



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION**

**RAVENSCOURT PARK PREPARATORY SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	<b>Ravenscourt Park Preparatory School</b>
DfE Number	<b>205/6384</b>
Address	<b>16 Ravenscourt Avenue Ravenscourt Park London W6 0SL</b>
Telephone Number	<b>020 8846 9153</b>
Fax Number	<b>020 8846 9413</b>
Email Address	<b>secretary@rpps.co.uk</b>
Headmaster	<b>Mr Carl Howes</b>
Proprietor	<b>The Gardener Group Ltd</b>
Age Range	<b>4 to 11</b>
Total Number of Pupils	<b>413</b>
Gender of Pupils	<b>Boys and Girls</b>
Numbers by Age	<b>4-5 (EYFS): 60    5-11: 353</b>
EYFS Gender	<b>Boys and Girls</b>
Inspection Dates	<b>8 to 11 March 2016</b>

## PREFACE

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) Regulations 2014. The range of these Regulations 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.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI standard inspection was in March 2010.

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 children aged under two), 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 proprietors, 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 Peter Cox	Reporting Inspector
Mrs Helen Donnelly	Team Inspector (Headteacher, IAPS school)
Mr Adrian Lowe-Wheeler	Team Inspector (Former Deputy Headteacher, IAPS school)
Mr Chris Wardle	Team Inspector (Head of Pre-Prep, IAPS school)
Mrs Angela Russell	Co-ordinating Inspector for Early Years

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Ravenscourt Park is a preparatory school for boys and girls aged from four to eleven years, situated in West London on the border between Hammersmith and Chiswick. The school opened in 1991. It is owned and overseen by the proprietors, The Gardener Group Ltd. The board (which comprises four members, of which one is the founding headteacher) meets termly and has sole responsibility for the governance and management of the school. The school also has an advisory board of governors, which meets termly.
- 1.2 The school's mission is to provide an education of the highest quality that meets each individual child's needs and abilities, seeking to engender curiosity, creativity, confidence and self-esteem. The emphasis is on a holistic approach to education, with a balanced focus on a child's intellectual, moral, spiritual, physical and emotional development. It aims to instil the values of respect, compassion, tolerance and community responsibility in the pupils, and to celebrate achievement in all its forms.
- 1.3 Since the previous inspection, a new purpose-built building has been erected. In the Early Years Foundation Stage (EYFS), external facilities have been extended. A new headmaster was appointed in 2015.
- 1.4 At the time of the inspection, 413 pupils were on roll. The EYFS catered for 60 children. There were 118 pupils in Years 1 and 2, and 235 in Years 3 to 6. Twenty-five pupils identified by the school receive support for special educational needs and/or disabilities (SEND). One pupil has an education, health and care (EHC) plan. Forty-six pupils have been identified as having English as an additional language (EAL), of whom thirteen receive support for their English within school. The school draws pupils from a range of professional, business and media backgrounds. Pupils are of varied ethnic origin, reflecting the local population, and are predominantly of white British heritage. The ability profile of the school is above the national average and in some cohorts a significant proportion of pupils are well above average ability. Almost all pupils leave to join London day schools, generally in the West London area.
- 1.5 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 Throughout the school, including in the EYFS, the quality of the pupils' achievements is excellent. From the earliest age pupils develop robust skills for learning that they draw upon throughout their time at school. Pupils succeed and often excel in the wide range of extra-curricular activities, which include music, sport and the arts. The curriculum is excellent for all ages and abilities, and is expertly matched to meet the needs of the range of pupils in the school. Teaching is excellent. At times, the whole-school marking policy is not consistently applied across all subjects and year groups.
- 2.2 Pupils' personal development is excellent. By the time pupils reach the end of Year 6, they are capable, independent young people who are well prepared for the next stage in their education. Every opportunity is afforded the pupils throughout their time at the school to develop their spiritual, moral, social and cultural awareness and their character, resulting in confident, courteous and well-meaning young individuals. Pupils are proud of their school and think highly of their teachers and other adults who work with them. Pastoral care is excellent. Pupils have a strong sense of right and wrong, and are aware of their responsibilities of living in a multi-cultural and diverse Britain. Excellent standards of welfare, health and safety, including safeguarding, ensure the safety of pupils in the school through high quality procedures and policies, which are fully implemented and known by all.
- 2.3 The quality of governance, and leadership and management is excellent. The proprietors of the school work tirelessly in maintaining the highest standards in a caring, safe and aspirational environment. Senior managers, under strong leadership, are well focused on school priorities. They work with a strong determination and commitment to further improve the life experiences for the pupils, as well as striving for the highest academic standards. There are excellent links with parents, carers and guardians, many of whom sought out inspectors during their visit to express their total satisfaction with the school, its teachers and leaders. Improvements have been made to the EYFS provision since the previous inspection. Children's opportunities to develop their independent learning, and personal and social development skills during snack times are not as extensive as those seen at play and lunch times.

### **2.(b) Action points**

#### **(i) Compliance with regulatory requirements**

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

#### **(ii) Recommendations for further improvement**

- 2.5 The school is advised to make the following improvements.
1. Apply the marking policy more consistently across the school.
  2. In the EYFS at snack times, extend children's opportunities to develop their independent learning, and personal and social development skills, similar to those seen at play and lunch times.

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

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

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 Pupils across the school receive an excellent education in accordance with the school aims for all to maximise their learning potential and become independent learners, and ensuring that they grow in confidence and self-esteem. Children in the EYFS are active learners who apply themselves with energy and enthusiasm, and thoroughly enjoy their learning. All children, including those with SEND or EAL and the more able, make excellent progress in relation to their starting points. By the end of Reception, the majority of children achieve the Early Learning Goals, with many exceeding them.
- 3.3 Children use their phonic knowledge to read increasingly complex words. They speak with confidence, listen carefully to one another and ask each other thoughtful questions. Some children read rhymes or stories in a foreign language. Children confidently write simple sentences using their 'key word' and phonic knowledge and know when to use finger spaces and full stops. In numeracy, children use number bonds, for example to find out how many beads have been taken away from 10. They can double numbers and count to 100 in 10s. Children recognise two-dimensional shapes and describe confidently the properties of these and some three-dimensional shapes. They understand and competently work out simple addition and subtraction.
- 3.4 Children show increasingly good gross and fine motor skills in art and physical activities. They understand simple information and communication technology (ICT) when they competently use a tablet computer. They independently log on to a computer and can use a drawing program to create a spider's web.
- 3.5 From Year 1, pupils develop excellent levels of knowledge, understanding and skills in the full range of curriculum subjects and extra-curricular activities. Their English skills are excellent. They listen carefully and speak and read confidently. Their writing is of a high standard as they use a varied vocabulary and imaginative ideas in creating stories and poems. Their literary understanding is strong, as observed in investigational work on Macbeth. The pupils have excellent mathematical skills that they apply efficiently in other subjects. They use ICT well as a tool for learning. Their physical abilities are well developed as a result of the many opportunities provided for sport and outdoor activities. Pupils have a particular strength in music, demonstrated through an extensive music programme within the school as well as a range of clubs, including a rock band. Pupils produce high quality artwork, much of which is on display around the school. The results at the end of Year 6 show that the majority of pupils gain places at their chosen senior schools. Pupils regularly achieve scholarships, including academic, music and sports awards.
- 3.6 Individuals and teams are highly successful across a range of activities, particularly in sport. The girls' netball team reached the Independent Association of Prep Schools finals for the second time in three years, and pupils have been selected to play for national rugby and county cricket teams.
- 3.7 Pupils' attainment cannot be measured in relation to performance against a fixed national average but on the evidence available it is judged to be excellent. In standardised tests of attainment in English, mathematics, spelling and reading,

results show that pupils' performance is higher than national norms throughout the ability range, including pupils with SEND, whose results are considerably above those of a similar ability.

- 3.8 All pupils make excellent progress as they move through the school. Pupils with SEND, including any with an EHC plan, or EAL achieve in line with their peers through the well-targeted support they receive. More able pupils achieve well as they receive additional challenges in lessons and activities.
- 3.9 Pupils' attitudes to learning are excellent. They settle quickly, sustain their concentration, enjoy learning and apply themselves enthusiastically to their tasks. They co-operate well and are supportive of one another, as seen, for example, in a Year 6 science lesson where they were working in groups when considering the adaptability of animals in the Arctic. They are able to assess for themselves how well they have achieved in their work and how to make further improvements.
- 3.10 The overwhelming majority of parents responding to the pre-inspection questionnaire were pleased with their children's progress.

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

- 3.11 The contribution of curricular and extra-curricular provision is excellent.
- 3.12 The curriculum is highly effective and fully meets the school's aim of offering a broad-based curriculum, including extra-curriculum activities, in order for pupils to acquire knowledge and skills. Children in the EYFS are provided with an excellent range of educational programmes that include the seven areas of learning, both indoors and outdoors. These give them many opportunities to develop new skills whilst working alone, in pairs or as a group. All children, including those with SEND or EAL and the more able, are provided with every opportunity to do well, and are enabled to reach at least expected levels of development and be ready for the next stage in their learning. As a response to the recommendation from the previous inspection, the outdoor provision has been greatly improved and now includes many excellent opportunities for children's learning across the curriculum. Further improvements have been clearly identified and plans are already underway for some of these to be implemented.
- 3.13 Children have opportunities to take part in several extra-curricular activities, which broaden their learning; they have specialist teaching in music, French, art and physical education (PE). The high quality displays of children's work in the classroom support the curriculum and contribute to the attractive and stimulating environment.
- 3.14 From Year 1, the curriculum covers all the required areas of learning. Since the previous inspection, the review of the schemes of work to ensure challenge, coverage and relevance has enhanced opportunities for pupils. They benefit from specialist teaching in French, art, music, PE and science.
- 3.15 The senior leadership team and heads of department work closely with subject teachers to ensure that each curriculum area provides suitable progression throughout the school. There is an emphasis on creativity, independence and physical development, in addition to a focus on the key areas of mathematics and English. Pupils benefit from being placed in ability sets from Years 3 to 6 in English and mathematics to match their different learning needs.

- 3.16 Highly organised and comprehensive arrangements for pupils with SEND, including those with an EHC plan, or EAL and the more able, allow these pupils to receive excellent individual support that is carefully tracked and monitored. The pupils' learning experiences are enhanced through exciting termly creative themed weeks.
- 3.17 The personal, social and health education (PSHE) programme makes a strong contribution to pupils' self-awareness and their ability to think of others, in accordance with the school's aims. Pupils are made well aware of the themes of tolerance, kindness and equality, which are key in the ethos of the school and to preparation for their future lives. Coverage of political issues is always balanced in its approach.
- 3.18 The wide range of excellent extra-curricular activities includes many sports, ICT, science, dance and drama, fencing, art and Spanish. Pupils benefit from links with the local community, involving: the chamber choir singing in a senior citizens home; working with a local charity to raise money for a wheelchair accessible roundabout in the local park; working with a local food bank; and a wide range of competitive and collaborative sports events. Activities are offered to pupils across the years with the objectives of enjoyment, experience and the development of skills. Day and annual residential visits for Years 3 to 6 further enhance the pupils' learning experience. Provision for more able pupils or those with a particular talent is made through competitions in a wide variety of sports, and orchestral, chamber and choral singing.

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

- 3.19 The contribution of teaching is excellent.
- 3.20 The excellent teaching meets the aims of the school successfully by ensuring that the needs of individual pupils are met appropriately. Staff in the EYFS have high expectations and excellent relationships with the children. They are enthusiastic and diligent, skilfully motivating children to learn. The excellent teaching arouses the children's curiosity and enables them to learn effectively. Teachers are extremely well supported by knowledgeable assistants who provide excellent support with all activities.
- 3.21 All staff know how to promote each child's learning and development. Informative assessment and tracking provide clear information that enables excellent plans to be made, where every child's needs and interests are taken into account.
- 3.22 Educational programmes and planning are thoroughly monitored, with positive changes being made as appropriate. In particular, when children have specific interests, the teachers embrace these as part of the class topic. Adults engage children in meaningful conversations that encourage them to develop their speaking and listening skills. Specialist teachers provide lessons that are age-appropriate, which help children to make excellent progress. Teachers deploy the excellent resources to provide children with opportunities to use their imagination, have their own ideas, challenge themselves and actively learn through first-hand enjoyable experiences.
- 3.23 Throughout the school from Year 1, planning is thorough and promotes the excellent progress of each pupil. Teachers demonstrate an excellent understanding of pupils' needs in relation to their various abilities, and lessons are planned exceptionally well to meet these. In questionnaire responses and interviews, pupils reported that they make excellent progress while at school as a direct result of the staff who teach them.

- 3.24 In response to the recommendation from the previous inspection, assessment and monitoring of pupils' progress are rigorous, and processes are well structured by management. Staff prepare diligently before tracking meetings, and the outcomes of these meetings provide high quality and unequivocal guidance that informs planning and ensures a high standard of learning for all pupils. In line with the whole-school marking policy, strategies such as using 'purple polishing pens' for self-evaluation allow the pupils to evaluate their own progress. By doing this they are encouraged to self-correct and improve their work. When marking pupils' work in their books most teachers make clear comments, address misconceptions and ask questions to promote further understanding and challenge. However, at times, the whole-school marking policy is not consistently applied across all subjects and year groups.
- 3.25 Pupils take responsibility for their own learning, and are challenged and encouraged to find solutions using their own reasoning and rationale. Teachers encourage and praise pupils at every opportunity, which helps to foster a genuine love of learning. Challenging questions demand high levels of independence from pupils, which supports them in making excellent progress. Well-qualified teachers have excellent subject knowledge and teach with confidence. They use excellent resources creatively, including ICT, which support exciting and challenging lessons.
- 3.26 Lessons are taught at a brisk pace and time is used effectively, incorporating a variety of teaching methods, facilitating excellent learning and total engagement from pupils. Imaginative methods to capture pupils' attention, such as raps to learn the properties of shapes, and chanting phonics sounds to a beat of a popular piece of modern music, enhance the pupils' learning and ensure that all are on task at all points. Teachers have excellent skills in meeting the needs of different abilities through high levels of questioning. More able pupils are challenged intellectually, and pupils who have more specific needs are highlighted in planning, which ensures that teachers make excellent provision for them.
- 3.27 Any pupils with an EHC plan have their needs met extremely well and all relevant information is shared amongst staff to ensure excellent consistency of provision. All teachers have high expectations of pupils in lessons and this leads to excellent co-operative approaches. Teachers and pupils work together in an atmosphere that fosters mutual respect and understanding, and promotes tolerance. When political issues are discussed, care is taken to ensure that a non-partisan approach is taken. In response to the questionnaire, a small minority of pupils felt that their homework does not help them to learn. However, most parents were satisfied with the homework set. Inspectors reviewed the homework timetable, observed homework being set in lessons and judged that it is useful and appropriately linked to class work.

## **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 development of the pupils is excellent.
- 4.2 Adults in the EYFS enable all children to make a positive contribution to class activities and provide excellent support for each child within an extremely caring environment that promotes core British values. Children understand that they must all take responsibility and work together. During 'circle time', children learn what is fair or unfair. They accept one another and find ways to accept their differences when resolving conflicts. Children are encouraged to co-operate well when playing. They experience great enjoyment throughout the day, such as when they write a word correctly or double a number, and are even more proud when their teachers and friends praise them for their accomplishments.
- 4.3 Children's own learning is enriched by their care for those in need in both the local and wider community as they raise money for charities. They learn about different backgrounds and cultures, for example when celebrating Diwali and Chinese New Year, and they develop a deeper understanding of other cultures during a languages week. Children are extremely well prepared for transition to Year 1.
- 4.4 Pupils' personal development throughout the school is of a high standard and a positive, happy ethos of care and respect is in evidence, in accordance with the school's aims. Pupils are confident when talking with adults, they can articulate their thoughts and express opinions, and they have excellent listening skills. They demonstrate their awareness of non-material aspects of life by making good use of the limited playground space and through showing enjoyment and interest in the various music activities and art that make up their school routine.
- 4.5 Pupils have sent recorded greetings to children in Tanzania, recognising that a gift is not always a physical, materialistic token. Through roles such as 'playground buddy', when a pupil befriends another, 'charity champion' or school councillor, they become emotionally mature and learn to recognise, help or represent the needs of others and of the school community. A 'playground buddy' was observed instinctively reacting and supporting another child who was upset and provided assistance to re-engage in play. Pupils understand why it is important to consider the feelings of others and have an excellent awareness of the need for co-operation and sharing.
- 4.6 The moral development of pupils is excellent and pupils understand the difference between right and wrong. The 'Code of Conduct' and 'Behaviour Charts' displayed in classrooms remind pupils of what is expected. Pupils are proud of their 'Well Done' awards. They demonstrate a strong moral compass and are able to debate and reason, respecting differences and recognising the importance of respect. They are beginning to have an understanding of the civil and criminal law of England.
- 4.7 Pupils accept responsibility willingly and the prefect system allows the oldest to contribute to the school community by helping younger children. Prefects support pupils in clubs, such as rugby coaching, and suggesting charitable works through the 'charity champions'. Pupils have visited Parliament and through a range of fund-raising events develop political and economic understanding.

- 4.8 Pupils can express their knowledge and understanding of different faiths and backgrounds through a rich religious education curriculum that includes a focus on identifying connections between different faiths, and 'core values' in PSHE. They develop respect for others through studying a range of celebrations.
- 4.9 Pupils have an awareness of public institutions and services in England through visitors to the school and learning about British monarchs. Electing pupils to the school council, and debating topical issues and other activities that reflect life in a multi-cultural society promote core British values across the school as pupils develop a respect for and an understanding of democracy, and they consider that discrimination is wrong.
- 4.10 Pupils are well prepared for their transitions through the school and beyond, expressing great pride in belonging to the school. By the time they leave, they have an excellent standard of personal development.

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

- 4.11 The contribution of arrangements for pastoral care is excellent.
- 4.12 Each child in the EYFS has a key person who provides excellent support and ensures that all their needs are well met. As a result, all children are extremely happy, feel safe and are emotionally secure. Behaviour is excellent. All children are aware of expectations, understand right from wrong, and have excellent manners. They are inclusive of one another, play together well and care for each other. Children develop their self-esteem when given opportunities to take responsibility when entrusted with small tasks. They are confident and independent in their personal hygiene and self-care. At lunchtimes the children have opportunities for independence. All children know the routine when they have finished their lunch and execute it carefully when clearing away their plates. Opportunities for independent learning, responsibility, and personal and social development at snack times are more limited. Children learn to lead healthy lifestyles, with healthy snacks and food at lunchtime. They know, for example, that milk, carrots and broccoli are good for them, and understand that they must wash their hands to prevent the spreading of germs.
- 4.13 From Year 1, pupils enjoy coming to school and receive an excellent level of pastoral support, in line with the school's aim. All parents responding to the questionnaire felt that their children are well looked after at school. Relationships between pupils and staff, including non-teaching staff, and amongst pupils are excellent. Pupils support each other at play and work. The 'Caught You Being Kind' board celebrates moments of positive relationships recorded by the pupils themselves.
- 4.14 The school has effective policies and procedures to promote good behaviour and guard against bullying, and it deals appropriately with any unacceptable behaviour. In questionnaire responses, a few pupils felt that the school does not deal appropriately with bullying. In interviews, pupils were clear on what they should do if they are bullied or treated unkindly. They said that any incidents are dealt with quickly. This was confirmed in a scrutiny of pastoral records that showed that all incidents are dealt with carefully and in line with the school's policy. Pupils were involved in the writing of the anti-bullying documentation, which makes up part of the 'Code of Conduct' displayed in every classroom. Roles as 'e-cadets', internet safety officers, have been established in Years 3 to 6, to raise awareness of safety online,

including cyber-bullying. In questionnaire responses a small minority of pupils did not feel that teachers are fair in the way they give rewards and sanctions. In interviews, pupils agreed that they are fair and a scrutiny of the records confirmed this.

- 4.15 Pupils are encouraged to be healthy through the nutritious snack choices and good quality lunches. They have an excellent understanding of the importance of making healthy food choices and understand the benefits of regular exercise.
- 4.16 The school has a high quality plan to improve educational access for pupils with SEND. Staff can also act as mentors, chosen by the individual pupils, if there is a requirement to support them with social interaction, or emotional or other needs.
- 4.17 The school has excellent systems to seek and listen to the pupils' views. In response to the questionnaire a small minority of pupils felt that the school does not listen or respond to their opinions. Inspection found that their views are sought through the highly effective school council, made up of elected pupils from Years 2 to 6. It meets fortnightly, alternating with the 'charity champions' group, which also takes forward initiatives suggested by the pupils. Pupils interviewed felt that their opinions are sought and that they can share their ideas freely.

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

- 4.18 The contribution of arrangements for welfare, health and safety is excellent.
- 4.19 The school has developed a clear policy and procedures to safeguard all pupils, including children in the EYFS. All staff have been trained at the appropriate levels and have received key official guidance as required. Senior leaders responsible for safeguarding have developed a strong working relationship with partner agencies that offer valuable support and advice. Recruitment procedures are robust. Adults in the EYFS promote children's welfare and are diligent in ensuring that children are always well supervised and safe. They have a shared understanding of how to protect children, who confidently talk to them if they are worried about anything. All staff have had recent training to recognise and protect children from radicalisation and extremism. Children's attendance is encouraged and monitored.
- 4.20 Highly appropriate measures are in place across the school, including the EYFS, to reduce the risk from fire and other hazards. Checks, maintenance of equipment and fire drills take place regularly and are fully recorded. Careful attention is paid to the health and safety arrangements across all areas of the school and meticulous records are kept. The school has a comprehensive risk assessment policy, which is well implemented. The well-staffed medical room provides good care for sick or injured pupils. Accidents and medicines given are carefully recorded and parents are informed appropriately. Pupils also benefit from the support of many qualified first aiders on the staff, including some with paediatric qualifications. Excellent provision is made for pupils with specific educational or physical needs.
- 4.21 The admission and attendance registers are meticulously maintained and correctly stored.

## **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 proprietors provide high quality oversight of the school and approach their responsibilities for ensuring excellent educational standards, financial planning and safeguarding pupils' welfare, health and safety diligently, fully supporting the aims of the school. Governance of the EYFS from the proprietors is highly effective and ensures the highest quality provision and outcomes for children. Staff in the setting know the proprietors and appreciate their interest and support.
- 5.3 The proprietors provide a comprehensive range of good quality skills and experience. Their appointment of a new headmaster in 2015 ensured the continuance of effective leadership of the school. They have an excellent insight into the working of the school as they receive and approve a full range of policies and ensure that they are kept under close review. Proprietors also receive informative reports on pupil progress. They monitor safeguarding policies and procedures regularly to provide for a safe and secure environment in which pupils flourish.
- 5.4 Working with the proprietors, the senior leadership team commissions external professional reviews of the effectiveness of leaders and managers and of the quality of teaching, and uses the findings to strengthen development plans. Their detailed knowledge of the school and the long and productive history of involvement since its inception demonstrate a relentless commitment to maintain the highest possible standards. Their work is further supported by the advisory group of governors, who contribute to the success of the school. Proprietors constantly evaluate the progress made and the successful outcomes of strategies to improve the school.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 Leadership and management of the EYFS are excellent. All staff provide an extremely welcoming, safe and stimulating environment. They respect and consistently promote the aims of the school to engender curiosity and creativity, as well as nurturing, inspiring and motivating each child. Values such as sharing and turn taking and the safeguarding of all children are given a high priority. Adults clearly promote British values such as equality and diversity, and children are inclusive of one another regardless of their faith, culture or race. Children understand that every person is special and unique. They treat each other equally, listen extremely well to one another and value their peers' views.
- 5.7 Staff meet together regularly to evaluate the provision, discuss their plans for the future and set clear ambitious targets to enable continuous improvement. The knowledgeable and well-qualified staff are supported in their teaching and care of the children through effective performance management meetings and regular supervision meetings. Staff have many opportunities to keep up to date with

developments within the EYFS. Such training has an extremely positive impact on the development of the children and on the outcomes of their learning.

- 5.8 Since the previous inspection, the setting has made significant progress. The outdoor provision has been significantly improved to strengthen children's learning opportunities. Dedicated EYFS classrooms have been developed on the ground floor, and new tracking and assessment systems are in place which have had a positive impact on the outcomes for children. Children with additional needs receive excellent support as a result of a strong and effective partnership between the school, parents, local authority and outside agencies.
- 5.9 Leadership and management at all levels are highly effective, a judgement endorsed by almost all parents who responded to the questionnaire. Working with the proprietors, the senior leadership team regularly undertakes a review of all policies to ensure that procedures are robust in all areas, including health and safety, safeguarding, and safer recruitment. All the required checks on staff have been made and fully recorded as required. Senior and middle managers are fastidious in their self-evaluation. They know their school very well and take every opportunity to improve provision and pupil outcomes. The school's vision and its priorities are well honed and are the drivers for continued success. All staff are highly supportive of the vision for the school and strongly support the senior leadership team. An atmosphere of respect and democracy is evident in the ethos of the school.
- 5.10 A clear management structure, with well-defined roles and a regular pattern of fully minuted meetings, has enabled the team to plan securely in all areas and to make excellent progress in the implementation of policies, resulting in maintaining the highest standards in the school. Middle leaders complement the senior leadership team well. They are hard working and have the best interests of the pupils at heart. All aspects of the school are reviewed regularly to ensure that it is fit for purpose and any adjustments agreed and implemented. The recommendation from the previous inspection to strengthen the overall monitoring of teachers' practice has been highly successful.
- 5.11 Leadership and management are successful in securing, motivating and supporting staff of excellent quality. An efficient appraisal system is now in place which identifies opportunities for continuing professional development, based on the individual's and whole-school needs. Staff new to the school undergo a comprehensive induction programme, which includes safeguarding awareness. All staff are appropriately trained for their roles in meeting the needs of all pupils, including safeguarding, welfare, health and safety.
- 5.12 The school maintains highly effective links with parents, carers and guardians. In response to the questionnaire, the overwhelming majority of parents, including those of children in the EYFS, were extremely positive about all aspects of the school's education. They were especially positive in the views that their children are well looked after and that information about the school, including its policies, is readily available. In discussions with inspectors, parents of EYFS children particularly valued the fact that, as unique individuals, all children's needs are met.
- 5.13 The positive and co-operative relationship between parents and the school helps to create an extremely strong sense of school community. The school communicates openly with parents in many ways. From the time their children join the school excellent links are established with parents, who feel fully involved in events and other aspects of the school. This is in accordance with the intentions of the school

to be a welcoming place for parents, where their involvement is an essential aspect of school life. The school has an appropriate complaints procedure, which is available to parents. It handles the concerns of all parents with care and most matters are dealt with swiftly and informally. Regular questionnaires are sent to parents and the results, as well as feedback from parent representatives, provide useful information about parental views.

- 5.14 Parents have excellent opportunities to be involved in the work of their children and are kept extremely well informed about their progress and achievement. They receive valuable information at termly parents' evenings, with an extra meeting for Year 5 in the spring term to discuss future schools. Staff are always available for more informal discussions with parents during the week, which enables strong communication between the school and home. Parents feel completely at ease about contacting the staff whenever there is a need. Parents have many opportunities to be more fully informed about the curriculum, for example in mathematics and phonics workshops. An e-safety evening was very much appreciated by parents.
- 5.15 Parents of current and prospective pupils are provided with all required information through the comprehensive website. Annual and termly calendars are provided for all parents, and a weekly newsletter celebrates achievements and details the coming week's activities and lunch menu. At the beginning of the autumn term, information evenings are held for each year group, enabling parents to be fully informed for the coming year.
- 5.16 Parents receive clear and informative end-of-year reports about their children's attitude to learning, with areas for development in all subjects. Details about attainment and progress are included for English and mathematics. Extra information is provided when standardised tests have taken place. Parents value the fact that staff know their children extremely well and they are delighted with the support and care provided by all staff.

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