INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION
WOODFORD GREEN PREPARATORY SCHOOL
Woodford Green Preparatory School

Full Name of School: Woodford Green Preparatory School
DfE Number: 317/6006
Registered Charity Number: 310930
Address: Woodford Green Preparatory School
Glengall Road
Woodford Green
Essex
IG8 0BZ
Telephone Number: 020 8504 5045
Email Address: admin@wgprep.co.uk
Head: Mrs Jacqueline Hart
Chair of Governors: Mr David Paterson
Age Range: 3 to 11
Total Number of Pupils: 367
Gender of Pupils: Mixed (187 boys; 180 girls;)
Numbers by Age: 3-5 (EYFS): 91 5-11: 276
Head of EYFS Setting: Ms Rebecca Chere
EYFS Gender: Mixed
Inspection Dates: 25 November 2014 to 28 November 2014
PREFACE

This inspection report follows the ISI schedule, which occupies a period of four continuous days in the school. The previous ISI interim inspection was in May 2011.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

(i) an exhaustive health and safety audit
(ii) an in-depth examination of the structural condition of the school, its services or other physical features
(iii) an investigation of the financial viability of the school or its accounting procedures
(iv) an in-depth investigation of the school’s compliance with employment law.

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 in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school’s work at the beginning of each section. These headline statements must include one of the ISI descriptors ‘excellent’, ‘good’, ‘sound’ or ‘unsatisfactory’, and where Achievement is ‘exceptional’ that term may be used for the top grade. Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology (‘outstanding’, ‘good’, ‘requires improvement’ and ‘inadequate’) as Ofsted reports.
INSPECTION EVIDENCE

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 chairman and members of the governing body, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Christopher Sanderson  Reporting Inspector
Mrs Loraine Cavanagh  Team Inspector (Head IAPS School)
Mr Nathan Close  Team Inspector (Academic Deputy Head, IAPS School)
Mrs Alison Edwards  Team Inspector (Former Director of Studies, IAPS School)
Mrs Kirsten Jackson  Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

1.1 Woodford Green Preparatory School is a co-educational day school, located in the London Borough of Redbridge, on the Essex border. It was founded in 1932 and moved in 1935 to its current purpose-built premises, which have subsequently been further developed since the previous interim inspection, including the addition of two new classrooms, a library, French Room, new IT suite, Science & DT room, conference room, a renovated Music room and a new large welcoming reception area for parents and visitors. The school is divided into two sections that are designated as Lower School, for pupils from Early Years Foundation Stage (EYFS) to Year 2, and Upper School, for pupils in Years 3 to 6. It offers a non-denominational Christian education for pupils from the ages of three to eleven. The school is a registered charity, overseen by a board of governors, who are also trustees of the charity.

1.2 The school aims to provide a learning environment that empowers children to reach their educational and personal potential whilst nurturing their self-confidence and self-esteem. It seeks to inspire a love of teaching and learning, to encourage individual thinking and pupils who seek excellence, value themselves and have a commitment to the care of others. The school aims to maintain a safe and healthy environment that promotes a sense of belonging, pride and achievement.

1.3 At the time of inspection there were 367 pupils on roll, with approximately equal numbers of boys and girls. This includes 91 children in the EYFS, of whom 12 attend on a part-time basis. Most pupils come from professional or business backgrounds and represent a broad range of nationalities. The ability profile of the school is slightly above the national average overall. Most pupils enter the school in the EYFS. The school does not select pupils on the grounds of ability for entry into the Lower School. Those wishing to join the Upper School, other than from the Lower School, undertake a written academic assessment. There are 116 pupils for whom English is an additional language (EAL), and 35 of these receive support for their English. Of the 24 pupils the school has identified as having special educational needs and/or disabilities (SEND) 9 receive specialist learning support from the school. No pupils have a statement of special educational needs or an education, health and care plan.

1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.
2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

2.1 The quality of pupils' achievement and learning is excellent and reflects the school's aims. Pupils of all ages and abilities, including those with SEND, EAL and the more able, learn and progress successfully. Their learning is strongly supported by a broad and dynamic curriculum and extra-curricular programme. The curriculum reflects a positive response to recommendations at the previous inspection to develop independent learning and improve the outdoor environment for the EYFS. It is complemented by a varied range of educational visits. Provision in the EYFS is outstanding in meeting the needs of the range of children who attend and contributing to their well-being. Good links with the local community foster pupils' social awareness. Excellent, well-planned teaching fully supports the school's aims and is founded on clear understanding of pupils' needs. Marking and assessment are constructive. Teaching demonstrates excellent subject knowledge and management of time and resources. It fosters interest and independence, supports individual learning needs and offers challenge, but does not yet consistently enable individual investigation and research.

2.2 Pupils' personal development is excellent. They are confident, self-aware and have high self-esteem. Pupils have a keen moral sense and accept responsibility willingly. They have an excellent understanding of, and respect for, all faiths and a well-developed awareness of their own and other cultural traditions. Outstanding pastoral care is underpinned by strong relationships and effective systems to monitor pupils' personal development and to guard against harassment or bullying. Pupils are aware of the importance of healthy living. Their opinions are sought and taken into account in the development of the school. Staff understand fully how to keep children safe. In accordance with the school's aims to maintain a safe environment, the welfare of all pupils is a key priority for management, and meticulous attention is taken to safeguard them appropriately, ensuring that all requirements for safeguarding and welfare have been met.

2.3 Excellent governance brings valuable and relevant experience, enabling governors to achieve a well-informed and thorough oversight of the school, provide strong support and challenge and fulfil their responsibilities. Excellent leadership and management, in line with the school's aims, provide clear educational direction and effective self-evaluation and setting of priorities. Management at all levels, including the EYFS, is characterised by excellent teamwork and success in securing, supporting and developing high quality staff, ensuring that all children's needs are met. In response to a recommendation at the previous inspection, the monitoring of teaching and learning, appraisal and professional development are effective in raising standards. Links with parents, who are overwhelmingly pleased with the education provided, are good. Parents have excellent opportunities to be involved in the work and progress of their children and the school. They are provided with clear information about the school and the progress of their children.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Enable all pupils to extend their learning further, through greater participation in investigative work and research activities.

2. In the EYFS, implement plans to introduce an electronic system to record children’s achievements, so that parents are more fully involved in their children’s learning on a daily basis.
3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils’ achievements and learning

3.1 The quality of the pupils’ achievements and learning is excellent.

3.2 Pupils are very well educated, reflecting the school’s aim to provide a learning environment that empowers children to reach their educational and personal potential whilst nurturing their self-confidence and self-esteem. At all stages, pupils show high levels of knowledge and understanding, and well-developed skills. Pupils who need additional help achieve well through targeted individual support in and out of the classroom.

3.3 Pupils of all ages are very articulate, and use thoughtful, high-level vocabulary. They enjoy discussion, which they undertake with skill, offering solutions or ideas when questioned, and are comfortable about asking for guidance or reassurance from their teachers if unsure. They listen attentively and thoughtfully to each other and their teachers. At all levels, pupils read fluently and with good expression and demonstrate dynamic creativity in their writing. They demonstrate and apply particularly well-developed mathematical skills. They are keen problem-solvers, particularly in science, where they have high levels of success in relation to their age. More able pupils respond successfully to extension activities, both within and outside the curriculum, which challenge their thinking and develop their talents to a high degree.

3.4 In the EYFS, all children exceed the learning goals in some areas and make rapid progress in relation to their starting points. They have the confidence and ambition to use basic phonics knowledge to write words or sentences on their own independently in a range of contexts, for instance, labelling buildings on the model railway with the names of local tube stations. All children can count to twenty and, in Reception, can do simple addition sums up to at least 10, the more able children adding numbers up to 100. Children use ICT confidently, and enjoy manipulating and drawing pictures, and playing a range of computer games to help with their number work. At the end of the EYFS, all children reach at least the expected levels in most areas, many exceeding these levels in many areas. Throughout the school, pupils’ creative skills develop well. They sing tunefully and play instruments with skill and enthusiasm; many achieve merits and distinctions in graded examinations in music and speech. Vibrant displays around the school demonstrate the high quality of pupils’ artistic skills. Pupils have developed physical skills across a range of sports and have had many successes in team and individual sporting inter-school fixtures. Some pupils are selected to play at borough or county level. The following analysis uses the national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of seven have been well above the national average for maintained primary schools. In reading, writing and mathematics, results have been consistently high. Results in national curriculum tests at the age of 11 have been well above the national average for maintained primary schools. In 2013 they were exceptional, as have been results in mathematics in each of the three years. Such levels of attainment have been maintained in 2014. On leaving the school, pupils consistently gain places at a range of highly competitive senior independent schools. Each year, a significant proportion of pupils achieve academic and non-academic awards.
3.5 This level of attainment in national curriculum tests, in conjunction with inspection evidence, drawn from lesson observations, discussions with pupils and scrutiny of their work, indicates that pupils make progress that is high in relation to the average for pupils of similar abilities. The close monitoring of the work of pupils with SEND and EAL enables these pupils to make progress which is commensurate with their peers.

3.6 Pupils’ attitudes to their work are excellent. They have a love of learning and enjoy their lessons and activities. They take pride both in their own achievements and those of others. They sustain high levels of concentration during lessons, maximising the opportunities presented to them. Pupils work assiduously as individuals, and their co-operation in pairs or in groups is excellent. In their responses to the pre-inspection questionnaire, pupils were unanimous that their teachers help them to learn successfully.

3.(b) The contribution of curricular and extra-curricular provision

3.7 The contribution of curricular and extra-curricular provision is good.

3.8 The curriculum provides well for the pupils’ intellectual, creative and physical development, and meets the school’s aim in providing a curriculum which is broad, balanced and relevant. It covers all the required areas of learning and enables pupils to develop a wide range of skills and interests. The overall quality and standards of the early years provision is excellent and, at all levels, the curriculum prepares pupils well for the next stage of their education.

3.9 The EYFS provision is excellent in meeting the needs of the range of children who attend and, in Years 2 and above, the curriculum provides the addition of French. The previous inspection identified a need for increased opportunities for pupils to work independently, especially beyond the core curriculum. The school has responded well to this recommendation; in Years 5 and 6, reasoning skills are taught in discrete lessons and the newly-implemented philosophy programme enables pupils in Year 6 to further develop these skills, as well as the ability to think laterally and to question. However, the curriculum does not yet provide consistently for pupils to undertake investigation and research. The personal, social, health and citizenship education (PSHCE) programme is well-planned and relevant, and is referenced in subjects across the curriculum, affirming the school’s aims for the personal as well as academic development of its pupils. In response to new national guidelines for ICT, the school has re-structured its programme, enabling pupils to develop skills in computer programming and learn the importance of e-safety.

3.10 Pupils benefit from designated class sessions in the recently relocated and, well-stocked school library, which is central, accessible and frequently used. The newly-equipped science room lends itself well to practical and investigative activities to enhance learning. Pupils also have access to specialist areas for music, including rooms for individual practice and tuition. The recommendations at the previous inspection to allow open access to covered outdoor areas for all the children in EYFS have been met; these children benefit significantly from the recent relocation of EYFS classrooms to the ground floor. In every part of the school, pupils’ learning and experience is enriched by the high standard of attractive and informative displays, which stimulate, inspire and amply support their learning in all areas. Pupils’ aesthetic development benefits from the range of activities provided in music, art and drama; they are encouraged to participate in choirs, orchestras, local art festivals and regular school productions. The curriculum provides a broad
programme of sport; pupils represent the school at football or netball from Year 4. Fixtures are also organised in cricket, cross-country, hockey, rounders and swimming, and the school participates in competitions at regional and national level.

3.11 The curriculum provides well for pupils with SEND or EAL, meeting their needs in the classroom, using targeted support, tailoring work and providing small group and individual sessions where needed. Recently introduced resources, such as tablet computers, are used creatively to support and extend learning at all levels of ability. Additional classes and small group sessions provide additional challenge for higher ability pupils, particularly those taking scholarships.

3.12 From Year 1, pupils are offered an excellent range of extra-curricular activities and participate in these with great enthusiasm. The range is comprehensive, spanning activities such as ballet, karate, sewing, instrumental music, computing and gardening. A varied programme of educational visits, including to the Houses of Parliament and residential trips in Years 5 and 6, effectively broadens pupils’ experiences.

3.13 Well-established links with the local community help to develop pupils’ social awareness. Pupils perform at venues in the local community and collect harvest festival produce for homeless people in the area. They also enjoy regular visits from youth workers from the local church, who recreate stories from the Bible, using drama and role-play with the pupils.

3.(c) The contribution of teaching

3.14 The quality of teaching is excellent.

3.15 It fully supports the school’s aim to provide a learning environment that empowers pupils to reach their educational and personal potential whilst nurturing their self-confidence and self-esteem. The pupils’ positive responses to the pre-inspection questionnaire demonstrate that the school meets its aim to inspire a love of teaching and learning. Teaching is imaginative and pupils are warmly encouraged to achieve their best.

3.16 In the EYFS, children are supported to make at least good, and often rapid progress. Those with SEND and EAL are identified early and the very few children who are not on course to meet expected levels in all areas are provided with a personal education plan to enable good progress. The more able children are challenged to extend their learning, whilst still developing their social skills as part of the whole group.

3.17 Throughout the school, a significant proportion of the teaching observed was of the highest quality. It helps pupils to develop a secure understanding and make rapid progress. Excellent lessons are characterised by a brisk pace and careful management of time. Teaching caters carefully for all abilities and expectations are challenging, enabling pupils, including those with individual needs, to make excellent progress.

3.18 Careful and detailed planning strongly fosters pupils’ interest and enthusiasm. Lessons build extremely well on pupils’ previous knowledge and individual needs. Teaching demonstrates detailed subject knowledge, enabling pupils to develop their learning skills successfully and have a keen sense of individual achievement.
3.19 Teaching employs a variety of stimulating approaches to promote learning. For example, in a Year 6 lesson, pupils were challenged to improve and edit a piece of their own writing. They identified its strengths and showed perception, maturity and individuality in their responses. Teaching benefits from a thorough knowledge of pupils’ personalities and needs and draws on effective techniques, such as questioning and encouragement that are well matched to pupils’ abilities. Support for individuals within lessons is carefully managed and made more effective through the excellent management of behaviour.

3.20 The high quality teaching promotes a strong sense of purpose and achievement, and evident enjoyment of the lessons. In the EYFS, staff are rightly proud of, and foster, the enthusiasm and range of interests of the children. These interests are used as a basis for further work, fully engaging and motivating the children to reach the high standards demanded. The consistent motivation of the pupils in all year groups, through individual praise, appreciation and encouragement, is a strength of the school. An excellent rapport and positive relationships between teachers and pupils allow them to feel secure, confident and to seek advice. The deployment of teaching assistants is highly effective, especially in supporting the less able. Throughout the school, personal education plans for pupils with SEND effectively promote their learning and enable them to make at least good progress. Detailed assessments and tracking are highly effective in monitoring and ensuring progress and informing lesson planning and subject development. In response to a recommendation at the previous inspection, teaching provides well for pupils’ independent learning, but does not yet consistently enable individual investigation and research.

3.21 An excellent range of resources strongly supports teaching and is used to good effect to engage pupils and enhance their enjoyment of learning. Teaching makes good use of the interactive whiteboards and smart televisions, which are a feature of many classrooms.

3.22 Effective marking strategies encourage and help pupils, enabling them to make progress and build on their achievements. The marking strategy is consistently applied; the most effective marking is evaluative and identifies clear steps for improvement. In interviews, pupils from different age groups commented on how encouraging marking helps them to make progress.

3.23 Teaching is well supported by assessment tools and systems, which are constantly reviewed to ensure that they measure accurately and enable progress and attainment. An effective tracking system allows teachers to monitor the progress of individual pupils and identify where improvement or extra support is required. Tracking ensures a thorough awareness of the pupils’ attainment and the level they must achieve to gain places and scholarships at the selective schools for which they are aiming.
4 THE QUALITY OF THE PUPILS’ PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

4.1 The pupils’ spiritual, moral, social and cultural development is excellent.

4.2 Their high levels of personal development demonstrate fulfilment of the school’s aims to enable pupils to value themselves and have a commitment to the care and well-being of others. They actively reflect fundamental British values.

4.3 Pupils have excellent spiritual awareness. They are confident, self-aware and have high self-esteem without arrogance. In the EYFS, children have the confidence to play and explore independently, using both the indoor and outdoor areas. They know that their ideas and interests will be taken seriously by the staff and are encouraged to think and play creatively. They are keen to explain what they are doing and are confident when speaking to adults and each other. Pupils appreciate fully the non-material aspect of life through their interest in one another’s religious practices and faiths in this richly diverse area of London. The pupils are emotionally mature for their age and demonstrate this when carrying out their monitoring duties with younger children.

4.4 The pupils’ moral development is excellent. They have a keen sense of right and wrong; they draw up their own ‘golden rules’ for the classroom, helping them to understand why rules are necessary to enable all pupils to feel comfortable, secure and happy within school. Pupils gain a deep understanding of British democracy; older pupils discuss voting in their philosophy lessons, having experienced the process in electing their own members of school council. Visits to the Houses of Parliament allow them to see the results of the voting process nationally. Pupils have a high level of economic awareness, as seen, for example, in a discussion on the value of teamwork in Year 6, in which pupils made an analogy with the coming together of the European Union.

4.5 Pupils demonstrate particularly strong social awareness. In the EYFS they help one another when playing and are accepting of each other, particularly when playing with the same piece of equipment. They enjoy role-play games: delivering the post, serving in the post office and looking after patients in their surgery. As they move up the school, pupils are keen to accept responsibilities relative to their age, for example, as members of the school council, monitors, sports captains, head boys and girls and when helping around the school. They make a positive contribution to the school through their excellent behaviour, pleasant demeanour and general helpfulness. They gain an understanding of the needs of those less fortunate than themselves and contribute to their well-being, for example when they sing at a local club for the blind. Pupils suggest their own ideas for charity fundraising, which they submit as a business plan to the head. They raised over £10,000 in the previous three years for a wide range of local, national and international charities.

4.6 Pupils have an excellent understanding and respect for the broad range of faiths and cultural traditions represented in the school. They speak confidently and freely about their own traditions and are interested in how other people express their faith. Their awareness develops strongly through the ‘Our Values and Qualities’ posters in every classroom and a weekly focus on one of the values. They demonstrated an evident understanding of tolerance, the value in focus during the week of inspection, developed through assemblies, posters and in PSHCE, circle time and other lessons. Pupils know that their contributions to PSHCE lessons are respected; their
high quality displays about ‘friendship’ and ‘anti-bullying’ are evident throughout the school.

4.7 Pupils’ outstanding cultural awareness permeates the school. They gain an excellent understanding of their own and other cultural traditions, taking part, for example, in an annual arts fortnight, which this year included an African drumming workshop, storytelling, puppetry and singing. Their cultural education is enhanced by their participation in art, speech and music competitions and concerts and performances in and out of school, including a presentation about Polish Christmas customs.

4.8 The pupils have a high standard of personal development by the time they leave the school, which prepares them thoroughly to make a happy and successful transition to the next stage of their learning.

4.(b) The contribution of arrangements for pastoral care

4.9 Pastoral care is excellent.

4.10 The arrangements for pastoral care contribute strongly to pupils’ excellent personal development and to meeting the school’s aim to nurture self-confidence and self-esteem, enabling pupils to value themselves and to have a commitment to the care of others. Parents and pupils are extremely appreciative of the care the school provides, as indicated in their responses to the pre-inspection questionnaires.

4.11 The staff provide outstanding support and care for the pupils throughout the school. They know their pupils extremely well and show a clear concern for their interests and wellbeing. In the EYFS, children are exceedingly happy; they know they are cared for by their key person and listened to. Pupils of all ages feel they can readily turn to staff for help and are confident of their support both in and out of the classroom. Relationships between staff and pupils of all ages and between pupils themselves are excellent. Staff provide clear guidance and feedback to pupils, which is encouraging and affirmative. This enables pupils to develop confidence in formulating and expressing their ideas, and to consider these ideas and those of others both rationally and sensibly.

4.12 The school promotes healthy living extremely well. Staff in the EYFS help children to understand the need to eat a variety of healthy foods and children know that fruit contains vitamins and that cheese can help growth. Most EYFS children manage their own hygiene needs well and understand the need to wash their hands before eating. Throughout the school, pupils gain an understanding of how to stay healthy through the PSHCE programme and their learning in science. They benefit from a range of physical activities and take regular exercise. From the EYFS onwards, they know it is good for them. The selection of healthy options provided for lunch is greatly enjoyed by the pupils, who show a strong awareness of the importance of healthy eating.

4.13 The school’s careful monitoring of behaviour ensures that high standards are uniformly achieved. Pupils feel that any sanctions given are fair. Measures to guard against harassment and bullying are thorough, well managed and consistent. Well-publicised procedures are followed by all staff and reviewed as needed. Pupils are confident that, should any incident of bullying occur, it would be swiftly dealt with. The school has a suitable plan to improve educational access for pupils with SEND.
4.14 In the pre-inspection questionnaires, a very small minority of pupils felt the school did not seek and respond to their opinions. However, inspection evidence confirms that this is not the case. The school uses highly effective methods to seek and respond to the views of pupils. Initiatives debated at the school council have been implemented, such as the recent provision of an outdoor stage. Subject leaders make good use of an online survey tool to elicit pupils’ views on aspects of their learning.

4.(c) The contribution of arrangements for welfare, health and safety

4.15 Welfare, health and safety are excellent.

4.16 The pupils benefit from highly efficient welfare, health and safety arrangements, in line with the school’s aim to maintain a safe and healthy environment. They are overseen by a health and safety committee, which includes a member of the governing body. Thorough attention is paid to child protection. Procedures have due regard for official guidance, ensuring that all requirements for safeguarding and welfare have been met. From the EYFS onwards, staff understand fully how to keep children safe and their excellent teamwork gives the children a feeling of confidence and security. All staff receive regular training in safeguarding, which is carefully logged. This is also underpinned by strong links with local agencies. The school works closely with both children and parents to develop an understanding of e-safety to keep pupils safe online.

4.17 Systems and policies for monitoring practice in all areas of welfare, health and safety are excellent. All necessary measures are taken across the school to reduce risk from fire and other hazards. External companies regularly check extinguishers, emergency lighting and alarms systems. Fire drills take place at least termly and effective measures are taken to ensure pupils’ safety during an emergency evacuation of the school. Pupils understand and follow carefully-planned routines, ensuring that they move safely around the school. Risk assessments, which are reviewed annually, are expertly prepared for the school premises. When trips are planned, risks are carefully assessed and clear lines of communication with parents are established.

4.18 The school provides a high level of medical care. Injured or unwell pupils are cared for attentively in the well-equipped medical room by qualified nursing staff. A large proportion of staff have undertaken first aid training. Systematic, thorough records of any incidents are kept on a data management system. These are reviewed closely for patterns and trends. Individual plans are prepared carefully to ensure that the school meets and improves on the particular needs of pupils with SEND. Admission and attendance registers are properly maintained and correctly stored.
5. **THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

5.(a) **The quality of governance**

5.1 Governance is excellent.

5.2 Governors have a detailed understanding of the life and work of the school, which enables them to guide and support leadership in meeting the school’s aims and ensure that its responsibilities are successfully met.

5.3 Governors have an extensive range of contacts with the school. Several committees oversee specific areas, such as risk management, health and safety and curriculum and governors take individual responsibility for particular aspects of the school. A governor with particular responsibility for the oversight of EYFS is well known within the setting and takes a personal interest in the work of the children. The reports of committees and individual governors to the main board, together with a termly report from the head, presentations from subject co-ordinators to the curriculum committee, days spent in school and occasional attendance at leadership meetings ensure that governors gain a thorough oversight of the school, enabling well-informed monitoring of standards and investment in staff, resources and accommodation.

5.4 Governors bring to the board a broad diversity of experience, including in education, finance, property, the law, safeguarding and the performing arts. This provides excellent insight to support their detailed monitoring of the school through, for example, their careful analysis of information and the guidance and challenge provided to the school’s leadership and subject co-ordinators.

5.5 Governors undertake training relative to their roles and responsibilities, ensuring success in meeting statutory requirements. Recent training in safer recruitment and in the oversight of the school’s recording procedures for staff appointments, for example, has enabled well-informed regular checking and a detailed annual review of safeguarding and child protection arrangements which is undertaken by the governing body as a whole.

5.(b) **The quality of leadership and management, including links with parents, carers and guardians**

5.6 The quality of leadership and management, including links with parents, is excellent.

5.7 The leadership and management of the EYFS are excellent and ensure that comprehensive planning results in a curriculum that is responsive to the interests and needs of the children. Particularly effective team work in the EYFS ensures that children access a full educational programme and that their progress is recorded and fully monitored. Throughout the school, leadership and management successfully provide clear vision and a high quality of educational direction, which is demonstrated in the pupils’ excellent achievement and personal development. Leadership is responsive and thoughtful and offers a very clear sense of purpose and direction.

5.8 At every level, management demonstrates a strong spirit of cohesion and shared endeavour and is highly effective in discharging its delegated responsibilities, including in the development and implementation of policies and schemes of work. It is characterised by a willingness to evaluate and reflect on all aspects of the
school’s work, its ethos and values, as seen in the regular subject audits, which benefit from the insight and scrutiny of governors. The senior leadership team is forward looking and open to new ideas. Working with the governors, this team is highly effective in evaluating previous strategies and objectives, in setting priorities and in ensuring that they are achieved. The required pre-appointment checks on staff are carried out systematically and recorded efficiently. Leadership ensures that all staff, including non-teaching staff and those in the EYFS, receive regular safeguarding training, are aware of the requirements for child protection and whom to contact in cases of concern. The school has responded successfully to the recommendation of the previous inspection relating to the monitoring of teaching. A sound, effective system for monitoring, appraisal and professional development has been introduced, which is successful in improving the consistency of teaching and learning throughout the school. The performance management programme enables staff to identify their training needs and to have these met. Staff are encouraged and supported to further their skills, including undertaking a degree in early years at a local university.

5.9 Several recent changes in management at the school, including new bursarial and human resources staff, have quickly contributed and added to a highly cohesive pattern of working. This is characterised by excellent, frequent communication and open and highly supportive relationships across all departments.

5.10 The leadership’s biennial staff reviews with departmental heads and subject coordinators complement more frequent meetings between relevant members of the leadership team and subject coordinators throughout the school, to discuss matters relating to pupils’ learning and progress, the curriculum and teaching. These forums successfully develop the school’s educational direction and report effectively, through regular meetings, to the leadership team. The on-going programme of review at departmental level ensures the high quality of assessment and marking, teaching and learning and professional development. The inclusion of teaching assistants in these meetings enables them to make a valuable contribution to the school’s excellent planning.

5.11 Leadership and management identify areas for improvement through perceptive and informative self-evaluation. Excellent regular review and close self-evaluation of the EYFS setting, through year group meetings and of the setting as a whole, inform the development plan for the setting, encouraging staff to evaluate and reflect continuously. Highly effective supervision ensures that EYFS staff feel well supported and appreciated in their roles. Throughout the school, development and progress are monitored and evaluated through regular audits. Work scrutiny, lesson observations and ‘learning walks’, where staff visit other classrooms, contribute to the achievement of high standards, as does the careful analysis of biennial parental and pupil surveys, which have prompted, for example, the recent reorganisation and updating of the ICT curriculum.

5.12 Informative staff handbooks for each section of the school afford all staff, including new staff, useful guidance regarding school policies and routines. Key policies, including those for health and safety, safeguarding and child protection, are regularly monitored and updated as required by senior staff. Arrangements for checking the suitability of staff, supply staff and governors are excellent. The school secures well-qualified and committed staff who are encouraged to contribute to the wider school community.
5.13 Leadership involves ancillary staff closely in the work of the school, creating a strong sense of a whole-school team and enabling these staff to make a valuable contribution to the pupils’ education.

5.14 Links with parents are good. In the EYFS, excellent partnerships with parents and with external agencies help children who need extra support. In their responses to the pre-inspection questionnaire, parents throughout the school were overwhelmingly pleased with the education and support provided for their children; all parents state that they would recommend the school to other parents. They were particularly pleased with the progress, happiness and care of their children and the range of subjects studied. A very small minority of parents were unhappy about the school’s handling of their concerns, the timeliness of responses and the information provided about their child’s progress. The school has identified a recent weakness in the quality of its communication with parents in these areas and has taken steps to address them. The school regularly seeks the views of parents, using online surveys, consultation meetings and asking for suggestions via the internet. A recent topic for parental consultation was a proposed new reporting system.

5.15 In the EYFS, parents’ contributions to their children’s learning are welcomed through the ‘Wow!’ certificates and in the ‘my world’ books, in which parents share children’s home activities and achievements. Parents follow their children’s progress through the ‘yellow reading diary’. Parents do not yet have access to regular electronic updates about their children’s learning activities, progress and achievements in school. However, the school has plans to introduce this to involve parents further in their child’s education.

5.16 Parents have excellent opportunities to be actively involved in the work and progress of their children and the life of the school. They assist on school trips, help children read and support school productions and concerts. Workshops run for parents help them to understand changes in various areas of the curriculum. Parents receive information about their child’s progress through the two parents’ consultation evenings per year. When they join the school, parents are all enrolled into the parent teacher association (PTA), which promotes a wide range of social and fundraising activities. Such funds have supported their children’s education, enabling, for example, the refurbishment of children’s play areas.

5.17 Parents are provided with a good range of clearly presented information about forthcoming events in school, including games fixtures, celebration of school activities, and successes in art and other competitions. A termly magazine gives interesting reports on the term’s events, such as science and engineering week and what children do in extra-curricular activities, details of school governors, the PTA and the school council. Monthly newsletters keep parents up to date as does the informative school website.

5.18 The school’s regular communication with parents is by email. Instant messaging and text has recently been enhanced by the introduction of an electronic group messaging system for all parents. Parents are provided with clear, informative reports twice per year in EYFS and KS1 and three times a year for KS2, all of which give a good picture of each child’s abilities and response to their work, many of them containing details on how their children might improve their work in future. The school handles any complaints from parents with due care and attention, following its published procedures.
What the school should do to improve is given at the beginning of the report in section 2.