational day school for pupils aged between 2 and 11 years. It was established in 1981, on a four-acre site set in the heart of rural Nottinghamshire. The school comprises an Early Years Foundation Stage (EYFS) department and a main school. There is a Nursery for children from age 2 in the EYFS, and a Reception class known as the Pre-Prep. The main school comprises Years 1 to 6. The school is family owned. The proprietor and her daughter, the current head, appointed in September 2019, oversee the governance of the school.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure, the school provided remote learning materials for all other pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.6 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.7 The school aims to provide a curriculum which encourages pupils to understand the purpose and enjoyment of learning. It seeks to provide a stimulating and positive environment where pupils can apply their knowledge, skills and understanding and to equip them with the resilience and perseverance to become creative and independent thinkers.

### About the pupils

- 1.8 Pupils come from families with a range of professional and business backgrounds, mostly living within a 15-mile radius of the school. The school's own assessment framework indicates that the ability of the pupils is broadly average. No pupil in the school has an education, health and care (EHC) plan. The school has identified 18 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and autistic spectrum disorder, all of whom receive additional specialist help. No pupil is identified as having English as an additional language (EAL). Data used by the school have identified five pupils as being the more able in the school's population, and the curriculum is modified for them.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

**COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.**

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**2.15 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**2.17 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Pre-Prep	Reception

#### Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- All pupils generally make good progress; pupils with SEND achieve particularly well because the school has a clear appreciation of their starting points and needs and meets these needs well.
- Pupils' attitudes to learning are positive overall; pupils are usually enthusiastic when undertaking individual work and when working in collaboration with others.
- Pupils achieve well in a range of activities as a result of their participation in a wide range of activities and experiences beyond the formal curriculum.
- The ability of pupils to analyse, evaluate, argue and reason logically varies widely as they are not always provided with opportunities for independence and challenge in their learning.

3.2 The quality of the pupils' personal development is good.

- Pupils actively support each other across the year groups in a collaborative atmosphere, respecting and recognising individual differences and needs.
- Pupils understand and respect the school's systems of rules and values, and many appreciate how these support them in their own development and learning.
- Pupils develop a deep affinity with the outdoors and appreciation of physical activity as a result of the school's extensive activity programme.
- Pupils' abilities to make decisions about their learning are not particularly well developed because the teaching provides very limited opportunity for them to do so.

#### Recommendations

3.3 The school is advised to make the following improvements:

- Help pupils to develop the ability to analyse, evaluate, argue and reason logically by ensuring that work is sufficiently challenging.
- Help pupils to develop the ability to make decisions and demonstrate initiative in their learning by providing more opportunities for them to exercise their independence.



## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 The overall achievement of the pupils is good and, in most areas, represents successful fulfilment of the school's aims. As a consequence of careful guidance by the school, many pupils are successful in gaining places of their choice for the next stage of their education. In the EYFS, children make good progress from their starting points to reach levels of development above national expectations in many areas. The school's own assessments show that pupils' abilities on entry are broadly average and that all pupils usually make good progress in relation to those of similar ability. Observation of pupils' progress in lessons confirms that pupils with SEND, and those identified as more able, make particularly good progress because of the clear appreciation of their starting points and needs, and the effective systems for intervention and tracking which allow them to be well supported. In some classes, however, pupils make slow progress because the teaching does not provide sufficient challenge.
- 3.6 Throughout the school, pupils' good progress is enhanced by regular access to a variety of activities outside of the classroom. Pupils enjoy success in a wide range of extra-curricular activities. They gain confidence from a variety of individual and group performance opportunities provided through drama, participating with success in local and national competitions, and they achieve good results in external LAMDA examinations. Pupils participate with some success in a wide range of sports including orienteering at national level and boccia in the local schools' sports partnership. The overwhelming majority of parents who responded to the pre-inspection questionnaires agreed that teaching enables their children to make progress, and almost all pupils expressed the view that they learn a lot in lessons.
- 3.7 Pupils across the school apply their knowledge, skills and understanding with confidence, further reflecting the school's aims. Throughout the school, pupils are adept communicators. From an early age, they are attentive listeners and demonstrate good fact recall. The oldest pupils, for example, listened carefully and then reflected thoughtfully on the views of others when analysing Howard Carter's feelings of apprehension, intrigue and disbelief on discovering Tutankhamun's tomb. When provided with the opportunity, they engage enthusiastically in discussions putting forward structured arguments that challenge their own and others' thinking. In the EYFS, for example, the youngest children engaged enthusiastically in debate about the colours of objects in a jigsaw and how they were similar to items in their own homes.
- 3.8 Pupils are confident and able readers reflecting the emphasis the school places on acquiring these skills. In the EYFS, children make rapid progress in learning to read; for example, they were confident with decoding simple words and forming the correct sound for most letters in the alphabet. Older pupils read with fluency and confidence. This was seen clearly when they read a complex instructional text on how to make a prawn pizza. In discussions with inspectors, the pupils spoke about the importance of daily reading at both home and school and spoke enthusiastically about the text they were reading.
- 3.9 Most pupils write competently demonstrating accurate spelling and grammar. When provided with the opportunity, pupils successfully draft and improve their writing using the school's '*cold task and hot task*' process. Pupils in the junior school, for example, produced highly descriptive stories about passing through a portal which focused on descriptive vocabulary and the development of accurate use of expanded noun phrases. The youngest pupils have not yet developed the skill of correcting and improving their work; this is largely because of the inconsistent quality of feedback and lack of opportunity for pupils to respond to teachers' comments when their work is marked.
- 3.10 Pupils throughout the school show good scientific knowledge and skills which are enhanced by the opportunities for learning outdoors. The school's garden is used by pupils throughout the school to help them develop their understanding of factors which affect plant growth. Pupils spoke enthusiastically about the opportunities to develop scientific and design skills through the creation of

marble runs in the woodland area. Pupils draw knowledge effectively from sources to which they have been directed, though often they are reliant on teachers to provoke questions and are not consistently offered the opportunity for independence in their learning. When offered the opportunity, pupils demonstrate an ability to draw from a range of sources. In a science lesson, for example, all pupils were self-assured in discussing and developing their ideas as to the structure of a tooth by using the resources provided alongside their own experiences to reach sophisticated conclusions about the need for oxygenated blood to keep the tooth healthy.

- 3.11 Most pupils' numeracy skills are well developed for their age. The most able pupils in the upper main school are working at an advanced level for their age, and they enjoy the challenge they are offered as a result of a tailored curriculum and focused intervention, developing, for example, a confident understanding of algebra and the ability to manipulate simple algebraic equations successfully. Children in the EYFS ably recognised numbers to 10 and used the recognition of these numbers successfully in a fast paced game. The youngest pupils in the main school exhibit a good understanding for their age of differences between two- and three-dimensional shapes, and were developing a good understanding and application of mathematical vocabulary to explain orientations of shapes and symmetry. Pupils confidently apply their mathematical skills in other areas of the curriculum. In a history lesson, older pupils demonstrated good recall and application of mental mathematical skills to calculate accurately the overall distance the runner was required to run over the course of two return journeys between the army's position and the battlefield of Marathon. In further discussion, another pupil demonstrated an understanding of the proportionate sizes of both the Persian and Athenian army and the significance this made in the outcome of the battle.
- 3.12 Pupils' information and communication technology (ICT) skills are particularly well developed. Pupils with SEND access and use applications effectively which support their learning, and more able pupils ably access technology to research and expand their knowledge of areas of personal interest. Weekly lessons which develop computing skills are well planned, and the use of ICT to support the curriculum and pupils' learning is firmly embedded. Throughout the school, pupils have developed good coding skills. The carefully structured approach to developing coding skills culminates in pupils being able to create their own content.
- 3.13 Throughout the school, pupils have positive attitudes to their learning; they are usually enthusiastic when undertaking individual work and when working in collaboration with others. They are attentive in lessons, though they often show limited initiative beyond that directed by the teaching. For example, in a lesson they demonstrated that they understood what it was to be a responsible citizen and could discuss ways in which to look after their environment in response to the teaching, but came up with few observations and ideas of their own. More able pupils concentrate well, and their questioning often demonstrates higher-order thinking. For example, they discussed whether to use 'archaic' language in their writing about Howard Carter and whether it would be appropriate to make it more 'authentic'. Pupils recall relevant information efficiently and can make links with other areas of study. However, the pursuit of their own academic interests outside lessons is limited by their capabilities as independent learners. In discussions, and as evidenced by work scrutiny, pupils said there was little opportunity to make decisions about their own learning. Work seen signalled that the majority of pupils plan and organise their work effectively, read critically and reflect on the knowledge gained when required, but these skills are not exhibited by all pupils.

### **The quality of the pupils' personal development**

- 3.14 The quality of the pupils' personal development is good.
- 3.15 All pupils show appropriate, and some show high, levels of self-understanding for their age. They are self-reflective, and most have a clear knowledge and awareness of their strengths and weaknesses. In interviews, pupils expressed their understanding that it does not matter if they do not always get things right, but that it is important to keep trying. An example of this was seen in a science lesson,

when pupils, faced with new and challenging vocabulary, identified how they could help develop their own learning by searching for vocabulary in a scientific dictionary. Pupils reflect and respond constructively to suggestions for improvements in their learning when they are directed to do so, though this was not seen consistently throughout the school. They show self-confidence in many areas of school life and adapt well to new situations. The youngest children in the main school were observed to be developing confidence, engaging enthusiastically with distinctly new classroom and breaktime routines. Pupils are self-disciplined when directed but are not always aware of risks. In a drama lesson, the youngest pupils were quick to identify the unsafe choices that Little Red Riding Hood made as had been discussed by the adults in the lesson, but in interviews pupils demonstrated limited knowledge of keeping themselves safe, other than online, and were reliant on the knowledge that school and adults will keep them safe.

- 3.16 Pupils understand, appropriate to their age, how to be physically and mentally healthy. In discussions with inspectors, the youngest pupils in the main school were able to identify the importance of staying hydrated, eating well, exercising and looking after their own mental health by asking for support if they feel sad. Older pupils understand the importance of friendships in the development of good mental health; they spoke about how the school's approach to personal, social, health and relationships education has helped them know how to be a good friend and how to behave towards others.
- 3.17 When presented with the opportunity, pupils are capable of effective decision-making. In the EYFS, children enthusiastically made decisions about their play and explained the rationale for their choice. They were observed choosing hats from the role-play area to take outside because it was a sunny day. The older pupils thought critically about the partner they would choose to be most effective in their learning. Pupils understand that decisions they make about lifestyle can be instrumental in determining their own future success and well-being. From interviews with the pupils, however, it was clear that there are limited opportunities for them to make decisions about their learning, although they appreciated the ability to choose which clubs to attend.
- 3.18 Pupils have a strong appreciation of the non-material aspects of life due to the proprietor's and leadership's commitment to providing a stimulating and well-resourced outdoor environment. Starting in the EYFS, pupils enjoy weekly outdoor learning activities in which they acquire strong observational skills and develop practical skills through an extensive range of outdoor learning clubs. In discussions with pupils, they made observations of the changing landscape of their school environment and surrounding fields, identifying how they had observed the crops changing and the impact this had on how they had to behave in the outdoors. Pupils enthusiastically discussed the value of being able to spend time reflectively outdoors and spoke warmly about the opportunity to spend time with their friends in the outdoor area on 'camp fire Friday'. Pupils are aware that they have good opportunities for learning and point out that the school has helped them to reflect on, and appreciate, their privileged position. Pupils' ability to reflect on spiritual dimensions of human existence is good. This is supported by opportunities for reflection at the start of the day and at lunchtime, providing an opportunity to offer thanks for that which they are grateful, such as friendships and health, and reflect on their impact on the world around them. Pupils are able to articulate the reasons behind their personal values and, in discussions with inspectors, they communicated the importance of kindness towards each other in their school. The older pupils discussed how they valued being role models for good behaviour and consideration of kindness towards each other during play, which allows for pupils across year groups to play football together. The pupils appreciate the wristband system for the recognition of showing kindness towards each other.
- 3.19 Pupils are well behaved in most lessons and around the school which contributes to a well-ordered and purposeful environment. They have a strong and clear understanding of right and wrong. In the EYFS, children demonstrated a developing understanding of right and wrong and accepting responsibility for their own behaviour. A child was seen to be encouraged, through adult modelling, to make good eye contact and make an appropriate apology to another child, recognising the poor

choice of their actions. Older pupils understand and respect the school's systems of rewards and sanctions and accept responsibility for their own behaviour, including towards others. Pupils usually challenge unkindness when they encounter it and show little tolerance for bullying. In interviews and questionnaires, the absence of bullying was evident.

- 3.20 Pupils' social development is generally strong. Older pupils show unprompted concern and support for those younger, or new to the school. Pupils of all ages were observed playing football together, with the older pupils supporting the younger to understand the game and to participate safely. Pupils recognise that others have particular needs and characteristics and, in discussions with inspectors, they spoke about respectful collaboration in solving problems. This was observed, for example, in a mathematics lesson when two pupils of different ability were playing a high-speed mental mathematics games using dice as multipliers and were encouraging of each other to access times-table squares to ensure the game was equally fun and successful for both pupils playing.
- 3.21 Pupils are quick to insist that differences are embraced, including differences of nationality, background and belief, and that these do not divide them. In a religious education lesson reflecting on the symbolism of Mandirs from around the world, there was enthusiastic discussion with pupils readily sharing information about their own cultural and religious rituals and routines. The pupils suggest that this a strength of their school. Pupils have a thoughtful awareness of British society and the role of the democratic process, public institutions and services. The older pupils discussed how they were able to vote to elect positions of responsibility such as sports captains.
- 3.22 The pupils have a notably strong sense of responsibility towards others in their school and local community. During the period of remote learning, a number of pupils were engaged in charitable fundraising activities including committing to the daily mile for 33 days which raised over £1000. Prior to the pandemic, older pupils supported younger pupils through the pupil mentor programme focusing on supporting play and listening to readers.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Tracy Handford	Reporting inspector
Dr Jonathan Ewington	Compliance team inspector (Assistant Head Academic, ISA School)
Mrs Joanna Callaway	Team inspector (Headteacher, ISA School)