



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

KING HENRY VIII PREPARATORY SCHOOL

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King Henry VIII Preparatory School

The senior school was inspected at the same time and a separate report published.

Full Name of School	King Henry VIII Preparatory School
DfE Number	331/6016
Registered Charity Number	528961
Address	King Henry VIII Preparatory School Swallows Campus Kenilworth Road Coventry West Midlands CV3 6PT
Telephone Number	024 7627 1307
Fax Number	024 7627 1308
Email Address	headteacher@khps.co.uk
Head	Ms Gillian Bowser
Chair of Governors	Mrs Julia McNaney
Age Range	3 to 11
Total Number of Pupils	506
Gender of Pupils	Boys and Girls (281 boys; 225 girls)
Numbers by Age	3-5 (EYFS): 100 5-11: 406
Head of EYFS Setting	Mrs Jane Lovell
EYFS Gender	Boys and Girls
Inspection Dates	09 Feb 2016 to 12 Feb 2016

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

Inspectors

Mrs Sue Bennett	Reporting Inspector
Mrs Annabelle Hancock	Assistant Reporting Inspector
Mr Nicholas Baird	Team Inspector (Head, IAPS school)
Ms Susan Dilley	Team Inspector (Deputy Head, IAPS school)
Miss Emma Neville	Team Inspector (Deputy Head, IAPS school)
Mr Joseph Smith	Team Inspector (Head, IAPS school)
Mrs Jenny Clayphan	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 King Henry VIII Preparatory School is an independent day school, situated on the outskirts of Coventry. It is one of four schools that belong to the Coventry School Foundation, a charitable trust. The school operates from two sites, which are in close proximity. Swallows Campus is for pupils aged 3 to 8 years. Hales Campus, which is on a shared site with King Henry VIII School, is for pupils aged eight to eleven years. The school is exempt from Early Years Foundation Stage (EYFS) learning and development requirements. The governors of the Coventry School Foundation, who are also the trustees, are legally responsible for the overall management of the school.
- 1.2 The school's motto 'Confide Recte Agens' – 'have the confidence to do what is right' – underpins its core aims. The school seeks to encourage and develop a range of gifts and talents amongst its pupils and to recognise the uniqueness of every child and provide support accordingly, enabling each to follow his or her own talents and interests. Additionally, it aims to nurture strong home-school links and to provide a happy environment where pupils feel safe and secure. Although the school has a Christian tradition, it welcomes pupils from all faiths and cultural backgrounds, seeking to promote tolerance, forgiveness and understanding between people of different religions and ethnic origins. Since the previous inspection, there have been changes within the leadership and management structure, including the school's governance, leadership and middle management. In addition, the curriculum has been restructured and the facilities increased by the addition of a swimming pool.
- 1.3 At the time of the inspection, there were 506 pupils on the school roll, comprising 281 boys and 225 girls. In the EYFS there were 100 children, 16 of whom attended on a part-time basis. The school has identified 30 pupils as having special educational needs and/or disabilities (SEND), 17 of whom receive additional support for their learning. One pupil has an education, health and care (EHC) plan. Of the 196 pupils who speak English as an additional language (EAL), 19 receive additional support from the school. The ability profile of the school is above the national average, although a spread of ability is represented across the year groups. Pupils mostly come from business or professional families, and reflect the diverse cultural backgrounds within the local area.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is highly successful in meeting its published aims. The quality of academic and other achievements is excellent, including in the EYFS. Pupils across the school, including EYFS children, those with SEND or EAL and the more able, are happy, confident and independent. They have creditable attitudes to learning and make excellent progress according to their abilities. Pupils are highly successful in gaining places to selective senior schools. The excellent curriculum is broad and balanced, and enables pupils and EYFS children to develop extremely high levels of knowledge, understanding and skills. An exciting range of extra-curricular activities provides outstanding enrichment. The quality of teaching is excellent, including in the EYFS. Resources are used effectively. Highly knowledgeable staff provide inspirational lessons, which are carefully planned and expertly tailored to support pupils' individual needs. Assessment and marking systems are thorough and guide pupils on how to improve their work.
- 2.2 Pupils' personal development, including that of children in the EYFS, is excellent. They are responsible, respectful and self-assured. Pupils of all ages display a mature understanding of the values of Britishness within society; they are tolerant and show great empathy towards the needs of others. Pastoral care is excellent. Staff know and understand pupils extremely well. However, some pupils do not have a clear understanding about channels of pastoral support available to them. Arrangements for welfare, health and safety are excellent. Staff have a thorough understanding of their safeguarding responsibilities. Historical discrepancies identified by the school before the inspection have been correctly rectified and current practice is stringent. Health, safety and fire prevention procedures are rigorous. Excellent arrangements are in place for sick or injured pupils, including for the EYFS.
- 2.3 The quality of governance and of leadership and management, including the EYFS, is excellent. At all levels, a significant commitment to the school's success is highly apparent. There is a sharply focused vision for school improvement, as exemplified by the considerable investment in staffing levels and educational facilities. Governors and leaders are highly effective in discharging their respective responsibilities. Across the whole school, leaders and managers form a strong, cohesive team and provide a clear educational direction to ensure the best outcomes for pupils. However, some leaders and managers with delegated roles currently have insufficient allocated time to undertake their responsibilities. Governors diligently undertake the annual review of safeguarding. Recommendations from the previous inspection have been fully addressed, resulting in improvements within the curriculum for pupils with SEND or EAL, and to the EYFS provision, as well as additional training for middle managers. The school has established a positive relationship with parents, including those of children in the EYFS. In their pre-inspection questionnaire responses, a very large majority of parents indicated that they would 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) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure that channels of pastoral support are fully understood by all pupils.
2. Provide leaders and managers with allocated time to undertake their responsibilities.

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 In the EYFS, children's achievements and learning are excellent and they thoroughly enjoy coming to school. On entry, the youngest children have a broad range of developmental levels. By the end of their time in the EYFS, they have made excellent progress and most children reach levels of development which exceed national expectations, including those children with SEND, any with an EHC plan or those with EAL. Younger children speak with increasing fluency and clarity; they enjoy looking at books and can recognise their own names and several letter sounds. They listen intently and can sort pictures of animals correctly from largest to smallest. Older children speak in complex sentences and can confidently recite parts of a story to a large audience. They can read and write simple sentences accurately. Children understand how to use coins for shopping and the practicality of carrying a single £1 coin rather than 100 pence. They are confident and independent, and concentrate extremely well on activities. Younger children greatly enjoy investigation and creativity, such as what happens when water is added to coloured jelly and experimenting with musical instruments. Older children love solving simple number puzzles, and planning and building complicated homes for imaginary animals.
- 3.3 All pupils are very well educated in line with the school's aim to encourage and develop amongst them a range of gifts and talents. From a young age pupils have excellent knowledge, understanding and skills across the full range of subjects and activities. Pupils are confident, enthusiastic and articulate. They speak in an informed way about their work, using extensive vocabulary to demonstrate their learning knowledge and explain their problem-solving methodology. For example, older pupils decided how best to separate mixtures through reasoned argument and experimentation, first sensibly discussing together using the correct scientific vocabulary. Younger pupils read aloud confidently, and skilfully use their knowledge of sounds to decode difficult words; they clearly explain the significance of similes in their creative writing.
- 3.4 Pupils of all ages take great care with the presentation of their work and write with a high degree of competency in a variety of genres, such as poetry, creative writing and factual accounts. They have an excellent understanding of age-appropriate mathematical concepts which they adeptly apply in other subjects, such as quantitative measurement in cookery sessions and comparison of heart rates before and after exercise in science. Pupils' artwork is of a particularly high standard and this is celebrated in the colourful displays around the school, such as their carefully produced pieces in the style of Kandinsky. They greatly enjoy the range of physical activities available and display highly developed skills across a wide range of sports.
- 3.5 Individual and group achievements outside the classroom, including in extra-curricular activities, are significant. Pupils succeed in local tournaments in a range of sports and a few have been selected for county teams. Many pupils learn a musical instrument and enjoy participating in the school choirs and the orchestra. Older pupils have notable success in the creative arts, performing in productions at local theatres and playing for national orchestras. There have been outstanding results in national art competitions. At all stages pupils achieve considerable

success in examinations for music, and speech and drama, and this is celebrated in school assemblies.

- 3.6 Pupils' attainment cannot be measured in relation to average performance in national tests, but based on standardised tests, lesson observations, scrutiny of work and discussion with pupils, it is judged to be excellent in relation to pupils of similar ability. All pupils, including those with SEND, any with an EHC plan or those with EAL and the more able, make excellent progress as they move up the school because of high quality teaching, which both supports and challenges their learning aptitudes and enables them to make rapid progress. This is substantiated by the school's data, which comprehensively tracks pupils' progress. They frequently gain academic, creative and sporting scholarships to their chosen senior schools.
- 3.7 Pupils of all ages have excellent attitudes to their learning; they pay attention to instructions and settle to work quickly. They display excellent organisational skills and work extremely well both independently and co-operatively. Their enjoyment of learning and pride in their achievements are apparent in conversation with them. In questionnaire responses all pupils felt that they are making good progress with their work.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The curriculum is broad and stimulating, and generously covers the requisite areas of learning. It is carefully tailored to meet the pupils' needs across all ages and abilities. In the EYFS, the educational programmes provide many rich and exciting activities that are expertly adapted to suit children of all abilities. The careful balance between child-initiated activities and tasks led by adults, together with numerous opportunities for children to work outside, successfully fulfils the recommendation from the previous inspection. All areas are very well resourced. In many sessions activities are adapted so that children are challenged appropriately. For example, younger children are given increasingly more difficult challenges to develop their physical skills. In literacy, older children are able to write a simple sentence, for example about an animal, whilst the more able add descriptive words, such as 'feathery' and 'huggable'. Children are often taught in small groups so that those with SEND or EAL are fully supported in all activities, including those with an EHC plan. As a result, by the end of their time in the EYFS, many children exceed the expected levels of development.
- 3.10 Curriculum managers regularly review the curriculum structure; recent changes include revision to mathematics, personal, social, health and economic education (PSHEE) and information and communication technology (ICT). This sharp focus on maintaining a high quality curriculum fully supports the school's aim in giving pupils the necessary foundations to lead to success in later education and adult life.
- 3.11 Throughout the school, cross-curricular links are highly evident and result in exciting approaches to learning. For younger pupils, subjects are linked together in topic approaches, for example by incorporating history, mathematics and drama together during work on a tableau of Roman military formations. For older pupils, a Second World War theme day extending across the curriculum range significantly contributed to contextual understanding. Reading, writing and mathematics are strongly emphasised, along with the early provision of French as a modern foreign language. The curriculum facilitates independent learning extremely well; within

subjects pupils are encouraged to investigate and to use their imaginations. For example, in mathematics, pupils were required to find out about Pi for a homework task. The school has successfully addressed the recommendation of the previous inspection relating to specialist provision for pupils with SEND or EAL. Group and individual sessions to support individual learning needs are carefully timetabled into the curriculum and provide excellent levels of additional support to learning. Older pupils who are more able benefit from a well-organised enrichment programme that provides additional curricular challenge and opportunity.

- 3.12 The excellent programme of PSHEE permeates throughout the curriculum, providing strong support for pupils' personal development. The curriculum is carefully and sensitively tailored to ensure that tolerance and respect for others are at the forefront of the pupils' minds. Fundamental British values are strongly promoted. Discussions and activities are carefully woven into the curriculum provision and present opposing views in an unbiased manner. Representatives from local magistrates visited to explain the nature of their work and their roles within society.
- 3.13 Resources around the school are plentiful and provide excellent support for the curriculum. Library areas and ICT facilities are used to provide highly effective enhancement of learning. Older pupils in a specialist ICT lesson used programming skills to create a game with a fox trying to catch chickens in a farmyard. Visitors to the school, as well as off-site days and residential trips, greatly enrich the curriculum provision. For example, in history, a speaker came into school from a local historical re-enactment society to talk to older pupils about the life of a soldier in the Second World War. A varied and interesting range of extra-curricular activities for all pupils throughout the school provides stimulating enrichment for the taught curriculum; these are very popular amongst pupils.
- 3.14 Links with the community are strong. For example, the school has close links with Coventry Cathedral, where the choir and orchestra periodically perform. In their questionnaire responses, a very large majority of parents and pupils indicated that they are happy with the curriculum and range of extra-curricular activities.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is excellent.
- 3.16 The high quality of teaching ensures that all pupils make excellent progress from their starting points and in accordance with their abilities. This fully supports the school's aims to ensure that the pupils' individual gifts and talents are encouraged and developed.
- 3.17 In the EYFS, the quality of teaching is excellent. Experienced and knowledgeable staff have high expectations. There is constant emphasis on intriguing and challenging children, so that they are stimulated and eager to extend their thinking. Staff plan a careful balance of exciting activities, both adult led and for children to choose for themselves, indoors and outside. For example, staff showed younger children how to decorate biscuits for Chinese New Year, while other children chose to design complex constructions. Staff helped older children to understand how many pence there are in various coins, while other children were challenged to make a container for the coins from materials of their choice. Assessment is frequent and accurate, and records provide a clear picture of children's progress and achievement. Staff make excellent use of this information to plan activities, ensuring

that each child's learning is reinforced and extended appropriately. Resources are excellent and used well.

- 3.18 Teaching staff across the school work co-operatively together to ensure cohesiveness within their subject areas and to enable the smooth transition between years for the pupils. Regular staff meetings facilitate the sharing of ideas and the development of continuity and progress. Careful deployment of staff specialism means that all pupils benefit from specialist teaching, such as music, art, sport, French and ICT.
- 3.19 Teaching is planned thoroughly. Exciting approaches within lessons, designed to capture imagination, foster independence and extend pupils' interests and abilities extremely well. For example, a range of creative and exciting Stone Age artefacts promoted younger pupils' curiosity to find out more. Teachers make excellent use of the school environment to inspire learning, such as walks in the grounds and surrounding localities to stimulate the writing of seasonal poems. Ability grouping in mathematics and English ensures thorough support for pupils' individual learning needs, including those with SEND, any pupil with an EHC plan, those with EAL and the more able. Tasks are well matched to pupils' needs in other subjects.
- 3.20 Thorough pupil assessment and tracking processes ensure that teachers have a comprehensive understanding of pupils' levels of achievement. Systems of half-termly self-assessment and target setting significantly help older pupils to take responsibility for their learning. Strategies of support and challenge are quickly put in place to support any learning needs; a notable number of pupils with SEND or EAL benefit from specialist group and individual teaching intervention sessions. The enrichment programme provides excellent levels of additional challenge in learning. Most lessons are delivered at a pace that engages pupils' interest. In a very small number of lessons observed, extension for the more able was not always evident. Marking across the school is thorough and meaningful, and demonstrates a clear understanding of the pupils' progress. Pupils are very appreciative of the high quality feedback and praise received, and during discussions spoke of the pleasure they feel when reading positive comments and knowing that they are improving.
- 3.21 Teachers have excellent levels of subject knowledge and deliver lessons with a high degree of enthusiasm, which inspires pupils and motivates them to learn. Open-ended and probing questioning provides highly effective challenge for all pupils. Teachers set high behavioural expectations and pupils respond positively. Pupils greatly respect their teachers and feel well supported in their learning.
- 3.22 In their questionnaire responses, a few parents felt that homework levels are not beneficial to learning. Inspection evidence does not support this view. From scrutiny of homework diaries and discussions with pupils inspectors concluded that homework levels support learning well, and pupils reported that homework is both appropriate and manageable.
- 3.23 Teachers skilfully incorporate British values in their teaching and are careful to ensure that lesson content is delivered with a balanced viewpoint, whilst encouraging pupils' respect for each other's cultures and differences. For example, older pupils discussed what happened during the Holocaust and considered current events around the world where people are in conflict and fleeing oppression.

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, children's personal development is excellent. British values are actively promoted throughout the setting. Younger children play together happily, sharing and taking turns. Older children confidently work independently or in groups; they listen kindly to each other, help one another and think carefully before making choices or coming to decisions. Children of all ages readily accept each other's differences and are curious to know about different customs. They are self-confident and are proud to decide which daily target their class should aim to fulfil. Children's transitions between classes are extremely well supported. For example, each year group has a session in its new class before moving up at the start of an academic year.
- 4.3 Pupils' spiritual development is excellent. They have an acute sense of understanding their own values and are confident and self-aware. Pupils have a strong appreciation of non-material aspects of life; in discussions they commented on the seasonal beauty of trees and flowers within the school grounds. In a lesson, pupils showed immense empathy with the plight of evacuees during the Second World War. Pupils have many opportunities for reflection, including singing in the cathedral, responding to poetry, within the visual arts and spending time in a memorial garden.
- 4.4 The pupils' moral development is excellent. Pupils have an extremely clear perception of what is morally right and wrong. They show great respect for both English civil and criminal law and know that negative behaviour within society has repercussions, such as appearing before magistrates in a court of law. They understand the need for school rules, awards and sanctions in helping them to make the right choices. They respect one another and know that bullying is unacceptable under any circumstances.
- 4.5 Pupils' social awareness is excellent. They are articulate, polite and well mannered, and understand the importance of positive social interaction with others. Pupils listen respectfully to each other's opinions, as observed in debate on how Native American people felt when European settlers arrived. They are proud to belong to the school community. In their questionnaire responses, a few pupils felt that there are few chances for roles of responsibility. Inspection evidence does not support this view. During discussions, pupils said that they have many opportunities for responsibility, ranging from roles as monitors and 'playground pals' for younger pupils to house captains, prefects and 'eco-monitors' for older pupils. Pupils have a strong understanding about the fairness of democratic systems, such as the significance of voting for members of the school council. They gain an excellent knowledge of public institutions and economic awareness through experiences such as trips to the Houses of Parliament and the school bank, and from visitors to the school, such as a local magistrate. Pupils appreciate wider ethical issues and take a keen interest in environmental concerns, such as the current refugee crisis and protecting the natural environment. They show significant initiative in their contributions to charity fund raising, supporting victims of international natural disasters and local causes.

- 4.6 Pupils' cultural development is excellent. They celebrate one another's uniqueness and defend the right of all individuals to have their own beliefs and the right to equal treatment. Pupils show considerable enthusiasm for learning about their own and others' cultures, as observed during a lesson on life in India. Pupils who come from varying geographical, religious and other cultural backgrounds are eager to share their experience with their peers, such as an assembly on Eid. Pupils exhibit a high level of tolerance through the many opportunities to explore different and balanced political and moral values in literature, poetry and the arts, and there is no evidence of any prejudice in their attitudes.
- 4.7 By the time pupils leave the school they have excellent standards of personal development. During discussions, older pupils commented that they feel socially confident and thoroughly prepared for their move to their chosen senior schools.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The school meets fully its aim to recognise the uniqueness of each child and provide support, and to provide a happy environment where pupils feel safe and secure. Positive and warm relationships pervade the school on every level: amongst staff, between staff and pupils, and amongst pupils themselves, characterised by mutual respect and friendliness.
- 4.10 In the EYFS, pastoral care is excellent. All children are well known to the staff. All children have a key person who ensures that they are looked after well and feel safe. Relationships are warm and trusting; children are happy and confident to try new experiences. Good behaviour is expected at all times through clear expectations that the children understand and respond to. Nutritious lunches and snacks provide excellent support for children's good health. Outside play and physical education lessons provide plentiful opportunities for children to have daily exercise.
- 4.11 Staff provide effective guidance and support for pupils, listening to their concerns and dealing swiftly with them when they arise. A few pupils in questionnaire and discussion responses felt that they do not have someone to whom to turn in the event of a personal difficulty. Inspectors found that whilst staff are approachable and that effective systems are in place, not all pupils have a clear understanding of the channels of pastoral support available to them.
- 4.12 Pupils' understanding of healthy living is well supported by displays around the school and through the PSHEE and science curriculum. A variety of nutritious, well-balanced and appetising hot and cold meals is on offer. Fresh drinking water is easily available to all pupils. The wide range of sport and other physical activities provided gives pupils ample opportunity for daily exercise.
- 4.13 Comprehensive policies and procedures, thoroughly implemented in practice, promote good behaviour and guard against bullying, including cyber-bullying. In questionnaire responses, a few pupils and parents commented negatively on the school's handling of bullying. Additionally, a small minority of pupils felt that sanctions and rewards are not always fairly awarded. Inspection evidence does not substantiate these views. Comprehensive detail within behavioural records clearly indicates the swiftness of response by staff to incidents, and that systems are appropriate and fair, taking due account of any related difficulty or disability. During discussions, pupils commented that bullying is a rare occurrence. They expressed

satisfaction with how staff deal with any incidents that do occur, and are happy with the equity of sanction and reward procedures.

- 4.14 The school has a suitable accessibility plan to improve educational access for pupils with SEND.
- 4.15 In questionnaire responses a few pupils felt that the school does not ask for their opinions or respond to them. Inspection evidence does not support this. Inspectors found that pupils have ample opportunity to express their views. The school council actively elicits pupils' ideas, such as the introduction of basketball to the activity programme and a request for a playground clock to help the pupils to be on time for lessons and activities. In their questionnaire responses, most parents felt that their children are well looked after, and almost all indicated that the school achieves high standards of behaviour.

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

- 4.16 The contribution of arrangements for welfare, health and safety is excellent.
- 4.17 Throughout the school, including the EYFS, comprehensive health, safety and safeguarding policies and procedures are thoroughly implemented. Safeguarding arrangements are taken extremely seriously and have full regard to official guidance. In questionnaire responses, almost all parents felt that their children are happy at school and feel safe. Current practice for the safer recruitment of new staff is rigorous; historic discrepancies identified by school monitoring procedures before the inspection have been suitably rectified. Child protection training is carried out assiduously at the appropriate level for all teaching and non-teaching staff. Staff with designated responsibility for safeguarding, including for the EYFS, have all attended advanced training. Regular updates ensure that all employees are immediately aware of any new initiatives, such as measures to prevent the spread of radical views. Excellent relationships with local agencies exist to support pupils when necessary.
- 4.18 All the required measures are diligently undertaken to reduce risks from fire and other hazards. Fire prevention arrangements are thorough. Emergency evacuation drills take place regularly and are recorded and monitored efficiently. Checks on equipment are regularly undertaken. External lighting has recently been upgraded to a high standard. Comprehensive risk assessments are undertaken on all areas of the school premises and any identified issues promptly addressed. All trips and activities for pupils, including residential visits, are fully risk assessed in advance.
- 4.19 Across the school, accidents, illnesses and the administration of medication are all carefully recorded, and all staff are aware of pupils with special dietary or medical needs. In the EYFS, high priority is given to good hygiene practice; children learn from an early age the importance of hand-washing routines. Many members of staff have first-aid qualifications, including paediatric training for those working with EYFS children. There is a dedicated medical room on each campus. When required, appropriate arrangements are made for pupils with SEND. Electronic admission and attendance registers are appropriately maintained and stored. Rigorous systems are in place to follow up any pupil absences. Staff in the EYFS monitor attendance closely and are keenly aware of the additional needs of vulnerable children.

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 foundation's governing body provides strong oversight of all aspects of the school's operation, including for the EYFS. Governors' wide-ranging expertise is carefully delegated through a structure of sub-committees. Regular meetings with the school's leadership help to ensure stringent regard for pupils' welfare and safety and that the highest educational standards are maintained. Sharply focused financial planning enables significant investment in staff, accommodation and resources. The recently built swimming pool, investment in ICT resources and changes to the leadership and management structure are testament to governors' successful commitment. Consequently, governors are highly effective in the discharge of their responsibilities and provide full support in helping the school to achieve its aims.
- 5.3 Governors are frequent visitors to the school. They are well known to parents and regularly attend events that celebrate pupils' achievements. Governors fulfil their monitoring roles extremely well through their regular involvement in the school's day-to-day operation, such as meeting with staff and visits to observe classroom practice. They provide excellent levels of challenge and stimulus for growth and improvement, supporting the school in moving forward to provide the best educational outcomes for pupils.
- 5.4 Governance places a high priority on safeguarding and the fulfilment of its statutory responsibilities. Governors with delegated safeguarding responsibility meet regularly with school staff to scrutinise arrangements. Through the rigour of their annual review of safeguarding procedures, they ensure that the school is actively promoting the well-being of pupils. This includes effective oversight of recruitment processes for new staff. Identified historical discrepancies were swiftly rectified; current appointments demonstrate the rigour of monitoring processes. All governors undergo thorough induction measures when they join the board. Additionally, they have received appropriate levels of safeguarding training, including for the prevention of radicalisation and extremism.

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 Leaders and managers are extremely committed to providing the best environment for pupils' individual well-being and educational success. This is reflected in the pupils' excellent levels of academic achievement and standards of personal development by the time they leave the school. Consequently, the school is particularly successful in fulfilling its aims.
- 5.7 In the EYFS, leadership and management are excellent. Policies and procedures, including those for safeguarding, are thoroughly implemented, ensuring a warm, welcoming and stimulating environment, where children feel safe and are happy. There is clear ambitious vision, and thorough knowledge of the educational

programmes is gained through constant monitoring and discussions with staff. These lead to judicious improvements that strengthen and refresh the provision. Staff meet regularly with leadership to review their practice and have good opportunities to further their professionalism through training. Improvements since the previous inspection include a forest play area and designated creative and role-play areas in the Nursery. Assessments have been revised and are used to plan appropriate activities that engross and challenge children of all abilities. The setting's partnership with parents and carers is excellent, and parents are particularly appreciative of the welcoming, family atmosphere, where their children are well known to everyone. Outside agencies give valued support when necessary to children who need additional help. Parents are kept informed and are extremely appreciative.

- 5.8 The leadership and management structure is clearly defined, resulting in a cohesive team whose members work extremely well together and provide a strong educational direction for the school. Leaders and managers at all levels thoroughly discharge their responsibilities, particularly those relating to policy implementation and safeguarding. However, for some, insufficient time is allocated to enable them to undertake their delegated roles, such as monitoring and supporting the pastoral care provision. Leaders and managers regularly monitor the quality of teaching through observing lessons and scrutinising curriculum planning and pupils' workbooks, helping to ensure excellent provision and the best outcomes for pupils.
- 5.9 There is an ambitious strategic vision for the school's improvement. Rigorous self-evaluation systems, which incorporate the views of staff, parents and pupils, enable clear identification of the school's strengths and areas for future improvement. Development planning targets are sharply focused. During review meetings, leaders and managers routinely and carefully analyse the achievement of set priorities, effectively implementing any necessary action to keep objectives on track. Since the previous inspection, there have been significant curriculum changes. For example, the provision for pupils with SEND or EAL has improved, ICT teaching now spans the whole school, and the PSHEE curriculum now includes a greater focus on social media risks and the teaching of the core values of British society.
- 5.10 Management at all levels is successful in securing high quality staff. Methodical selection processes ensure that newly appointed staff are well qualified and experienced for their respective roles. Discrepancies in recruitment processes, identified by the school before the inspection began, have been promptly addressed. Current appointment practice is stringent, and all necessary checks are carried out and recorded accurately. Clear job descriptions and comprehensive induction processes for new staff ensure that they fully understand their responsibilities. This includes training in safeguarding, health and safety to ensure that they have complete regard for pupils' welfare. A formal review programme for all staff is deeply embedded in practice and provides excellent support for their professional development.
- 5.11 Following a recommendation from the previous inspection, middle managers have developed their skills further through attending external training courses to develop their understanding of monitoring and supporting good classroom practice. During inspection discussions, staff commented that they feel extremely well supported by the leadership and management and that they have very good opportunities to further their expertise. Leaders are excellent role models who strongly promote an ethos of equality, tolerance, and respect for differing democratic viewpoints and cultural beliefs. A culture of mutual support is highly evident. Staff from across each

year group meet together regularly to discuss and review practice. Additionally, fortnightly staff meetings facilitate discussions on whole-school practice, including for pastoral arrangements.

- 5.12 The school has been successful in establishing positive links with parents. The large majority of parents who responded to the questionnaire would recommend the school to another parent. A small minority of parents were dissatisfied with the information they receive about their children's progress, a few would like to be more involved in events and other aspects of the school's work, and a very small minority felt that the school had not handled their concerns well. Inspection evidence does not support these views. Inspectors found that the parents of prospective pupils receive detailed information about the school and are welcomed for visits before their children start school. The youngest children come for 'taster' sessions. Electronic systems and regular newsletters ensure that parents of current pupils are kept fully informed about school life and the pupils' achievements. In addition, homework diaries facilitate quick communication between staff and parents.
- 5.13 The school has a suitable complaints policy and complaints are handled fully in line with published procedures. Detailed records are kept of any concerns, which are responded to within appropriate time frames. Reports are written twice a year, with a report card sent in the spring term, and are of high quality, with details of pupils' attainment, progress and attitudes to work. There are regular targets for pupils to work towards. There is also an annual meeting for staff to explain the curriculum in each year group and another for them to explain pastoral matters. There is an additional evening where parents can make bookings online to meet formally with their children's form and subject teachers. Should parents wish for more frequent information, teachers are readily available and are pleased to arrange meetings to discuss any aspect of pupils' progress. Parents have many opportunities to be involved in the life of the school. They are welcomed at concerts, dramatic productions and sporting events. An active parents' association organises extremely popular events such as Bonfire Night, the Christmas Fair and the Summer Ball to support school funds. A social evening for parents new to the school to meet current parents helps them to feel welcome members of the school community.

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