



# **INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION**

**BARFIELD SCHOOL**

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## Barfield School

Full Name of School	<b>Barfield School</b>
DfE Number	<b>936/6308</b>
Registered Charity Number	<b>312085</b>
Address	<b>Barfield School Guildford Road Runfold Farnham Surrey GU10 1PB</b>
Telephone Number	<b>01252 782271</b>
Fax Number	<b>01252 781480</b>
Email Address	<b>admin@barfieldschool.com</b>
Headmaster	<b>Mr James Reid</b>
Chair of Governors	<b>Ms Denise Le Gal</b>
Age Range	<b>2 to 13</b>
Total Number of Pupils	<b>176</b>
Gender of Pupils	<b>Boys and Girls (104 boys; 72 girls)</b>
Numbers by Age	<b>0-2 (EYFS): 10    5-11: 100 3-5 (EYFS): 55    11-18: 11</b>
Head of EYFS Setting	<b>Mrs Kerrie Daunter</b>
EYFS Gender	<b>Boys and Girls</b>
Inspection Dates	<b>02 Feb to 05 Feb 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 EYFS intermediate inspection was in May 2013 and 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 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 Jane Chesterfield	Reporting Inspector
Mr Brian Melia	Team Inspector (Former Head, IAPS school)
Mr Nicholas Park	Team Inspector (Deputy Head, IAPS school)
Mrs Jane Morgan	Co-ordinating Inspector for Early Years

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

- 1.1 Barfield School is a day school for girls and boys aged from two to thirteen years. It is situated in a rural location just outside the town of Farnham in Surrey. It was founded in 1933 as a boys' boarding school, and became a co-educational day school in 1992. It is an educational trust, overseen by a board of governors.
- 1.2 The school's aims are: to know all its pupils; to give them an excellent grounding in a wide range of subjects and in important life skills; to deliver a broad and energising curriculum; to ensure that pupils are happily challenged and nurtured; to prepare each pupil for successful entry into senior school, and to provide a unique ethos in which values are instilled through outstanding pastoral care.
- 1.3 The school offers Early Years Foundation Stage (EYFS) provision to children in its Nursery and Reception classes. There are currently 176 pupils on roll, 65 of whom are in the EYFS. Since the previous inspection, a new headmaster and chair of governors have taken up post, and the senior management team has been restructured, with the appointment of two deputy heads.
- 1.4 The ability profile of the pupils is in line with or above the national average overall, with a fairly wide spread of abilities represented. Pupils come from mainly professional or business backgrounds. Twenty-five pupils are from minority ethnic or overseas origins.
- 1.5 Twenty-seven pupils have been identified as having special educational needs and/or disabilities (SEND), and twenty-three of these receive specialist support from the school. No pupils currently have an education, health and care plan or a statement of special educational needs. Seventeen pupils have been identified as having English as an additional language (EAL), and two of these currently receive specialist 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. The school refers to its older and younger Nursery groups as Owls and Owlets respectively.

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

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

- 2.1 Barfield School is highly successful in meeting its aims, giving pupils an excellent grounding in a wide range of subjects and life skills, and ensuring that they are happily challenged and nurtured. From the EYFS onwards, pupils' achievement and learning are excellent. They attain high standards and make excellent progress, thanks to excellent curricular and extra-curricular provision and teaching. Pupils particularly benefit from wide-ranging opportunities in sport and outdoor pursuits. Teachers have excellent relationships with pupils and know them very well, so that they are able to match work very accurately to pupils' needs in lessons. Occasionally, when teaching is less than excellent, lessons lack pace, resources are not always well used or pupils are not sufficiently extended.
- 2.2 Pupils' personal development is excellent. They are proud of their school and keen to make their contribution to the school community. They feel a great sense of responsibility and empathy towards one another. Pupils thrive at the school because of the excellent pastoral care. They feel strongly that teachers show concern for them as a person and that bullying is rare. The school gives excellent attention to the welfare, health and safety of pupils. It has extremely thorough systems for overseeing the safeguarding of pupils.
- 2.3 Governance and the leadership and management of the school are excellent. Governors ensure that the school fully complies with statutory requirements and that it has a clear strategic plan. They have systematic processes for overseeing the work of the school. Leaders give the school strong direction, inspiring team spirit and a sense of common purpose. Recommendations from the previous inspection have been fully addressed, and the work of the school is carefully monitored and evaluated. Recruitment and training processes are thorough, so that staff are well equipped to carry out their jobs. Parents are highly satisfied with the school and what it offers their children, and almost all would whole-heartedly recommend the school to another parent.

### **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) Recommendation for further improvement**

- 2.5 The school is advised to make the following improvement.
1. Remove the few inconsistencies in teaching, from the EYFS onwards, by improving pace of lessons, use of resources and challenge for pupils of all abilities.

### **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 This enables the school to meet its aim of providing an excellent grounding in a wide range of subjects. In the EYFS, children enjoy their learning and achieve extremely well. Children are highly motivated and show great enthusiasm as they engage in their individual and group tasks, which ensure that they are appropriately challenged and supported, leading to them making rapid progress in relation to their starting points. They show maturity in their abilities to think critically and express their ideas, as seen when the Reception children tackled their mathematics tasks by counting in twos. By the end of their Reception year, most children have reached at least the expected levels of development for their age and achieved the Early Learning Goals, and many have exceeded these. Children show highly developed levels of concentration and listen carefully to their teachers, asking and answering questions which demonstrate their understanding and thirst for knowledge. In the Nursery, children were observed discussing the names and special features of countries on a world map and ordering the letters of the alphabet, with adult support. The older children in the Reception class count confidently to fifty and beyond, and use a range of strategies to help them add two numbers together. They read simple texts with confidence and fluency, using their knowledge of phonic sounds to tackle new words. Children with SEND or EAL and the more able make excellent progress due to their individually tailored support.
- 3.3 Throughout the school, pupils show high levels of knowledge, understanding and skills across the curriculum. They are confident speakers who are keen to express their views, but who are also prepared to listen supportively to those of their classmates and attentively to their teachers. Pupils in all year groups read at levels above those expected for their age. As a result of the school's recent focus on developing writing skills, pupils' achievement in this area is high by the time they leave. Pupils show great creativity in their art and design work, and use information and communication technology (ICT) effectively across the curriculum. Year 2 produced excellent work in the styles of Mondrian and Van Gogh, for example, using a computer program. Pupils have a secure grounding in mathematics and are able to apply these skills in other areas, for example when analysing data in science and presenting the findings in the form of graphs.
- 3.4 Outside the classroom, pupils particularly enjoy being active and their achievements in sport and outdoor pursuits are exceptionally strong. School swimming teams enjoy significant success in inter-school, regional and national competitions, whilst individuals have reached county or district level in football, rugby, hockey, cricket and tennis. Many pupils are gifted musicians, with nearly half learning instruments in school time. Pupils' enthusiasm for music means that the school has four choirs and an orchestra, and has produced two rock bands, one of which has performed at a local show. Pupils also show talent for drama, and are consistently successful in passing nationally accredited examinations.
- 3.5 Pupils' attainment cannot be measured in relation to average performance in national tests, but on the evidence available from school data, lesson observations and work scrutiny, it is judged to be well above the national average for maintained primary schools. Pupils make excellent progress from their different starting points, and most gain places at their senior school of choice. The achievement and



progress of pupils with SEND or EAL are excellent, as a result of the high quality support they receive, both in class and in one-to-one sessions with specialist staff. More able pupils make excellent progress and are challenged to fulfil their potential.

- 3.6 Pupils have excellent attitudes to learning. As they move through the school, they develop the necessary study skills to prepare them for their senior schools. Younger pupils already show that they can work independently and co-operate with others as they settle to their group tasks. Older pupils take on ever-increasing responsibility for their own learning, carrying out research and using their initiative. Pupils take pride in their work and present it neatly. By the time they leave the school, they are mature and independent, and ready to take on new challenges.

### **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 educational programmes in the EYFS are carefully planned to provide children with stimulating learning experiences in all seven areas of the EYFS curriculum. Staff know the children extremely well and ensure that their individual needs and interests are met through rigorous planning and the provision of appropriate resources for both indoor and outside activities. Adults intervene sensitively, asking appropriate questions to ensure that children feel a sense of achievement and build their self-esteem. Children thrive on the support and guidance they receive, which leads to their growing independence and willingness to try new activities. Specialist teaching in music, physical education (PE) and swimming enriches the curriculum for both the Nursery and Reception classes. During the inspection, the youngest Nursery children were observed keeping a beat and singing enthusiastically in a music lesson led by a specialist teacher, whilst the older Nursery children confidently demonstrated excellent swimming skills. Extra-curricular activities offer additional experiences and opportunities for children to develop different interests, as seen in a ballet class that was much enjoyed by all children.
- 3.9 The curriculum throughout the school is extremely well suited to the pupils' ages and abilities. The rich and varied curricular and extra-curricular provision means that the school fulfils its aim to deliver a broad and energising curriculum. Literacy and numeracy skills are successfully developed alongside a broad range of other subjects in a stimulating curriculum. Pupils begin learning French in Reception, they study Latin from Year 5, and strong provision is made for music, art and design technology (DT), science, humanities and ICT. The curriculum provides for a thorough understanding of British values, including democracy, individual liberty and respect for those holding different faiths and beliefs. Coverage of political views is presented in a suitably balanced way. Weekly personal, social and health education (PSHE) lessons are available to all pupils in the school and include life skills, finance and possible career choices.
- 3.10 The school has outstanding outdoor facilities, with adventure equipment and spacious games fields. Classrooms are well resourced, most with interactive whiteboards, and education is enhanced by a range of facilities, including a modern auditorium, well-equipped art, ICT and DT rooms, a science laboratory and a well-used library.
- 3.11 The strength of outdoor education provision is an outstanding and distinctive feature of the school. It provides a rich offering of traditional team sports such as rugby, football, cricket, netball, hockey and rounders. Athletics and swimming feature

particularly prominently, and in addition there are many opportunities for adventure activities such as quad biking and orienteering.

- 3.12 Effective curriculum planning is evident throughout the school, taking advantage of detailed assessment records that are kept for each pupil. Schemes of work are available in all departments. There is some variation in detail between different subjects. Excellent provision is made for the support of pupils with SEND and for those with EAL. Planning for these pupils is outstanding, with comprehensive and helpful individual education plans and thorough learning profiles. In addition, teachers of those receiving extra support for SEND or EAL benefit from detailed teaching notes for meeting pupils' different needs. Class and subject teachers ensure that additional challenge is planned for more able pupils.
- 3.13 An excellent range of extra-curricular activities is available. In addition to the extensive choice of outdoor clubs, activities take place during lunchtimes, after school, and, if desired, on Saturday mornings and during the school holidays. Musical options feature strongly, from ukulele for younger pupils, to a range of choirs for older and younger pupils. Ballet is popular with children from the EYFS to Year 6. Judo is available from Years 1 to 8, and options for pupils in Years 3 to 8 include 'hands-on' craft and drama. Some of the older pupils are encouraged to join the astronomy club, which has supported them in gaining excellent GCSE results in this subject.
- 3.14 The school has developed strong links with the local community. The grounds are available for use throughout the year for outdoor adventure activities for outside groups including local scouts, youth groups, people with disabilities and charitable organisations. The school organises a heavily subscribed holiday activity programme, a popular swimming school and a fun run that is open to the local community. School choirs sing in local residential care homes and perform at the annual switching on of the Farnham Christmas lights. The pupils support good causes, including a poverty relief charity in Peru, through numerous non-uniform days. Funds raised at the parents' association annual ball help to support charities such as a local hospice.

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

- 3.15 The contribution of teaching is excellent.
- 3.16 The suitably qualified and experienced staff in the EYFS are committed to providing wide-ranging, positive learning experiences that address the needs of all children. They have high expectations and through careful observations and collaborative planning they ensure that children are well motivated and eager to learn. Effective use is made of assessments to inform teachers of the next steps that children should take in order to make the best possible progress, and activities are planned to ensure that needs are appropriately met. Targeted questioning challenges children to think critically and to express their ideas, and this, together with positive praise, develops their confidence and encourages them to take risks in their learning. Resources are used well to support the children's learning.
- 3.17 The school fulfils its aim to give pupils an excellent grounding in academic, creative, musical and sporting subjects, and in important life skills. It embraces both traditional and innovative teaching methods. An outstanding feature of the school is the very strong rapport and mutual respect between the teachers and their pupils, which underpin the pupils' strong and consistent progress.

- 3.18 Lessons are planned effectively and the vast majority of teachers take great care to ensure that the curriculum engages and enthuses the pupils. Nearly all lessons benefit from a variety of tasks, an appropriate pitch and the strong subject knowledge of the teachers. Most teaching is well paced and offers a good balance between teacher-directed and independent work. Occasional lessons are less successful due to a lack of pace, work that is insufficiently challenging or limited use of resources. Appropriately pitched questions foster interest in nearly all lessons, and the behaviour of pupils is exemplary. The school promotes independent learning through its 'ACE' programme, following principles of awareness, commitment and empowerment. Examples of successful independent work include presentations and projects on sustainability and homelessness. The teaching promotes tolerance and respect for others, and is non-partisan in its coverage of political issues.
- 3.19 Pupils find the marking and assessment by the teachers to be encouraging and helpful. Almost all pupils responding to the questionnaire expressed appreciation of the individual guidance and encouragement provided by their teachers. Many teachers are diligent in giving their pupils clear targets for future progress and make judicious use of the school's comprehensive assessment records. A very small minority of pupils responding to the questionnaire felt that the amount of homework set does not help them to learn. Inspectors investigated this and found that the amount of homework is appropriate to the ages of the pupils and their future schools.
- 3.20 Lessons for younger pupils are enhanced by the very strong teamwork between class teachers and teaching assistants. Classrooms have innovative and attractive wall displays. Teachers now give clear learning objectives and integrate ICT into pupils' work, in line with the recommendation of the previous inspection. The school's resources are generally used very effectively, including the library, and art, sports and adventure facilities. Many resources have been chosen with great care, including the much appreciated Indonesian instruments seen in a Year 4 music lesson. Extra-curricular clubs and activities play a prominent role in strengthening pupils' academic progress. A wide range of trips further enhances the teaching, such as visits to a local veterinary practice by the Nursery, to a nearby church and castle by Year 1 and to the theatre by older pupils. Residential educational trips take place to the Brecon Beacons in Years 7 and 8, and to France in Years 6 to 8.
- 3.21 In the majority of lessons, teachers meet pupils' different needs very effectively. For instance, in a religious studies lesson on Sikhism, three different levels of tasks were provided according to the pupils' differing abilities. Pupils with SEND or EAL are supported extremely well both in lessons and in individual or group extra support sessions. Teachers are very knowledgeable about their pupils' individual needs and extremely encouraging in their approach. Additional classes are provided for more able pupils in music and art, and extension opportunities are also available in other activities, such as the Mandarin club.

## **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 In the EYFS, the children's personal development is excellent. Staff have high expectations of the children with regard to their behaviour and this was reflected in the many examples of children sharing, working collaboratively and taking turns. Children understand the importance of good manners, and spontaneously thank each other and offer help when needed. Children develop their knowledge and understanding of other cultures and faiths in a variety of ways, with opportunities being taken to invite members of the school community from different backgrounds into school to share their traditions and festivals. For example, during the inspection, Chinese New Year was celebrated by tasting Chinese food and making paper lanterns. British values are promoted through rules that focus on respect, co-operation, kindness and consideration for others. Children are eager to be given, and respond positively to, roles of responsibility such as handing out snacks and helping with tidying up at the end of the day. They are well prepared for transition to their next stage of learning.
- 4.3 Pupils throughout the school have highly developed personal qualities. In lessons and around the school they are highly respectful of one another, of the opinions of others and of their teachers. They display great self-confidence and behave very responsibly, fully supporting the aims and ethos of the school. By the time they leave, pupils have an excellent level of development.
- 4.4 The pupils' spiritual awareness is excellent. The school follows a Christian ethos and pupils' spiritual awareness is apparent in many situations. School assemblies observe the theme selected for the relevant half of the term. These themes are not necessarily religious in character but are designed to be thought provoking. At the time of the inspection assemblies were focusing on personal, British and global values. Pupils show respect and tolerance for the different beliefs of others. They have strong self-awareness and self-esteem.
- 4.5 Pupils are very aware of responsibility towards the world in which they live: they have developed an 'eco-code' and are proud that, entirely through their own efforts, the school has qualified for a silver award as an Eco-school. They point visitors towards non-material elements in the school. Examples include the artwork that is displayed in many places, the extensive and well-maintained school grounds, and the raised flower and vegetable beds that groups of pupils enjoy tending during the summer. Pupils have recently been responsible for an evocative display of clay poppies, planted in a prominent position near the main school building, to commemorate those who fell in the First World War.
- 4.6 Pupils have an excellent sense of right and wrong, and understand the concept of the rule of law. The school code of conduct has been written and designed by the pupils. This contributes to the outstanding degree to which the school rules are followed. Younger pupils are similarly aware of the importance of their 'golden rules'. Lessons in PSHE contribute to this awareness, for example by encouraging pupils to interact harmoniously and without fear of retaliation if they disagree with someone's point of view. Pupils have a clear sense of moral responsibilities towards the wider community, raising money for good causes as diverse as a local

organisation for under-privileged people, a fund for former armed forces personnel and an international water charity during the course of the year.

- 4.7 The social development of the pupils is excellent. Many of the more senior pupils have positions of responsibility, such as monitor or form captain, and they conscientiously fulfil their associated duties. Younger pupils are equally diligent when they are appointed to positions such as the book monitor for the class. Pupils learn about democracy and individual liberty by participating in elections to the 'pupil parliament', and they also vote on recommendations to the headmaster and senior staff when the head boy and girl are being chosen.
- 4.8 Pupils have an excellent understanding of other faiths, partly through their religious studies lessons, which many describe as extremely interesting, and partly through the regular talks given by parents of pupils in the school who come from diverse backgrounds. The school's annual arts week is used as an opportunity to promote different cultures, and at the time of the inspection pupils were preparing for a week of work based on the theme of stage and screen.
- 4.9 Pupils from the youngest age develop an understanding of the importance of British public institutions and services. Visitors from local police, and fire and rescue services, a veterinary surgery and a dental practice enable pupils to value and to have respect for these and other institutions.

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

- 4.10 The contribution of arrangements for pastoral care is excellent.
- 4.11 The key person system in the EYFS enables all children and parents to form a strong bond and a reassuring link with an individual member staff when they first join the school. The excellent staffing ratios mean that relationships are effectively developed and broadened to include all the adults as the children move through the EYFS and become more independent and gain confidence. 'Circle time' provides excellent opportunities for children to express their opinions and explore their thoughts and feelings, as well as to consider those of others. Healthy eating and lifestyles are actively promoted in the EYFS. Children are provided with a hot, nutritious and well-balanced meal at lunchtime and with healthy snacks of fruit and milk or water during the day. Teatime is carefully considered to ensure that the children are given healthy options as well as developing their independence by making their own sandwiches. Children are aware of the effect of exercise on their bodies and physical activities are a key part of each day, with many opportunities to engage in energetic, outdoor experiences in addition to frequent PE lessons. Hygiene routines are firmly embedded and reinforced at every opportunity, in addition to a dedicated health and hygiene week during the autumn term. Children are extremely independent in managing their personal needs, with staff offering sensitive support when needed.
- 4.12 Extremely thorough systems for pastoral care are in place across the school, enabling it to meet its aims. These include weekly staff meetings at which the well-being of the pupils is discussed. Incidents and concerns are all logged on the school database, from where they can be readily tracked. All pupils responding to the questionnaire agreed that teachers show concern for them as a person. This promotion of a caring environment, clearly evident in all age groups, is one of the school's aims and is fully achieved. Excellent relationships exist between staff and pupils, and amongst pupils themselves. In response to the questionnaires a very

large majority of pupils agreed that there is a member of staff or a senior pupil to whom they could turn if they have a difficulty.

- 4.13 The school is successful in promoting a healthy lifestyle. Notices encourage hand washing and also prompt the frequent eating of fruit and drinking of water. School lunches are nutritious and are praised by pupils. Daily exercise is built into the structure of the timetable and is a popular feature of life at the school.
- 4.14 Pupils' excellent behaviour is promoted through a clearly understood system of rewards, reinforced on the few occasions it is needed by a system of sanctions. Younger pupils take seriously the task of developing and maintaining the 'golden rules' and, for older pupils this applies to the code of conduct. In the classrooms and corridors, in the dining hall and when moving between lessons, pupils display a sense of calm purpose.
- 4.15 In policy and in practice, bullying is effectively minimised by maintaining a vigilant and carefully recorded overview. The overwhelming majority of pupils said in response to the questionnaire that the school deals effectively with any bullying that occurs and many pupils took the opportunity to write extremely positive comments. A few parents raised bullying as a concern. Inspection logs and discussions with pupils indicated that any issues are well managed. Cyber-bullying is prevented by educating pupils, for example through the detailed and effective posters created by those in Years 1 to 8, and by the use of online filters.
- 4.16 Well-established and well-understood systems enable pupils to vote democratically on a number of school matters that are important to them, and the results are brought before the 'pupil parliament'. Most pupils reported that they are proud of this system and that in this way they feel their opinions are sought and acted upon.
- 4.17 The school has policies and suitable arrangements in place to ensure continued improvement in educational access for pupils with SEND.

#### **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 A high priority is given to ensuring that all aspects of children's welfare, health and safety are rigorously addressed in the EYFS. Safeguarding procedures are thorough, with all staff receiving appropriate training and fully understanding their responsibilities. Safety routines are well established, with regular checks made on equipment and resources and effective systems for dealing with any defects should they arise. Risk assessments are thorough and regularly reviewed. Children are stringently supervised as they move around the site, with frequent headcounts conducted when groups are outdoors. Robust arrangements are in place to ensure the safe arrival of children at school in the morning and their collection at the end of the day, and additionally these times provide opportunities for informal communication between parents and staff.
- 4.20 Throughout the school, safeguarding is given a very high priority and arrangements are fully in line with official guidance. Weekly staff meetings include discussions about this aspect of pupils' welfare. Staff are fully aware of their responsibilities and of the latest guidelines, and undergo appropriate and regular child protection and safeguarding training. This includes increasing their awareness of the potential risks from extremist views. Recruitment and induction of new staff are rigorously carried out and carefully recorded.

- 4.21 Health and safety are given thorough attention, including the arrangements for reducing the risk from fire. All accidents are comprehensively recorded. Regular fire and safety drills are conducted, and fire safety equipment is checked and maintained regularly. The premises are monitored at all times when there are pupils present. Detailed risk assessments have been carried out for work around the school and for educational activities, including the outdoor pursuits which regularly take place within and beyond the school grounds. Pupils who become ill or injured during the school day are cared for in a welcoming first-aid room. A very large number of staff have received first-aid training.
- 4.22 Admission and attendance registers are completed properly, unexplained absences are promptly followed up and records are suitably backed up in accordance with regulations.

## **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 governors' carefully organised committee structure ensures that they maintain an excellent overview of the school, including the EYFS, ensuring that the school successfully meets its aims. They plan prudently for the use of school finances and invest funds wisely to improve provision and outcomes for pupils. Staffing levels promote pupils' achievement and well-being successfully, while accommodation and resources are maintained and renewed through a planned improvement programme.
- 5.3 Governors regularly visit the school and their links with individual classes help them to develop an excellent insight into its daily life. Individual governors have specific responsibility for overseeing the EYFS, SEND and safeguarding. Governors are fully involved in, and committed to, the school's strategic priorities and its vision for the future. They have a broad range of skills, enabling them both to support and challenge the leadership. The extension of Nursery opening hours has helped the school to provide a better service to parents, alongside the development of outdoor education opportunities.
- 5.4 The governing body is highly effective in ensuring that the school complies fully with statutory requirements. Governors check these regularly and systematically, and are diligent in carrying out their annual review of safeguarding and child protection arrangements. They attend regular training and keep up to date with changing requirements through regular and comprehensive information and communication from 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 Senior leaders and managers are fully aware of their responsibilities in ensuring that the statutory requirements of the EYFS are met, and they effectively oversee and monitor the teaching of the educational programmes. They ensure that children are fully safeguarded at all times, and that the setting promotes equality, diversity and British values. Systems are in place to allow all members of staff to engage in the process of self-evaluation and planning for the future, and the EYFS development plan reflects this commitment to ongoing improvement. Staff receive the necessary training, including safeguarding awareness, and have many opportunities for their own professional development. Training days in school often include presentations from outside speakers and these sessions, together with local authority courses and cluster group meetings, all provide valuable support and insight into Early Years matters. The established system of appraisal offers further support to staff in their career pathways. The recommendation of the previous inspection to embed regular staff supervision meetings and develop peer-to-peer support has been fully addressed through the implementation of a comprehensive staff supervision policy which outlines the frequency and purpose of these meetings.



- 5.7 Leadership and management at all levels throughout the school are highly successful in ensuring that it meets its aims, and that all responsibilities for implementing policies and safeguarding pupils are fully met. Effective delegation of oversight for different aspects of the school's work enables leaders to ensure that the school's daily routines and procedures run smoothly and operate consistently.
- 5.8 Structures for long-term and short-term development planning work extremely well. All members of the school community are involved in, and informed about, the school's strategic planning, and yearly priorities are carefully matched to the school's most pressing needs. Leaders offer an excellent vision for the school and a clear sense of educational direction, resulting in excellent provision and outcomes for pupils. They inspire amongst staff a strong sense of teamwork and a common purpose of getting to know all pupils as well as possible, and meeting their needs for their all-round development. They set a strong example of mutual respect and promote democracy through their relationships with all members of the community.
- 5.9 The school's leadership and management have been successful in addressing the action points and recommendations from the previous inspection. They have made sure that the required recruitment checks are undertaken and recorded accurately in the school's single central register. A systematic approach to monitoring the quality of teaching and learning has been introduced, including regular lesson observations and work scrutinies. This has resulted in a greater consistency in the quality of teaching. The use of ICT in lessons by staff and pupils has been improved, so that this now effectively underpins learning. New initiatives are introduced into the school in a considered way and monitored to evaluate their effectiveness.
- 5.10 The school is successful in retaining high quality staff and helping them to develop their skills. Appraisal of teaching staff is carried out systematically and appraisal of administrative staff is scheduled to start in the current term. There are ample opportunities for continuing professional development. Staff are thoroughly trained to meet their obligations for safeguarding, welfare, health and safety, and timely updates are provided.
- 5.11 The school has successfully established productive links with parents, carers and guardians from the EYFS onwards, and fully meets its aim to provide a unique ethos in which family, community and socially responsible values are instilled through outstanding pastoral care. In response to the questionnaire, almost all parents said that they would readily recommend the school to other parents. They feel that their children are happy, safe and well looked after in school, and particularly appreciate the range of subjects and experiences offered to their children.
- 5.12 A few parents were not satisfied with the information they receive about their children's progress. During the inspection, inspectors met with parents and scrutinised records of communication and reports, and found that parents are provided with good levels of information about how their children are progressing. Parents of pupils in Years 1 to 8 receive full written reports once or twice during the school year, depending on their age and stage in their education. These include comments on progress in each subject area, with helpful targets and next steps to promote further development. Parents of EYFS children receive a comprehensive overview of progress and levels of development at the end of the school year and additionally have continuous access to their children's learning record. Regular parents' meetings give parents an opportunity to meet with teachers, and regular information evenings keep parents well informed about the curriculum and ways in which they can support their children's learning at home.

- 5.13 Before pupils start at the school, taster days and information evenings offer them and their parents opportunities to become familiar with the school and to meet the staff and children they will be joining. The school's website is an extremely helpful source of information for the parents of both current and prospective pupils. It contains curriculum outlines for all year groups as well as calendar and administrative details. Parents are kept up to date with school events and day-to-day happenings through the weekly newsletter. This informs parents of significant activities that have taken place and includes results and reports on the week's sporting fixtures, as well as matters of general interest and notes from the parents' association, the Barfield Friends. The association is highly active and promotes the all-inclusive, family ethos across the whole school, through a variety of social and fund-raising events. These include bake sales, coffee mornings, a Christmas market, a bonfire party, a summer fair and a summer ball, as well as curry evenings and a quiz night.
- 5.14 Parents have many wide-ranging opportunities to be involved with the life of the school and to share in their children's educational experiences. Various family days successfully encourage pupils and their families to participate together in school events. Parents also help in the library, with hearing children read, and with school productions, outings and swimming lessons. They are invited to celebration assemblies and to support sports fixtures. Any concerns are dealt with promptly, and are handled with care and in accordance with the school's published policy.

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