



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Cameron Vale School

June 2023

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School's Details

School	Cameron Vale School			
DfE number	207/6350			
Early Years registration number	1114983			
Address	Cameron Vale School 4 The Vale Chelsea London SW3 6AH			
Telephone number	020 73524040			
Email address	office@cameronvaleschool.com			
Headteacher	Mrs Alison Melrose			
Chair of governors	Mr John Forsyth			
Proprietor	Forfar Chelsea Limited			
Age range	6 months to 11 years			
Number of pupils on roll	64			
	Nursery	20	Lower School (Reception, Year 1 & Year2)	27
	Upper School (Years 3–6)	17		
Inspection dates	20 to 22 June 2023			

1. Background Information

About the school

- 1.1 Cameron Vale School was founded in 1980 as a co-educational proprietorial day school. It was acquired by Forfar Education in April 2020. In April 2023, the Early Years registered setting, Chelsea Nursery and Baby Room, opened for children from the age of six months. Since the registered setting has not yet received its initial inspection by Ofsted, provision for children below two years of age did not form part of this inspection. The school has a sole proprietor and operates as a limited company, overseen by an education advisory board with the chief executive officer acting as chairman. Since the last inspection, there have been two headteachers. The current headteacher has been in post since January 2023.

What the school seeks to do

- 1.2 The school's aim is to foster self-belief, promote curiosity and build resilience through a learning culture where teamwork, taking calculated risks and learning to cope with challenge is the norm. The school endeavours to build on a set of key values which will become a natural part of each child's understanding of the world and to work with parents to ensure these underpin the experience of life at school. It seeks to give pupils the time and space to be children, within a community that celebrates diversity and individuality.

About the pupils

- 1.3 The majority of pupils come from professional and business families living within a two-mile radius of the school. Assessment data indicate that the ability profile of pupils is above average compared to those taking the same tests nationally. The school has identified 16 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and dyscalculia, all of whom receive additional specialist help. One pupil in the school has an education, health and care plan (EHCP). English is an additional language (EAL) for nine pupils, none of whom require additional support for their English. Data used by the school have identified nine pupils as being the most able in the school's population; 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 (EYFS) 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](#).

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 wellbeing 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.

Key findings

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

- Pupils' attitudes to learning are excellent. They are enthusiastic and highly engaged, both in lessons and in their independent work.
- Pupils are confident learners and are willing to take risks to further extend their understanding.
- Pupils are highly effective communicators, both orally and in their written work.
- Pupils demonstrate high levels of knowledge, skills and understanding across the curriculum.

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

- Pupils' excellent social skills result in them working together highly co-operatively when sharing ideas and strategies for improvement.
- Pupils' self-understanding is excellent. They display high levels of self-confidence and self-awareness.
- Pupils articulate a strong understanding regarding their physical and mental wellbeing. They know how to keep themselves safe, including online.
- Pupils' behaviour is excellent and they display high degrees of courtesy and respect to their peers, staff and visitors.

Recommendation

3.3 The school is advised to make the following improvement.

- Enrich the experience and outcomes of the older pupils by offering them consistent opportunities for further reflection and to independently formulate their thoughts and ideas.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Standardised data indicate that pupils' attainment in English and mathematics is above age-related expectations in relation to other pupils nationally who take the same tests. Children in the EYFS make good early learning goals (ELG) progress and, using standardised data in mathematics, a large number also exceeded age-related expectations. Pupils with SEND and EAL also make significant progress so that their attainment meets their expected levels. Robust tracking and intervention are embedded into the school year as well as curriculum planning to support each individual, due to school leaders'

monitoring of attainment and identification of next steps in learning for all pupils. Almost all parents who responded to the pre-inspection questionnaire agreed that the range of subjects is suitable for their child and that teaching enables their child to make progress.

- 3.6 Across all age groups, there is clear cross-curricular progression which supports pupils' development of knowledge, skills and understanding. Children in the EYFS confidently explore their classroom and outside space, benefiting from well-planned and engaging activities available to them. In Nursery, when constructing their 'fruity wraps', the children confidently recalled their previous learning in the forest and the importance of fruit being ripe and ready to eat and, in Reception, the children used their powers of investigation to eagerly discuss and predict outcome from clues. In Year 3 history, when discussing the Roman invasion, pupils concluded that this was not entirely bad since it resulted in roads being constructed, and in the *Fiver Challenge*, pupils in Years 5 and 6 were very quick to identify the need for persuasive language to ensure customers would contribute. Pupils in Years 3 and 4 responded positively to effective coaching, resulting in their improved accuracy when bouncing a ball on a racket in physical education (PE). Pupils' scientific understanding is at its best when they are engaged and enthused by the subject matter. For example, pupils explained how discovering facts about animals and the reproductive cycle in their science lessons sparked their interest, encouraging them to find out more. Pupils' creative and aesthetic abilities are highly developed in music, drama and art. Years 1 and 2 were able to confidently identify with confidence where they could use various mediums of paint to enhance the effect for different scenarios. Pupils engage in a variety of tasks and activities in lessons, and teachers' high expectations provide opportunities to work collaboratively. However, in subjects where teaching relies solely on instruction, older pupils are less empowered to reflect and independently theorise their thoughts and ideas.
- 3.7 Pupils throughout the school are extremely articulate communicators, with highly developed reading, writing, speaking and listening skills. They are respectful of both their peers and adults in school and listen carefully to the ideas and opinions of others from a young age. They collaborate extremely effectively with their peers and foster a supportive learning environment as was seen in Year 5 and 6 Personal, Social and Health Education (PSHE) where pupils exhibited great respect towards each other as they debated the ethics of plastic bottles and their use. Early literacy skills develop quickly with a well-structured phonics programme developing secure reading and writing skills for younger pupils. Older pupils display an excellent aptitude for writing, showing strong understanding of grammar and spelling. For example, Year 4 pupils are confident in their understanding of homophones, giving examples of *great* and *grate* and *sale* and *sail*. Year 5 and 6 pupils spell higher level words such as persistently and tenaciously with accuracy and understand the importance of antonyms and adjectives and how to use them effectively in their work.
- 3.8 Pupils' numeracy skills are strong because they learn effective strategies from the outset, which they apply with assurance. For example, in the EYFS, Reception children use dice and dominos successfully when doubling numbers; Year 4 pupils confidently convert money calculations between pounds and pence by dividing and multiplying by 100 and pupils in Year 3 use their knowledge to successfully convert analogue time to digital. As a result of effective cross-curricular planning, pupils apply their mathematical knowledge and skills in other areas of their learning. For example, in a Year 6 science, technology, engineering, art and mathematics (STEAM) activity, a significant number of pupils understood the most suitable shape and structure necessary to build a tall tower. Pupils are motivated and engaged in lessons, discussing ideas openly, collaborating and supporting one another. Their confidence, resilience and the absence of fear of failure are significant contributory factors in pupils' success and achievement in numeracy.
- 3.9 Pupils display excellent digital literacy skills throughout the school. In the EYFS, children use mobile electronic devices and simple computer applications to support their learning. This was observed in Nursery where children take photos of each other as they play and work and in the use of the interactive whiteboard in Reception to develop their letter writing abilities. Pupils in Years 1 and 2 are able to move characters up and down as well as rotate them when coding. Older pupils make effective

use of available electronic devices to enhance their learning and can share their knowledge. Pupils demonstrate excellent confidence in developing their communication skills using presentation software. They are competent and confident, utilising computing skills for researching PSHE projects, preparing for debating competitions and to carry out independent work at home. Development of pupils' competency in computing results from planning of learning opportunities, a high degree of teacher knowledge and by the proprietor's and leaders' investment in high-quality digital resources to develop their skills.

- 3.10 Pupils of all ages behave extremely well, and this creates an excellent learning environment where pupils can practise and develop their study skills in a positive manner and nurturing environment. Pupils demonstrate strong study skills for their age, and this is particularly effective in the younger age groups where thinking skills are constantly encouraged by teachers' probing questioning and encouragement to challenge themselves. Reception children use excellent analysis when sorting and classifying in mathematics to support calculations and Years 1 and 2, use the school's marking system to edit their work to improve results. Older pupils engage in meaningful discussions while analysing the dramatic performances of their peers as well as working collaboratively to predict and debate the effectiveness of concepts such as the performance of electric cars and reach a sensible conclusion. They use their analytical skills to reflect and to enhance their learning across many subjects and lessons. However, outcomes for older pupils are sometimes reduced through lack of opportunities to embed and develop higher-order skills, including the ability to analyse, hypothesise and synthesise across the curriculum.
- 3.11 Pupils achieve success in a wide range of academic, sporting and cultural activities. They are successful at gaining places at schools with competitive entry requirements, with a significant number receiving academic and other scholarship awards over the last few years. Pupils participate with success in local, regional and national sports, literary, swimming and mathematics competitions. Many pupils play musical instruments and are successful in national examinations in speech and drama, and music, with a good proportion gaining merit and distinction grades. Pupils also take part successfully in numerous school productions. The school's proprietor and leaders ensure pupils have a range of opportunities to expand personal interests, successfully meeting their aim that children who are stimulated and challenged, will develop a lifelong love of learning and be inspired to become the best versions of themselves.
- 3.12 Pupils of all ages demonstrate highly positive attitudes towards their learning. They work hard in their lessons and display a strong desire to succeed in all they attempt. From the youngest to the oldest, pupils are highly involved in their learning, engaged in tasks and enthusiastic in their participation in lessons. Children in Nursery were observed happily applying themselves when singing along with songs in French and pupils in Years 1 and 2 reported the positive benefits they achieve through perseverance in their studies. Pupils are highly effective learners, both as individuals and when working collaboratively. For example, pupils in Years 5 and 6 took leadership in their learning, working collaboratively to create a performance of Alice in Wonderland and then independently wrote their own scenes for the play. In the questionnaire all parents agreed that the school equips their children with the team-working and collaborative skills they will need in later life. Pupils are keen to share their enthusiasm for learning and commented how well the feedback from their teachers helps them to focus on their next steps.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop excellent self-understanding, in fulfilment of the school's aims. This is underpinned by strong pupil-teacher relationships and pastoral support. Pupils work with a high level of self-discipline and are confident in their approach to making improvements to their performance and understanding. Pupils identify the importance of resilience and perseverance, understanding these qualities are part

of the school values. They confirm they need to be courageous and keep trying in order to improve. Pupils develop confidence in their own abilities and appreciate that whilst their teachers will support and challenge them as they develop and grow, so too will their peers, for whom they have a healthy respect. Every parent in their questionnaire responses agreed that the school helps their children to be confident and independent.

- 3.15 Pupils from a young age have an excellent understanding that the decisions they make are important determinants of their own success and wellbeing. They are given many opportunities to make their own decisions, be it selecting and sourcing the ingredients needed for mud pancakes in Nursery child-initiated time, or when older pupils have the opportunity to use the *Champion Challenge* task, devised by themselves, to extend their learning. In science, pupils in Years 1 and 2 displayed excellent attitudes to learning when making decisions as to the best design for a new garden habitat for animals and insects. Pupils are mature in their collaboration as they share and exchange ideas, sensitively offering suggestions to help each other. As part of the Year 6 STEAM activity, pupils had to work as a team, displaying excellent skills of negotiation, communication and compromise, particularly when not in agreement. Pupils of all ages are encouraged to democratically look at ways of improving the school and make key decisions. They relish opportunities to demonstrate their initiative, for example the design of the new school eco garden as part of a school council project.
- 3.16 Pupils develop good spiritual understanding, for example through opportunities to appreciate the non-material aspects of life using local trips and visits. These include appreciating the beauty of displays at the Chelsea Flower Show and exploration of the natural world in outdoor learning sessions at Battersea Park. Through their behaviour and interactions, pupils respect the ethos of the school that challenges them to be the best they can be and to appreciate the good in those around them, treating each other with empathy and kindness. This sense of appreciation starts from EYFS and develops across the school through leaders' focus on relationships education and PSHE and is part of the whole school culture. Pupils were very keen to share with inspectors their feelings chart, explaining how their teacher regularly supports them. In this they demonstrated that the school's value of consideration and care permeate all areas of the community.
- 3.17 Pupils demonstrate an extremely highly developed sense of moral responsibility. All pupils and their parents agreed in the questionnaire that the school expects pupils to behave well. From the youngest age, they understand the need to be kind towards each other and have a clear understanding of right and wrong. Pupils take ownership of the rewards and sanctions system that they devised, confirming they do not want to move down the chart due to thoughtless behaviour. The teachers help pupils reflect on their behaviour and as a result, they learn from their mistakes. They appreciate the opportunities given to correct their missteps and to make better choices next time. Mutual respect and tolerance of others is embedded in the ethos of the school and is supported by the PSHE programme, which is underpinned by effective leadership. Pupils of all ages value their community and understand the importance of their behaviour in making the school a happy place for everyone.
- 3.18 Pupils display excellent social awareness and compassion; they support and encourage each other, working well to encourage those around them. Inspectors observed across all age ranges that pupils are particularly socially aware. Without any prompts, they celebrate individual successes in assembly; whether playing the piano or receiving a certificate for demonstrating a value. Pupils give a warm response to their peers, and this continues in the classrooms where they consistently praise each other. Pupils understand the importance of maintaining positive relationships with one another and their actions promote this. Across all ages, there is a strong sense of togetherness and awareness that success comes through collaboration and supporting each other. In the questionnaire, all parents agreed that the school equips their child with the teamworking and collaborative skills they need. In their lessons pupils of all ages work effectively together with their talking partners. They say that sharing thoughts and ideas helps them to improve and deepen their understanding.
- 3.19 Pupils take an active role in contributing to the lives of others within their community and the links to the local community are extremely strong through activities such as visiting the Chelsea pensioners

on Remembrance Day. The pupils gain valuable leadership skills in a variety of roles of responsibility, such as snack or line monitors in the younger age groups and reading buddies and school councillors for the older pupils. They understand the need to be good role models for younger children as was seen in assembly when discussing house meetings; they demonstrated an obvious enjoyment of supporting and working with pupils across the age range to achieve a goal. The school council is an integral part of decision-making to benefit the school community where ideas such as extra mufti days, ice cream days and developing the outside areas to include a trampoline and slide are discussed with the head, including the successes and constraints of any ideas. Pupils understand how they can help improve the lives of others by their kindness, tolerance and respect, as well as through practical actions such as contributions for charities chosen by the pupils.

- 3.20 From a very young age, pupils have an excellent understanding of the differences between people of contrasting faiths and cultures and see this as something to celebrate. This is promoted through thematic work, assemblies, and special days, such as celebrating different religious festivals. Pupils in Year 4 identify that everybody is different and assert their willingness to be friends with all. Pupils state they do not notice any difference as it does not really matter to them. Pupils grow in their understanding of living in one world and are proud that their friends come from a range of diverse cultures. They discuss issues such as gender and race in PSHE lessons. They are respectful of each other, supported by the curriculum which is carefully structured to promote the excellent outcomes and also by the culture of respect and kindness which is strongly embedded through the school. An understanding of British values is evident in displays, discussions and behaviours across all age ranges. In the questionnaire, all parents and almost every pupil agreed that the school actively promotes values of democracy, respect and tolerance.
- 3.21 Pupils have a strong understanding of the importance of being healthy in body, mind and spirit as well as keeping safe online. In the questionnaire, all parents agreed that the school encourages their children to adopt a healthy lifestyle. Pupils are confident when discussing healthy eating and understand the importance of having a balanced diet and keeping themselves physically fit. Reception children's work on display identified which foods should be eaten to keep healthy and what they need to do to keep safe in the sun. Pupils understand how to be mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. Leaders have organised a number of initiatives to support pupils, such as 'mental health week' and 'walk to school week' that further encourage healthy lifestyles. Pupils are resilient, but will readily seek advice or support from adults to support any vulnerability. In discussions, they said that they really value activities that support their wellbeing when they are feeling the pressures of the day and need somewhere to sit, reflect and discuss their feelings. Staff and pupils show kindness and friendship in abundance; the ethos that underpins the nature of this school.

4. Inspection Evidence.

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chief executive officer and the director of education, and attended form times and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Julie Lowe	Reporting inspector
Mr Geoffrey Marston	Compliance team inspector (Compliance director, group of schools)
Mr Alistair Speers	Team inspector (Head, IAPS school)