



INDEPENDENT SCHOOLS INSPECTORATE

ST CHRISTOPHER'S SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St Christopher's School

Full Name of School	St Christopher's School
DfE Number	304/6057
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Telephone Number	020 8902 5069
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Head	Mrs Alison McNeill
Proprietor	Happy Child Ltd
Age Range	4 to 11
Total Number of Pupils	77
Gender of Pupils	Mixed (43 boys; 34 girls)
Numbers by Age	3-5 (EYFS): 12 5-11: 65
EYFS Gender	Mixed
Inspection dates	07 May 2013 to 10 May 2013

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in February 2010.

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. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

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

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

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

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CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	9
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	11
(a) The quality of governance	11
(b) The quality of leadership and management, including links with parents, carers and guardians	11

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Christopher's School is an independent day school for boys and girls from four to eleven years of age. Set in an adapted Edwardian house in a residential street in Wembley, the school was established in 1928 as a Christian foundation. It is now one of a group of schools and nurseries owned by Happy Child Ltd. The present proprietorial group took over the company in 2007 and has appointed a managing director with responsibility for governance of the school.
- 1.2 At the time of the inspection there were 77 pupils on roll, of whom 43 were boys and 34 girls. Of these, 12 were in the Early Years Foundation Stage (EYFS). The ability profile of the school is above the national average, with a fairly wide range of abilities represented; however, both the average and the spread of abilities vary between cohorts. The pupils come predominantly from business and professional families. The school reflects the diverse society of Wembley and includes pupils of differing faiths and cultural traditions.
- 1.3 The school has identified 13 pupils as having special educational needs and/or disabilities (SEND), none of whom receive specialist learning support. No pupil has a statement of special educational needs. It has identified seven pupils who have English as an additional language (EAL), four of whom receive support.
- 1.4 The school aims to fully realise the educational potential of its pupils; academically, socially, artistically and physically. It seeks to encourage in everyone a sense of personal responsibility and individual worth within a caring multi-cultural community that is happy and supportive.
- 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 The school is successful in meeting its aim to fully realise the educational potential of its pupils. Achievement and learning are excellent throughout the school and pupils of all abilities and needs make at least good progress in their learning. As a result, pupils are extremely well prepared for their future lives. Children make an excellent start in the EYFS, gaining fluency in language and number, alongside confidence in tackling problems when given the opportunity. Older pupils demonstrate particular strengths in literacy, numeracy, science and music. Pupils' attitudes to learning are exemplary. In response to the previous inspection, information and communication technology (ICT) provision has improved in the EYFS and it is used effectively throughout the school. The curriculum provides well for all pupils and they achieve highly in lessons and in a range of activities beyond the classroom. Teaching is now well planned and pupils' progress carefully monitored. However, on occasion lessons are over directed, with little opportunities for pupils to think for themselves.
- 2.2 The personal development of pupils throughout the school is excellent and is supported by the excellent pastoral care and good welfare, health and safety arrangements. Relationships within the school are extremely positive, and all adults are excellent role models; they provide strong support and guidance and ensure that pupils are very happy and enjoy their life at school. Older pupils develop supportive relationships with those who are younger, and pupils are given many opportunities for responsibilities and accept these with enthusiasm and pride. In their responses to the pre-inspection questionnaire, a number of pupils expressed their concern that rewards and sanction are not always fair. From discussions with pupils, inspectors found no evidence to support this.
- 2.3 The quality of governance is sound. Many of the policies and handbooks which are produced centrally by the proprietorial group are tailored to the school's needs and are of excellent quality. However, the group as a whole does not have effective oversight of all aspects of the school, including appropriate checking of the central register of appointments, which includes omissions relating to the group, and does not carry out the annual review of the child protection policy and procedures. Leadership and management, including those of the EYFS, are good. Roles and responsibilities have been clarified since the previous inspection and as a result subject co-ordinators have a clear oversight of their subjects. However, a formal system for monitoring teaching is in its early stages of development. In the EYFS, outdoor provision has improved but does not sufficiently provide for all areas of learning. Links with parents are excellent. In their responses to the pre-inspection questionnaire, parents expressed strong support for the school. Inspection evidence supports their views.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:
- implement fully the child protection policy by carrying out the annual review by the proprietorial group [Part 3, paragraphs 7.(a) and (b), under Welfare, health and safety];
 - ensure that all the required checks are completed on members of the proprietorial group before they take up their positions and recorded fully in the single central register of appointments [Part 4, paragraphs 21.(6)(a)(i) and (ii), and (b)(i), (ii) and (iii), and 22.(6), under Suitability of staff and proprietors].

(ii) Recommendations for further improvement

- 2.5 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Develop the role of the subject co-ordinators to include regular focused lesson observations in order to share existing best practice and improve teaching and learning.
 2. Strengthen the proprietorial group's oversight of the school to ensure that it discharges its governance responsibilities, and provide better stimulus and support so that priorities are agreed for the school's future development.
 3. In the EYFS, ensure that staff receive regular training to improve practice.
 4. In the EYFS, ensure that outside activities support all areas of learning.

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 overall.
- 3.2 Success in academic work throughout fulfils the school's aim to encourage pupils to develop academically to the best of their ability. Pupils of all ages develop high levels of knowledge, skills and understanding. A key factor in this is their attitude to learning and their strong commitment to achieving high standards.
- 3.3 The outcomes for children in the EYFS are at least good and often excellent, particularly in their acquisition of literacy and numeracy, and in their personal and social development. They participate enthusiastically and confidently in a wide range of activities. When given the opportunity, they are active learners who initiate activities and explore their ideas creatively through purposeful imaginative play. Pupils throughout the school demonstrate excellent literacy and numeracy skills because of the strong focus on these areas and the careful monitoring of progress. Pupils of all ages are particularly proficient speakers and listen well to their teachers and their peers. In the EYFS, they contribute confidently and articulately in class and as pupils move through the school, they express their opinions with conviction and clarity. Reception children write and sequence sentences extremely well, using their strong phonic knowledge. Older pupils write with increasing fluency and for many different purposes, doing so with well-developed imagination and accuracy, and they are highly competent in their reading skills, delighting in demonstrating these in lessons.
- 3.4 In the EYFS, children learn to count with accuracy and can apply their growing knowledge of addition and subtraction when giving change in the role play area. Throughout the school, pupils are able to solve mathematical problems with fluency and accuracy, and apply their knowledge and understanding of number very successfully across other subjects. The pupils' scientific knowledge and skills are strongly developed from Reception onwards and so they make plausible deductions and use scientific vocabulary confidently. Excellent use is made of ICT throughout the school. In the EYFS, children enjoy developing their computer skills and can program a simple robot effectively. Older pupils demonstrate their ICT skills and knowledge effectively in many subjects, including mathematics, history, science and art. They think logically about challenges in lessons such as history and geography, and enjoy the ensuing discussions. Pupils are most creative, as seen in the high quality artwork and in their work in English and music.
- 3.5 In the EYFS, children achieve well across all areas of learning; most children are on course to achieve the Early Learning Goals and some to exceed them, particularly in numeracy and in language and literacy. Results in national tests at the age of 11 are well above the national average for maintained primary schools. The level of attainment at the age of 11 indicates that pupils make progress that is generally good and sometimes excellent in relation to the average for pupils of similar abilities. Inspection evidence based on observations of lessons, scrutiny of work and discussions with individual pupils confirms this judgement. Pupils with SEND or EAL also make good progress because they are given help and support within the classroom, with tasks having regard for their needs and their abilities. The most able pupils are provided with opportunities in the small teaching groups to progress rapidly.

- 3.6 Achievement both at home and within school is celebrated and strongly encouraged. Pupils achieve high standards in a range of extra-curricular activities and these make an effective contribution to their personal development. Achievement in music is a strength of the school: many pupils achieve high grades in music examinations. All pupils achieve extremely well in speech and drama examinations. Games and physical education skills are well developed across the school in a variety of sports, including cross country and swimming. The majority of pupils transfer at the age of 11 to academically selective independent and maintained senior schools, and to the school of their choice.
- 3.7 Pupils enjoy their work, showing undaunted commitment when it is particularly challenging. Progress is further enhanced by the pupils' excellent behaviour in class. There is a true sense of focus in all that they do. They are proud of what they achieve.

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

- 3.8 The contribution of curricular and extra-curricular provision is good overall.
- 3.9 Pupils receive a focused education in a stimulating learning environment, centred on a rigorous academic core. The scope and variety of the curriculum are good, with some excellent features. It is suited to pupils of all ages and abilities, and fulfils the school's aim for pupils to acquire knowledge and develop relevant life skills in an ever-changing world. It is effective in promoting the pupils' excellent standards of personal development, whilst providing a range of creative, linguistic and technological experiences with a strong focus on literacy, numeracy and science. In meeting the needs of all children who attend the EYFS, the curriculum provision is good overall. Clearly structured programmes for language and communication, and social, emotional and physical education ensure that children have key skills needed for the next steps in their learning, although the outside provision does not provide opportunities for all areas of learning. Small class sizes and understanding of the needs of individuals ensure that arrangements for those with identified additional needs are extremely well managed and organised, and pupils receive appropriate support within lessons from their class teachers. Further support is offered in literacy and numeracy through the recently established booster club.
- 3.10 All the required subjects, including personal, social and health education (PSHE), are covered. French is taught from the Reception class upwards and speech and drama from Year 1. The allocation of subjects is well balanced, and while particular emphasis is placed upon developing skills in the core subjects of mathematics and English, creative subjects also receive good coverage. A strong feature of the curriculum is the use of many cross-curricular themes that allow pupils to study topics in depth. The school uses ICT as a valuable tool to promote this and to support all aspects of the curriculum, and it is also taught as a discrete subject. Pupils benefit from numerous enriching activities and visits, and these are a strength of the curriculum, bringing learning to life. In addition, many visitors come in to the school to broaden the learning experiences of the pupils.
- 3.11 There is clear progression in the development of the curriculum, and planning across all subjects is thorough. The curriculum is closely monitored by subject co-ordinators and prepares the pupils extremely well for the next stage of their education.

- 3.12 The academic curriculum is enriched by an appropriate programme of extra-curricular subjects and activities. Over the year activities are offered both in school time and at the end of the day, enabling pupils to pursue many interests, including sport, gardening, computers, first aid and cookery. The high quality displays around the school are testimony to the breadth of the curriculum and to the pupils' enthusiasm and success in their learning, both in the classroom and in extra-curricular visits, clubs and activities. A wide range of individual music lessons takes place, with pupils working very successfully towards external music examinations. All pupils have the opportunity to represent the school in team sports, such as netball, hockey and tag rugby
- 3.13 From the EYFS onwards, the curriculum is significantly enhanced by an extensive range of educational trips and visits that provide breadth to the pupils' experience. Residential visits for Years 4 to 6 provide pupils with additional challenges and opportunities. The pupils benefit from many links with the local community. The choir performs within the local area at charity events and an extensive range of visits is provided to venues nearby, such as art galleries, museums and places of worship. The school has developed links with local charities as well as others further afield.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is good.
- 3.15 Teaching is effective in promoting pupils' progress and fulfils the aim of the school to fully realise their educational potential. Teachers demonstrate good subject knowledge and most lessons are well planned, with a good pace. Teaching allows the pupils to acquire new knowledge and make good, and at times, excellent progress. The constant support and encouragement of teachers motivate pupils to apply themselves and to persevere in their tasks. Good use is made of resources to support teaching. Work scrutiny showed that ICT is now used effectively in all subjects; however, there are limited opportunities for pupils to use the library and ICT room for independent research.
- 3.16 In the EYFS, through careful questioning and encouragement, the children are given many opportunities to express themselves clearly and with confidence. They are encouraged to use language in a variety of contexts, and children with EAL are made to feel valued as their first languages are used for the morning greeting. Planned activities are based on thorough and accurate observations and assessments matched to the full range of children's needs. However outside activities do not always provide for all areas of learning, including numeracy and literacy.
- 3.17 Teachers know their pupils very well and excellent working relationships between them have a positive impact on pupils' learning. The small class sizes and the thorough planning of teaching ensure that the learning activities appropriately challenge the most able and support those with SEND or EAL. A wide variety of teaching methods is employed, generally enabling pupils to think independently and enjoy their lessons. The pupils respond enthusiastically as adults skilfully question them to challenge their thinking. This contributes greatly to the good progress that pupils make. In the few examples observed where teaching was less effective, lessons were over directed by teachers and pupils were given little opportunity to think for themselves. Across the school, there is a consistent approach of providing opportunities in lessons for pupils to work collaboratively. This enables peer discussion to support and develop their understanding and skills.

- 3.18 In the EYFS, excellent observations and assessments of work enable staff to build up an accurate picture of each child's learning and development. In the remainder of the school, the marking of pupils' work is of high quality. The quality of assessment is good and the pupils' attainment is regularly checked in order to identify those who are achieving well in relation to their ability and those who require extra support. Good examples of pupils' self-assessment and peer collaboration were seen during lesson observations, for example in paired reading and creative writing.

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 The school most successfully achieves its aim for pupils to learn to respect religious and moral values and celebrate the diversity of people, religions and ways of life. Pupils are responsible, well mannered and tolerant, and work together in harmony, developing a sense of responsibility for others and the wider world. In the EYFS, children show excellent personal development and are well prepared for the next stage in their education. They arrive happily at school, feel safe and are confident to share concerns with any member of staff.
- 4.3 The pupils' spiritual development is excellent. They show strong empathy with non-material aspects of life, giving mature responses when asked about their feelings in relation to music, art and poetry. They are confident and speak with great enthusiasm about their work and the school. Pupils often evaluate and reflect upon their own achievements and offer mature, self-critical observations of their work and behaviour. Pupils have a great sense of being in a school family and a strong community where they are valued as individuals, and they show high levels of care for each other, willingly offering help if they see someone in difficulty. They carefully consider the values and beliefs of faiths other than their own, and the well-planned programme of religious education adds to the pupils' development.
- 4.4 The pupils' moral awareness is outstanding. Pupils understand the high standards of behaviour expected of them and appreciate the school code of conduct, taking pride in achieving 'gold cards'. Around school, pupils are well aware that their actions have consequences and may affect the rights and needs of others, and during lessons pupils are highly supportive of each other. Pupils explore moral themes competently through the comprehensive PSHE programme, which includes such topics as social justice, rights and responsibilities, and how to be a good friend.
- 4.5 The pupils' social skills are excellent. Pupils are both confident and articulate. They show a natural willingness to assume responsibility and delight in the opportunities they have to contribute to the life of the school and the wider community. In the EYFS, children willingly take on responsibility for keeping the classroom tidy and orderly and being milk or register monitors. They learn to work with one another co-operatively and to share resources. Year 6 pupils have a wide range of responsibilities and are very proud to have been elected to their roles by their peers. They are conscious that there are people less fortunate than themselves, and many opportunities exist throughout the school year for pupils to be involved in fund-raising activities. They appreciate these opportunities and spoke with feeling about carol singing for a local charity and further supporting other local and national causes. Behaviour around the school at lunchtimes, during breaktimes and in lessons is exemplary.
- 4.6 The cultural awareness of pupils is a strength of the school. They demonstrate a conspicuous understanding of, and respect for, their own cultures and the traditions of other members of the school community; relationships are harmonious throughout the school. Pupils take part in a rich and diverse programme of visits to venues including the London Symphony Orchestra, British Museum, National Gallery and local places of worship. Parents share cultural and faith celebrations, and visiting speakers extend the pupils' cultural development further.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The pastoral guidance provided by the school fulfils its aim for pupils to be caring, considerate and respectful. Across all aspects of the school's life, staff provide exemplary pastoral support for pupils; consequently, pupils feel recognised as unique individuals, whose cultural heritages are valued and celebrated. In the EYFS, staff form strong bonds with the children and promote high standards of behaviour and harmonious relationships. Throughout the school, relationships between pupils and staff, and amongst the pupils themselves, are excellent and form the foundation of both the ethos in the school and its quality of care.
- 4.9 The school's policies and procedures for promoting an ethos of positive behaviour and guarding against harassment and bullying work very well. In class and around the school, respect for others is evident. Pupils are naturally kind to one another and are comfortable in each other's company. They appreciate and value the systems that reward good behaviour, work and effort. In response to the pre-inspection questionnaire, a number of pupils indicated that staff are not always fair in the way they gave rewards and sanctions. However, in discussions with pupils, inspectors found no evidence to support this. The house system encourages pupils to be responsible and work collaboratively. They are proud of the success of their houses, as seen in a celebrations assembly.
- 4.10 Channels of communication are excellent and ensure that the views of pupils are heard. Each form has a school council representative who collates the thoughts and opinions of peers and presents them at meetings that are held fortnightly. Pupils feel confident that they are listened to and that their ideas are treated with respect and usually implemented.
- 4.11 Pupils, including those in the EYFS, have a firm understanding of what constitutes healthy eating and are encouraged to bring healthy packed lunches to school. Exercise is valued and excellent opportunities are provided by the school for pupils to take part in a variety of physical activities. The school has a suitable plan to improve educational access for pupils with SEND.

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

- 4.12 The contribution of arrangements for welfare, health and safety is good.
- 4.13 The school has a well-developed and effective system to provide for the welfare, health and safety of the pupils and this has a significant effect from the earliest age on pupils' personal development. Appropriate attention is paid to safeguarding pupils and promoting their health and well-being on a day-to-day basis. The school's child protection policy has been recently updated and is compliant in content, but not in implementation concerning the proprietorial group's annual review. Safeguarding procedures are largely rigorous and are implemented effectively in the appointment of new staff but not in the appointment of members of the proprietorial group. The school makes provision for regular training in child protection for all staff. In the EYFS, children are carefully safeguarded. Clear procedures are thoughtfully implemented to ensure that their welfare is effectively promoted.
- 4.14 All necessary measures are taken to reduce the risk from fire and other hazards; procedures are practised regularly and efficient records kept. Procedures and

policies for health and safety are comprehensive and efficient. Pupils who become ill are well cared for. Suitable medical facilities ensure that pupils' needs are catered for sensitively and effectively, and any accidents are recorded carefully. Parents give the necessary permissions for medication and are informed when it has been administered. Since the previous inspection, admission and attendance registers are now accurately completed and appropriately archived.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound overall.
- 5.2 Oversight of the school is undertaken by the managing director, on behalf of the proprietorial group, who visits the school termly to meet with the leadership; she is known to staff and provides an element of support. She closely monitors the school's sustained development. Oversight of most aspects of the school is robust, although there are also a few significant areas where it has been inadequate. Centralised financial planning and appropriate oversight of expenditure enable steady investment in accommodation and learning resources, and suitable training for staff is also in place.
- 5.3 Termly meetings with all the heads in the group allow an exchange of ideas, group strategy to be agreed and best practice to be shared. These meetings are well documented. The educational direction of the school is wholly delegated to the leadership. There is no formal monitoring system that requires regular detailed reports from the leadership on school matters. The proprietorial group does not have sufficient oversight of the school improvement plan and so is unable to provide appropriate support or challenge for management, and stimulus for growth and improvement of the school.
- 5.4 Responsibility for child protection, welfare, and health and safety is carried largely by the managing director and not by the proprietor as a group. High importance is placed on child protection and the welfare, health and safety of pupils. The centrally produced policies and handbooks are of excellent quality and have been tailored to meet the needs of the school. Good use is made of external expertise in matters such as fire prevention and risk assessment. However, the proprietorial group does not carry out sufficiently rigorously its statutory responsibility for checking compliance in the areas of safeguarding and welfare, health and safety; consequently, the annual review of safeguarding and child protection arrangements and the efficiency with which the related duties have been discharged throughout the school have not been carried out thoroughly by the proprietorial group. Not all members of the group are included on the single central register of appointments and the required checks have not been carried out.

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

- 5.5 The quality of leadership and management is good.
- 5.6 Leadership and management are effective in promoting the school's aims. They are highly skilled at unifying the team of staff, who work with the shared goal of a positive and caring approach towards each individual pupil.
- 5.7 Since the previous inspection, the school's self-evaluation is now accurate and realistic, and identifies the school's key strengths and those areas in need of improvement. This has resulted in a clear vision for school improvement and educational priorities for the future. The current school development plan is well formulated, and takes into account the views of all staff through regular meetings

and through the subject co-ordinators' reviews and development plans. However, there is no system in place for sharing this with the proprietorial group.

- 5.8 The role of subject co-ordinators, which every member of teaching staff undertakes, has been strengthened, and the enthusiasm and dedication of the staff ensure that there is a sense of purpose and vision. In response to the recommendation of the previous inspection, the co-ordinators now have a clear oversight of their subjects, with comprehensive handbooks in place. The monitoring of subjects is developing well; however, focused observations of teaching and learning are still in the early stages of development. In the EYFS there is no system in place to identify specific training requirements for staff. This results in some inconsistencies in children's learning experiences and reduces the quality of some teaching.
- 5.9 An appraisal system is now established but does not include sufficient information on performance, gained from lesson observation. The leadership has identified that further refinement is necessary in order for appraisal to become fully beneficial in developing staff's skills and to guide their access to further training.
- 5.10 The school is efficiently run, with arrangements for its day-to-day management working very well. Most policies and procedures have been produced for all aspects of school life and are implemented successfully. Communication within the school works extremely effectively both formally and informally. Staff are well qualified and deployed effectively to give the support required to meet the needs of pupils. They receive regular training in the necessary areas of safeguarding, welfare, health and safety, and show high levels of care and concern for pupils. A comprehensive staff handbook gives them useful guidance, and good induction arrangements ensure that new appointees are well informed of school routines and safeguarding arrangements.
- 5.11 The school has an excellent and constructive relationship with parents because staff demonstrate care for pupils and their families. Those parents who responded to the pre-inspection questionnaire indicated that they are strongly satisfied with the education and support given to their children. A small number of parents expressed concerns regarding the amount of homework their children receive and the range of extra-curricular activities available. The inspection team found no evidence to support these views. The school maintains many open and varied channels of communication, and actively encourages parents to liaise closely with teaching staff and to play a part in the education of their children. Concerns raised are treated speedily and sympathetically, and any complaints are dealt with in line with the school's complaints procedure.
- 5.12 Reports for parents are clear and informative; they are personal to the pupil and give an indication of progress in each curriculum area and on the pupil's personal development. Twice a year parents are invited into school to discuss the targets set for their children. These meetings enable parents and pupils to identify the next stage in learning.
- 5.13 There are many opportunities for parents to be involved in the school community and in the work and progress of their children. There is an active parents' association which organises fund-raising and social events for the school, and parents are encouraged to join. Parents are also invited to assemblies, concerts and plays, as well as to sports events.

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