



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
KINGSWOOD HOUSE SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Kingswood House School

Full Name of School	<b>Kingswood House School</b>
DfE Number	<b>936/6026</b>
Registered Charity Number	<b>312044</b>
Address	<b>Kingswood House School 56 West Hill Epsom Surrey KT19 8LG</b>
Telephone Number	<b>01372 723590</b>
Fax Number	<b>01372 749081</b>
Email Address	<b>bursar@kingswoodhouse.org</b>
Head	<b>Mr Peter Brooks</b>
Chair of Governors	<b>Mr Robert Austen</b>
Age Range	<b>3 to 13</b>
Total Number of Pupils	<b>173</b>
Gender of Pupils	<b>Boys aged 3 to 13; girls aged 3 to 7</b>
Numbers by Age	5-11: <b>121</b> 3-5 (EYFS): <b>12</b> 11-13: <b>40</b>
Number of Day Pupils	Total: <b>173</b>
Head of EYFS Setting	<b>Miss Eleanor Walliss</b>
EYFS Gender	<b>Mixed</b>
Inspection Dates	<b>07 Oct 2014 to 10 Oct 2014</b>

## 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 November 2009.

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](http://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 senior members of staff and with the chair of governors, 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**

Mrs Sue Bennett	Reporting Inspector
Mr Dougal Philps	Team Inspector (Head, IAPS School)
Mrs Helen Wainwright	Team Inspector (Deputy Head, Society of Heads School)
Mrs Jane Morgan	Co-ordinating Inspector for Early Years

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Kingswood House School is an independent day school for boys between the ages of three and thirteen and girls between the ages of three and seven. Founded in 1899 as a boy's boarding school, it moved to its present site on the outskirts of Epsom, Surrey in 1920. In 1963, it became a day school and was established as an educational trust with a board of governors. Additionally, the school has a specialist study centre to provide help for pupils who have special educational needs and/or disabilities (SEND), including statements of special educational needs and education and health care plans, and for pupils who have English as an additional language (EAL).
- 1.2 The school aims to create a secure, caring and friendly environment, which encourages its pupils to participate and succeed in all areas of the curriculum. It seeks to help pupils develop confidence, respect and tolerance, and a sense of self-worth and maturity in preparation for their next stages in education.
- 1.3 Since the previous inspection, the school has built a new two-storey building for the junior department, a single storey pre-preparatory department and a specialist humanities building. The information and communication technology (ICT) suite has been refurbished. The curriculum provision has expanded to include scholarship clinics, increased support for pupils with SEND or EAL and a greater range of extra-curricular activities.
- 1.4 At the time of the inspection 173 pupils, 171 boys and two girls, were on the school roll. Of these, 12 were in the Early Years Foundation Stage (EYFS), with four attending on a part-time basis. All children in the EYFS receive local authority funding. Most pupils leave the school at age 13 and move to their chosen senior schools. Pupils have a range of different ethnic and cultural backgrounds and come mainly from business and professional families within a wide geographical area.
- 1.5 The ability profile of the school is above the national average. However, 99 pupils have been identified as requiring support for special educational needs or disabilities (SEND) all of whom receive specialist support for their learning. Of these, 15 pupils have statements of educational needs, or education and health care plans. Five pupils speak English as an additional language (EAL), none of whom require additional support from the school.
- 1.6 National Curriculum nomenclature is used by the school from Reception onwards and throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the Nursery is shown in the following table.
- 1.7 ***Early Years Foundation Stage Setting***

School	NC name
First Class	Nursery (3 to 4 years)

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The quality of pupils' academic and other achievements is excellent. The school successfully achieves its aim to develop well-rounded, confident pupils, who succeed in line with their individual abilities and who are well prepared for their future education. The curricular and extra-curricular provision from the EYFS onwards is excellent and carefully tailored to suit the ability range and potential of the pupils. Activities and educational visits enrich the provision and pupils' achievements beyond the classroom with notable success in sport, music and national competitions. Teaching standards across the school, including the EYFS, are excellent; enthusiastic and experienced staff prepare excellent lessons which are interesting and motivating. Provision for pupils with SEND, including EYFS children, is excellent; extension sessions support more able pupils. Consequently, pupils of all abilities make excellent progress from their starting points. Marking and pupil self-assessment systems lack consistency across classes and subjects. The previous inspection recommendations relating to personal, social and health education (PSHE) provision and the outdoor provision for EYFS children have been successfully addressed through increased resources, specific planning and timetabled allocation.
- 2.2 Pupils' personal development is excellent, including for children in EYFS. A highly caring family atmosphere permeates throughout the school. Pupils' spiritual, social, moral and cultural awareness is strongly nurtured. Staff know pupils extremely well and provide high levels of pastoral support and guidance. Pupils have an excellent understanding of mutual respect and tolerance towards each other and understand that the school's code of conduct 'The Kingswood House Way' underpins behavioural expectations. In their pre-inspection questionnaire responses, a few pupils expressed concern over the school's handling of bullying. During the inspection, pupils' comments did not support these views. Pupils relish responsibility and older pupils have a clear understanding of the important role they play in the school community. In the EYFS, children greatly enjoy praise and reward stickers in recognition of their positive contributions to school life. Arrangements for welfare, health and safety are excellent. Recruitment and induction checks on new staff are rigorous. Stringent safeguarding procedures ensure the well-being of all pupils. The school successfully meets its aim to provide a secure, caring environment, developing pupils' self-worth and maturity and equips them well to deal with life's challenges.
- 2.3 Governance is excellent. The governing board exercises a strongly focused oversight of all school aspects, through regular visits to observe practice, scrutinise policies and procedures and to ensure they meet their legal responsibilities. There has been considerable financial investment into the school's resources since the previous inspection. Leadership and management across the school are excellent, including of the EYFS. Senior leadership have clearly defined roles and work cohesively together, ensuring thorough oversight of both the school's educational and welfare provision. Strongly focused self-evaluation represents a whole school perspective. Development planning clearly identifies future priorities, although lacks consistency and clarity in identifying timescales, responsibility and success criteria. Regularly monitored teaching and planning procedures alongside appraisal systems are effective in practice, suitably addressing a previous inspection recommendation. In the EYFS, supervision meetings to support and coach staff are not regularly

established or recorded. Links with parents are excellent. Parents are overwhelmingly supportive towards the school and extremely pleased with the care, safety and progress that their children receive.

## **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. Establish cohesive systems for the marking of work and the use of assessments to track pupils' progress across the school.
2. Strengthen the processes for development planning to present a sharper focus for the school's future improvements.
3. Develop the systems for the regular individual supervision of staff in the EYFS, to provide ongoing support and coaching.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and learning**

- 3.1 The quality of pupils' learning and achievements is excellent.
- 3.2 Pupils throughout the school, including children in the EYFS are extremely well educated. Excellent in-class support and individualised specialist teaching enables pupils of all abilities to achieve high standards in their academic work and in their extra-curricular activities. This fully reflects the school's aim to develop well-rounded, confident pupils who succeed in line with their individual abilities, so that they are equipped to deal with life's challenges and are well prepared for their next stage in education.
- 3.3 From the EYFS onwards, pupils demonstrate excellent levels of knowledge, understanding and skill in their learning. They are highly articulate and keen to express their views. For example, in a science lesson, pupils used logical thought to reason why raisins bounce when placed on a drum surface, concluding successfully that it is as a result of the transfer of energy when they beat it. In the EYFS, children confidently describe how dried pasta feels and enthusiastically explore its properties by snapping it. Pupils make excellent use of ICT as an independent investigation tool, for example researching life in Roman villas during a history lesson. Pupils read with confidence and expression and listen attentively, both to their teachers and to each other during lessons. They strive hard to present their written work neatly and in a variety of genres, such as poetry and creative writing. SEND pupils, including those with educational statements, can accurately identify differences between adjectives and adverbs and use them correctly in sentences. Pupils apply their mathematical skills competently in other areas of their work, such as using estimation and measurement skills in design technology. The achievement of pupils with SEND is excellent; during an individual numeracy session, they were able to accurately calculate the cost of items and give the correct change. EYFS children in Reception use their phonic knowledge adeptly during reading and writing activities preparing them extremely well for their next educational phase. The youngest children can name two-dimensional shapes and older children have a secure knowledge and understanding of numbers to ten. Pupils compete in a wide range of sporting events both locally and nationally, with some players reaching county standard. Pupils' high quality creativity is evidenced through the colourful and varied displays around the school of both their work and their recent dramatic and musical performances.
- 3.4 A good proportion of pupils are successful in attaining music, drama, art and sports scholarships to their chosen senior schools. Pupils achieve notable success in external sports, music, speech and drama examinations. They have also been highly successful in local competitions, such as a general knowledge quiz hosted by a local senior school.
- 3.5 Pupils' attainment cannot be measured in relation to average performance against national tests but, on the inspection evidence available, it is judged to be good in relation to national age-related expectations. This level of attainment, together with the wide range of learning difficulties that pupils have, means that they make excellent progress from their starting points when compared with pupils of similar abilities and specific learning needs; in particular, pupils with educational statements make significant progress in their learning. For example, as a result of individualised

specialist support, pupils develop excellent communication and linguistic understanding, enabling them to participate fully in lessons and contribute meaningfully to class discussions.

- 3.6 Pupils, including those in the EYFS, thrive within the overwhelmingly strong atmosphere of encouragement and support. Their attitudes to their work are excellent. Pupils are motivated and enthusiastic learners, who are keen to succeed and embrace all the opportunities in their path. They behave in a highly positive manner, which contributes significantly towards their academic achievements.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The school successfully fulfils its aim to devise and keep under review an academic curriculum that strives to create well-rounded, confident children. The curriculum is extremely well suited for all ages, including children in the EYFS. It is skilfully tailored and highly suitable for the ability range and potential of the pupils. Curriculum planning has a good breadth and is organised to enable pupils to work at a fast pace. It is stimulating in its content. In addition to the core subjects, French is taught from the EYFS onwards by specialist teachers. Design and technology and ICT are significant features of the curriculum, enriching the kinaesthetic opportunities for pupils, particularly for those with SEND. The timetable and curriculum imbalance noted at the previous inspection, relating to PSHE has been successfully resolved; a comprehensive scheme of work has been implemented for all pupils throughout the school, alongside specified weekly timetabled lessons.
- 3.9 In the EYFS, the educational programmes cover the prime and specific areas of learning extremely well, ensuring that children of all abilities reach their expected levels of development, in relation to their individual learning needs. The exciting range of planned activities provides a carefully considered balance of child initiated and adult led learning, enabling excellent opportunities for children to play, explore and solve problems. The recommendation from the previous inspection of the EYFS relating to the development of outdoor areas has been successfully addressed. Outdoor activities are clearly identified on curriculum planning, supported by the provision of a good range of resources.
- 3.10 The specialist study centre provides excellent curriculum provision for pupils with learning difficulties, including for children in the EYFS when required. The educational programmes are carefully planned to meet the pupils' individual needs and link extremely well with pupils' learning in the classroom. Systems to annually review statements of special educational needs or education and health care plans are thorough. Meetings between parents, staff, outside agencies and pupils, ensure excellent levels of consistent approach and support, impacting significantly on pupils' progress and achievement. A separate programme caters for the needs of the more able, providing additional educational challenge.
- 3.11 A good range of extra-curricular activities is available throughout the school day for all pupils; many offer effective extended challenges for the more able. The school runs two choirs, alongside an eclectic choice of activities including intellectual, creative and sporting opportunities. Clubs range from gardening to Spanish. Pupils throughout the school take part in drama productions, which enables them to gain confidence by performing in public. Sporting provision at the school is extremely

strong. All pupils have the opportunity to play in school matches; exciting physical recreational resources, such as the climbing wall, are available for all ages.

- 3.12 Pupils' educational experiences are significantly enhanced by an excellent selection of visiting speakers and trips. A number of highly successful visits are arranged for pupils of each year group, including for children in the EYFS. These include trips to galleries, museums, castles, stately homes, farms, forests, a theme park and a pizza restaurant. In addition, pupils take part in residential visits, adding much to the pupils' personal development. The 'After Common Entrance Programme' for the oldest pupils is stimulating and prepares them extremely well for their senior schools.
- 3.13 Links with the local community are excellent. The school's facilities after the school day and during the holidays are used by local organisations. Links with local sports clubs are strong and a mini Olympics is organised annually for local pre-prep schools. Children from local primary schools benefit from curriculum initiatives, such as visiting to see a World War 2 history project, which included a full sized model of an Anderson shelter, built in the school hall.

### **3.(c) The contribution of teaching**

- 3.14 The contribution of teaching is excellent.
- 3.15 Teaching is highly effective in enabling all pupils to make significant progress and fully supports the school's aims to develop individual abilities of each child in a secure, caring environment where they are happy and motivated to learn.
- 3.16 Teachers have an excellent knowledge of their subjects and of the educational needs of their pupils. This, along with the enthusiasm they bring to the classroom and the relationships they build, enables pupils to develop their learning and personal skills to the maximum. The pupils feel extremely well supported and able to seek help with their work whenever necessary. Teachers are excellent role models and expectations of the pupils, including for children in the EYFS, are high.
- 3.17 The carefully structured teaching, with thought for pupils' varying needs, including those with SEND, ensures that lessons allow pupils of all ages, abilities and needs to achieve their best. Consequently, this high quality teaching support for individual needs enables pupils of all ages to make rapid progress in their learning. The needs of pupils with statements of special educational need are met in full.
- 3.18 Teaching provides excellent levels of challenge. Learning support assistants provide additional support for pupils who need it, although this additional input is not always fully utilised during lessons. Teachers make excellent use of questioning strategies and discussion opportunities to appropriately support pupils' understanding and extend their learning. For example, in English, pupils worked in pairs to decide on interesting adjectives to describe an imaginary character. Lesson planning is thorough and incorporates a stimulating range of approaches. Teaching pace is brisk and time is carefully managed.
- 3.19 Resources are high quality, varied and plentiful, including in the EYFS. The classrooms feature bright and interesting displays of current work and posters relevant to the subject; these enrich the learning experience and enhance the learning environment.

- 3.20 In-class assessment processes help teachers to plan lessons that build on pupils' previous knowledge. Marking at its best provides clear guidance for pupils on how to improve their work. Some effective use is made of self-assessment strategies to enable pupils to evaluate their own progress, although these systems, alongside marking, lack consistency of application across both subjects and classes. Newly introduced systems to track progress over time, whilst not fully embedded, effectively identify pupils' ability and levels of academic attainment, although the correlation of assessment data between specific departments within the school lacks a cohesive approach.
- 3.21 In the EYFS, teaching staff are highly effective in engaging with and motivating children to learn. They use questions expertly to challenge children's thinking, such as when they ask them to describe and name fruits as they cut them up to make a fruit salad. Additionally, they skilfully introduce mathematical vocabulary, such as half and quarter, to extend children's knowledge and understanding. All staff are highly knowledgeable about promoting children's learning and development needs. Planning strongly reflects the needs and interests of children and makes excellent provision for children with SEND. Staff make excellent use of observations and assessment processes to support children's learning and identify next developmental steps.
- 3.22 In the EYFS, teachers make appropriate adjustments in their teaching approaches to meet the needs of all children, such as using visual signing to enhance children's understanding of instructions. All teachers make excellent use of individual praise and encouragement. The consistent approach to behavioural management is a significant factor in underpinning pupils' positive attitudes to learning and the maintenance of the calm atmosphere.
- 3.23 In the EYFS, thorough assessment processes accurately identify children's level of development when they join the school; by the end of their time in Reception, children make good progress from their starting points, including those with SEND and more able children.
- 3.24 In their responses to the pre-inspection questionnaire and during discussions, parents indicate that they value highly the expertise and work of the staff; they were unanimous in their views that the high quality teaching helps their children make progress at school. Pupils were also extremely positive in their comments about the quality of teaching and support for their individual learning needs.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The spiritual, moral, social and cultural education of the pupils is excellent.
- 4.2 The school successfully meets its aim to help children develop self-worth and maturity so that they are well equipped to deal with their next stage of education.
- 4.3 Pupils' spiritual development is excellent. They are highly self-aware and have a strong understanding of respect for both the school community and the wider world. The pupils' high levels of self-confidence and self-esteem, including for children in the EYFS, is nurtured through the regular praise they receive from staff. Throughout the school, there is a strong culture of opportunities for pupils and EYFS children to reflect and appreciate the non-materialistic aspects of life. For example, an assembly featuring poetry written by Year 6 pupils, based on the experiences of soldiers in World War 1, was a particularly moving experience. EYFS children make a positive contribution during assembly times and proudly show their handmade poppies, which they know commemorate the loss of life in the war.
- 4.4 Pupils' moral development is excellent. They have an extremely clear understanding of what is right and wrong in a moral sense, not just in terms of adhering to the rules. Pupils are very clear about the school's code of conduct, 'The Kingswood House Way', understanding that this underpins behavioural expectations. They know that bullying is not acceptable under any circumstances. A few pupils, in their pre-inspection questionnaire responses, felt that opportunities for responsibility were limited. During discussions, pupils said that there are good opportunities for all ages, such as classroom monitors, prefects and council members. Pupils wholeheartedly embrace positions of responsibility and the importance of the role expectations. For example, older pupils support younger pupils with their reading through the buddy system. Prefects and senior pupils know that they are expected to set an example to pupils throughout the school; they fulfil their roles extremely well. Pupils display exceptionally high standards of mutual respect and tolerance towards one another. In the EYFS children have a strong understanding about making good choices and decisions. They enjoy helping and taking responsibility for tidying toys and equipment, alongside the privilege of being the line leader.
- 4.5 Pupils' social development is excellent. They are friendly, courteous and very well mannered. Pupils have excellent communication skills. They are proud to be part of their school and greatly enjoy showing visitors around, such as on school 'Open Days'. Pupils strongly embrace opportunities to contribute to the life of the school through the proactive school council, such as their meaningful role in the recent change to the school's catering provision. Pupils take part in a considerable amount of charitable work, locally and internationally, through house days and other charitable endeavours, such as collecting food at Harvest Festival for Age Concern. In the EYFS, children have an excellent understanding of the need to respect their peers and play co-operatively, sharing their ideas and listening to each other.
- 4.6 The pupils' cultural development is excellent. The diverse nature of the school community enables pupils to gain an excellent understanding of world faiths; they are thoughtful and tolerant of cultural and religious differences. Pupils' cultural awareness is considerably enhanced by their participation in the many opportunities provided across the curriculum and in trips within both the local community and

wider afield. For example, Year 5 pupils can write some words accurately in Punjabi and recently visited a local mosque. During morning registration, pupils answer their name in French or Spanish and talk knowledgeably about cultures in other countries. In the EYFS, cultural stories and festival celebrations successfully support children's developing cultural awareness.

- 4.7 By the time pupils leave the school, they have an excellent standard of personal development and are thoroughly prepared for their moves onto senior schools. Children in the EYFS are extremely well supported in their transitions because of the strong links between educational phases, such as transition days.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 Compassionate and empathetic staff, including in the EYFS, provide excellent support and guidance for the pupils in accordance with the school's aims. Within the strong family atmosphere, relationships between staff and pupils and amongst pupils themselves are overwhelmingly positive. Excellent communication systems and thorough record keeping procedures ensure excellent support for pupils' individual needs. In the EYFS, the key person system nurtures strong support and relationships, enabling staff to have a thorough understanding of children's individual needs. The school provides excellent support and guidance to parents to help them plan and find the right senior school to suit their child's needs.
- 4.10 Pupil booklets, tutor times and notice boards around the school provide excellent help and direction for pupils. Staff make every effort to resolve any personal concerns that the pupils may have, and pupils feel that staff show great concern for them as individuals. 'Privilege time' provides excellent levels of pastoral support for pupils, alongside encouraging good behaviour. Awards, stars and 'caught being good' initiatives emphasise the importance of pupils 'doing ones best'. In the EYFS, behavioural expectations are high and staff reinforce these through positive praise and rewards. These systems fully take into account pupils specific difficulties and disabilities. In their responses to the pre-inspection questionnaires, a very small minority of pupils expressed concerns about the school's handling of bullying. During discussions during the inspection, pupils said that bullying is extremely rare and if any such incident were to occur, they are confident that would be swiftly dealt with.
- 4.11 The school positively encourages pupils, including children in the EYFS, to lead healthy lifestyles and offers a good choice of food at lunch; dietary needs are well provided for. Pupils understand the benefits of exercise and take full advantage of the variety of sporting activities and physical recreational activities. In the EYFS, posters remind children of the importance of good hygiene routines, such as the need to wash hands before eating food.
- 4.12 The school has a suitable plan to improve educational access for pupils with SEND. The school listens to and responds extremely well to the pupils' views. The school council provides excellent opportunities for pupils to express opinions and have a voice in influencing provision in the school. Recently, a consultation across the school resulted in pupils influencing plans to extend play in the outdoor area.

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

- 4.13 The arrangements for welfare, health and safety are excellent.
- 4.14 The school places a significant focus on the implementation of safeguarding procedures for its pupils, including for children in the EYFS. Policies are regularly reviewed and have full regard for official guidance and regulatory compliance. All staff, including those with designated responsibility for child protection, receive appropriate training at specified intervals. During discussions, staff demonstrated that they have a thorough understanding of their duty of care and responsibilities. Governors, with specific responsibility for safeguarding meet regularly with designated child protection staff, who also have effective links with the local authority for further support and guidance when necessary.
- 4.15 A comprehensive range of policies and procedures cover all aspects of health and safety. Comprehensive risk assessments are in place for both the premises and off-site educational visits; maintenance needs are promptly addressed. These procedures help to ensure an environment within which all pupils, including children in the EYFS, feel safe and secure. Throughout the school, all necessary measures are taken to reduce risk from fire and other hazards. Regular emergency evacuation drills take place and appropriate records kept; alarm and prevention equipment are well maintained and checked by external specialists.
- 4.16 Effective procedures are in place for pupils who become ill or injure themselves during the day, including those with SEND. A large majority of staff have appropriate first aid training, including paediatric first aid qualifications for those staff who work in the EYFS. Well-maintained first aid boxes are located around the school. Medical records are suitably kept and parents are always informed of any occurrences affecting their child's health.
- 4.17 The admission and attendance records are correctly maintained and stored for the previous three years, with efficient systems in place to follow up pupils' lateness or absence.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

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

- 5.1 The quality of governance is excellent.
- 5.2 The governing body provide a strong oversight of the school, in line with its published aims and principals. A governor has delegated responsibility for the EYFS, ensuring that the board is effectively involved and informed. Governors have a stringent focus on discharging their financial planning responsibilities to improve educational standards and provision. For example, since the previous inspection there has been considerable investment in staffing, accommodation and resources.
- 5.3 The governing body includes a wide range of expertise, providing excellent levels of support and challenge to aid the school's future growth and improvement. Governors' particular professional skills are deployed to excellent effect through a system of sub-committees.
- 5.4 Governors regularly attend official school events and periodically spend time in school observing lessons, talking with pupils and meeting with staff. Through these measures, governors gain a thorough insight into the school's operational processes and are consequently highly effective in fulfilling their monitoring roles.
- 5.5 The governing body is highly effective in the discharge of its statutory responsibilities and in reviewing policies and procedures, including those for child protection, welfare, health and safety. Designated safeguarding staff present the school's child protection procedures to the board annually: points of subsequent discussion are clearly documented in board meeting minutes. Governors undergo comprehensive induction when they join the board and have good opportunities for further training to keep them appraised of their responsibilities. All governors have received child protection training.

### **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, carers and guardians is excellent.
- 5.7 At all levels, the school's leadership and management have clearly defined roles and are highly effective in the discharge of their delegated responsibilities. The senior leadership team, including senior staff from the EYFS, meet on a weekly basis and the minutes of their discussions illustrate a strong commitment towards the effectiveness of policy implementation, particularly for the safeguarding of pupils. During weekly whole staff meetings, pupils' welfare needs are always discussed. In EYFS, these stringent safeguarding and welfare systems ensure a welcoming, safe and stimulating environment for children. This whole school commitment to safeguarding strongly supports the school's aims, to provide a secure, caring and friendly community environment where all are valued and appreciated.
- 5.8 Leadership and management provide a strong educational direction to improve the quality of pupils' education. This is reflected in the excellent progress that pupils make in their learning, in relation to their individual learning needs, particularly those pupils with SEND. Following a recommendation at the previous inspection, formal

systems for monitoring, evaluating and improving the quality of teaching have been successfully introduced and have had a significant impact on the quality of the educational provision. These measures include observing lessons, evaluating curriculum planning, scrutinising pupils' workbooks and meeting with staff to discuss their practice. In the EYFS, senior staff regularly and effectively monitor the educational programmes to ensure equality of provision for all children. Resources for learning are of high quality and plentiful, appropriate for the ages of the pupils who attend. The role of pastoral care management is now more clearly defined and a greater emphasis placed on the PSHE provision. The result of this is reflected in the pupils' high standards of personal development, their mature attitudes and readiness for their next stages in education.

- 5.9 Leadership and management have a clear vision for the school's future development. Self-evaluation processes are strongly focused and present a realistic analysis of the school's strengths and future areas for development. All staff, including those who work in the EYFS, have excellent opportunities to contribute towards evaluation processes during weekly staff meetings and departmental reviews. All aspects of the school's provision, including the EYFS, are represented in the whole school improvement plan, which presents an ambitious vision for development. However, whilst this plan is a well-structured working document and skilfully identifies future priorities, it lacks a consistent indication of the timescales for completion, delegated responsibility or success criteria.
- 5.10 Since the previous inspection, improvements include the expansion of the curriculum provision to include scholarship clinics for the more able and greater specialist help for those pupils with SEND. In addition, an increased range of extra-curricular activities have been introduced, providing pupils with greater scope of experiences beyond the classroom. Additionally, following review of the ICT provision and the teaching of humanities, new technical resources have been installed and designated classrooms refurbished to accommodate the teaching of these subjects.
- 5.11 Management is successful in recruiting high quality staff, who are well qualified and experienced in line with the specialist nature of the school's educational philosophy. All new staff undergo stringent recruitment checks before appointment to ensure their suitability for their respective roles. Induction processes are thorough and clearly defined job descriptions ensure that staff are fully aware of their role responsibilities, including for safeguarding pupils and their welfare, health and safety. Documentation, such as the staff handbook, provides comprehensive operational information about all aspects of the school's life. The appraisal system is deeply embedded in practice and effective in supporting and developing their professional experience. In the EYFS, there are appropriate opportunities for informal discussion, reflective practice, self-evaluation and the sharing of concerns between staff and senior managers; however, these are not formalised in regularly established and recorded supervisory meetings, to support the effectiveness of staff practice. All staff, including those in the EYFS, are afforded good opportunities to develop professionally and advance their teaching knowledge through both in-house in service training days and external training conferences.
- 5.12 The school has excellent links with parents, carers and guardians and fully meets its aim to create a strong partnership between parents, children and staff. In the EYFS, staff establish strong links with parents before their child joins the school to discuss individual developmental needs. Parents were overwhelmingly positive in their responses to the pre-inspection questionnaire and in discussions held during the

inspection. They expressed an exceedingly high level of support for the school and for the care and education it provides for their child.

- 5.13 The school's handbooks for parents provide helpful information and there are many opportunities for children and parents to visit before they join the school. Parents feel that staff make every effort to ensure a smooth transition for their child. There were no areas of concern indicated by significant numbers of parents.
- 5.14 All parents, including those whose children are in the EYFS are extremely well informed about their child's progress. They greatly appreciate the school's open door policy, which facilitates informal discussion and communication, in addition to the regular helpful and informative reports and parents' evenings. Parents receive written reports twice a year, which provide excellent information on their child's achievements and progress; the vast majority provide a clear indication on how pupils can improve their work across the curriculum. After-school homework clubs provide additional highly valuable opportunities for parents and staff to communicate. Parents have excellent opportunities to meet with specialist learning support staff each term to review their child's progress and educational provision plans. In the EYFS, staff work closely with parents to discuss and secure appropriate specialist intervention in support of children's individual learning needs.
- 5.15 The school's new website has improved channels of communication with both current and prospective parents. Weekly newsletters keep parents informed of important dates for their diary. Reports on the highlights of the week provide an opportunity for the school community to celebrate the successes and achievements of all pupils. Regular workshops and information evenings are arranged on specific educational topics and aspects of the curriculum. These are greatly appreciated by parents and very well attended.
- 5.16 There are many opportunities for parents to be actively involved in school life. Two parent associations arrange many and varied social functions and support school activities and events. Additionally, parent volunteers assist with outings, run clubs and offer help as required. Parental concerns are handled with care and in accordance with the school's published procedures.

**What the school should do to improve is given at the beginning of the report in section 2.**