



# **INDEPENDENT SCHOOLS INSPECTORATE**

**WEBBER INDEPENDENT SCHOOL**

**INTEGRATED INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	<b>Webber Independent School</b>
DfE Number	<b>826/6001</b>
EYFS Number	<b>EY290458</b>
Address	<b>Soskin Drive Stantonbury Fields Milton Keynes MK14 6DP</b>
Telephone Number	<b>01908 574744</b>
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Email Address	<b>info@wis.gemsedu.co.uk</b>
Principal	<b>Mrs Sue Vig</b>
Proprietor	<b>GEMS UK</b>
Chair of Governors	<b>Professor Pat Preedy</b>
Age Range	<b>3 to 18</b>
Total Number of Pupils	<b>169</b>
Gender of Pupils	<b>Mixed</b>
Numbers by Age	0-2 (EYFS): <b>0</b> 5-11: <b>38</b> 3-5 (EYFS): <b>16</b> 11-18: <b>115</b>
Head of EYFS Setting	<b>Miss Christine Boardman</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>28 February 2012 to 2 March 2012</b>

## 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 2008.

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 through the following link: [www.legislation.gov.uk](http://www.legislation.gov.uk). Search for Independent School Standards Regulations and enter date 2010, to find Schedule 1, Parts 1-7.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Equality Act 2010 (including race, gender, special educational needs and disability).
- (ii) The School Standards and Framework Act 1998, banning corporal punishment.

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<sup>st</sup> 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 Children, Schools and Families (DCSF) 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.

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

### **Inspectors**

Mr James Bowden

Reporting Inspector

Mrs Elaine Brook

Team Inspector  
(Former Headmistress, SHMIS school)

Mrs Pam Simmonds

Team Inspector  
(Former Headmistress, ISA school)

Mr Alistair Telfer

Team Inspector (Senior Teacher, ISA school)

Mrs Gill Harris

Co-ordinating Inspector for Early Years

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

- 1.1 The school has been part of the GEMS (Global Education Management Systems) group since September 2003, when it was known as Bury Lawn School. The directors of GEMS based at the United Kingdom office in London undertake the required proprietorial responsibilities, including providing a governing body, as well as managing centrally the financial and budgetary aspects and providing support and guidance for the school. Leadership and management within the school are responsible for the education provided, academic standards, health and safety, child protection, admissions, staff development and strategic planning within the wider context of GEMS planning and strategy.
- 1.2 Although the nature of the school remains similar to that at the time of the previous inspection, it was renamed in September 2011. At the same time a new principal and vice principal were appointed. Its core aim is achieving excellence together. From Year 1, pupils are taught in mixed age groups according to their abilities. In September 2011 a cohort of 12 Chinese pupils, hosted by local families, joined the senior school.
- 1.3 Currently, the number of pupils on roll is 169. The Early Years Foundation Stage (EYFS) consists of 16 children in the Nursery and Reception classes, the majority of whom attend full-time. In Years 1 and 2 there are 13 pupils, and 25 are in Years 3 to 6. There are 39 pupils in Years 7 to 9, and Years 10 and 11 comprise 59 pupils. In the sixth form, 17 pupils are currently on roll.
- 1.4 There are 27 pupils for whom English is an additional language (EAL), 16 of whom receive support for their English. Of the 39 pupils identified as having special educational needs and/or disabilities (SEND), 19 receive specialist learning support from the school. Three pupils have a statement of special educational needs, two of whom receive extra support from the local authority. Pupils come from a wide catchment area and are predominantly from professional, business and farming backgrounds. A range of nationalities is represented in the school, reflecting the ethnic mix of the catchment area.
- 1.5 Prior to entry, all pupils are assessed and a place offered if the school considers that it is able to meet their academic, personal and emotional needs. Attainment on entry for the majority of pupils is below the national average.
- 1.6 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 From the EYFS to the sixth form, pupils are successful in their learning. Their overall achievement is good. In relation to their starting points, pupils make good progress across the school. Previously, attainment has been below the average for all maintained schools at the end of Year 11 and in the sixth form in relation to A-level results. Current modular results indicate significant improvement. In the EYFS, progress made in reading is particularly strong but creative experiences lack breadth. All sixth-form leavers in 2011 proceeded to higher education courses. Good quality teaching provides challenge for the full range of abilities, ensuring good and sometimes excellent progress in lessons. However, the quality of marking is inconsistent across the school. Although pupils' work is routinely marked it is not always effective because they are not always told how to improve the quality of their work and move on to the next stage of their learning. Pupils identified as having SEND, those with EAL and those identified as able, gifted and talented (AGT) are all supported well as a result of effective individual enrichment plans (IEPs). These set challenging targets based on a careful assessment of strengths and areas for improvement, which supports well teachers' lesson planning.
- 2.2 Pupils' personal development is excellent. They appreciate the increasing opportunity to take responsibility and enjoy participating in the wealth of extra-curricular clubs at lunchtimes and after school, a provision much improved since the start of the academic year. Their behaviour and relationships are a significant strength, and this results in a calm and purposeful learning atmosphere in lessons. Pastoral care is of high quality across the school. Pupils appreciate very much how the school supports them as individuals, and listens carefully to and resolves their personal concerns. At the end of the EYFS and the end of Year 13, pupils are very well prepared for the next stages of their education. Arrangements for the welfare, health and safety of pupils are good.
- 2.3 Governance is excellent. Issues raised at the previous inspection have been resolved. In September 2011, the governing body took the strategic decision to rename the school. It has been highly active in supporting the school's vision of becoming a centre of excellence in the use of new technologies to support learning. In addition, oversight of the EYFS is strongly effective in supporting future developments. Leadership and management of the school are good. The newly formed senior leadership team is particularly effective. Parents are very appreciative of the school, particularly regarding the support for pupils with SEND, the range of extra-curricular activities on offer and the way their children are looked after. Inspection evidence supports these views. A few had concerns about the information they are given about their children's progress. Inspectors found that the school maintains highly effective links with parents, providing them with much helpful information, although parents of EYFS children are not fully informed about the principles, structure and content of provision.

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

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

(The range of the Independent School Standards Regulations is available through the link described in the Preface)

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 The school is advised to make the following improvements.
1. Improve the consistency of marking of pupils' work to ensure that pupils are fully aware of what they need to do to move on to make further progress.
  2. Sharpen the analysis and use of performance data to inform future strategies for improving learning and progress.
  3. Extend the range of children's experiences in the EYFS to enhance opportunities for creative development.
  4. Ensure that all parents of EYFS children are fully informed about the principles, structure and content of provision.



### **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 their learning is good.
- 3.2 Pupils become increasingly confident in their individual abilities as they move through the school, making good academic progress in relation to their starting points on entry. This reflects the school's aim of discovering and nurturing individual talents, as well as inspiring and supporting pupils in achieving the highest standards possible. Pupils of all ages approach their work with clear enjoyment and commitment.
- 3.3 Pupils of all ages have particularly positive attitudes to learning and commit themselves to success in all that they do, both in and out of the classroom. This is clearly evident in their enthusiasm for extra-curricular clubs and activities. Outside the classroom, pupils of all ages achieve success in external music examinations on various instruments, as well as in singing competitions and drama events. Individuals and teams also achieve sporting success in competitive fixtures, both local and regional.
- 3.4 Pupils are confident in expressing their views, responding to teachers' questioning and listening carefully to their teachers and to one another in small group activities. They show good levels of understanding and skills in both curricular and extra-curricular activities. All groups of pupils, including those with SEND or EAL, and pupils who are AGT, improve their competencies in speaking, listening, reading and writing. In a celebratory assembly, for example, younger pupils' original stories were read aloud by an older pupil, which was appreciated by all pupils and adults alike. Some excellent examples of original artwork and information and communication technology (ICT) produced projects are indicative of pupils' strong creative competencies. Pupils' numeracy skills improve as they get older, as reflected by overall improvements in their GCSE results over time.
- 3.5 Children in the EYFS make good progress in relation to their starting points, with excellent progress being made in reading. The children are enthusiastic learners, showing good levels of independence. A systematic approach to the teaching of phonics in Nursery and Reception enables children to make significant progress. They confidently recognise and sound out a range of initial sounds and apply their phonic skills to help them read new words. Children make good progress in numeracy. In the Nursery they confidently find one more or one less than a number from one to ten, and in Reception this extends to five more or five less. Children develop excellent ICT skills as a result of their confident use of electronic notepads and interactive whiteboards. Their creative development is not as strong because of a lack of breadth of creative opportunities.
- 3.6 The ability profile of the junior part of the school is in line with the national average overall, with a spread of abilities similar to the national distribution and average ability varying between cohorts. Nationally standardised measures of progress in this part of the school indicate that pupils make progress that is at least appropriate and often good in relation to their starting points. Results at GCSE and in nationally standardised measures of progress indicate that pupils make progress to GCSE that is below the average in all maintained schools. However, in relation to their low starting points, progress is good. Sixth-form pupils' progress in relation to their

starting points is also good. At the end of the previous academic year, all Year 13 pupils moved on successfully to higher education courses.

- 3.7 Overall competencies in ICT have improved considerably since the previous inspection. Good progress overall was also confirmed by samples of pupils' work from across the school. All pupils, including those with SEND or EAL, and those who are AGT, make good progress in relation to their starting points and capabilities.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 At all stages, and for all ages and abilities, the broad range and high quality of the educational experience provided by the school create an excellent learning environment and a curriculum that covers all the requisite areas of learning and more. This results from significant changes made since the start of the academic year. The increase in the number of teaching hours has enabled the school to offer a broader range of activities. This represents a significant improvement since the previous inspection and effectively supports the school's aim to provide an exciting, challenging and enriching curriculum within a supportive community in order to promote a love of learning, to benefit pupils throughout their lives.
- 3.10 In the EYFS there is a good balance between teacher-led and child-initiated learning experiences. Appropriate links with the local authority have supported the provision of a wide range of resources to enhance learning. Both indoor and outdoor learning environments are well equipped, providing a good range of opportunities for planned purposeful play, including role play that broadens children's awareness of the wider world. As a result of the excellent provision for physical education, EYFS children are aware of the benefits of physical activity. There are fewer opportunities for children to express themselves creatively through art and design.
- 3.11 The flexible and stimulating curriculum enables all pupils to have a challenging and personalised approach to learning, which is founded on the extensive use of new technologies. Modern foreign languages are taught from Year 3 and the breadth of choice is extended in the senior part of the school. There are booster classes in the core subjects for the cohort of Chinese pupils as well as specialist English lessons. Older pupils, including the sixth form, choose from a wide range of subjects suited to their capabilities and interests. They also receive excellent guidance through a comprehensive careers programme. In Year 9, for example, pupils were observed taking part in role plays to practise their interview skills. The personal, social, health and citizenship education (PSHCE) programme supports pupils' all-round personal development, and enables them to develop their own opinions and understanding of a wide range of issues that affect their lives.
- 3.12 A strong enrichment department provides support for those who need it. Pupils who are AGT benefit from extension work and extra challenges, including working with older age groups, in line with the school's policy of teaching by 'stage rather than age'. The school also provides an excellent programme for pupils with SEND, including extra support for those with specific learning difficulties and other complex needs, as well as support for pupils with EAL. In response to a recommendation from the previous inspection report, the facilities for pupils to enhance their technological abilities through the use of ICT have been considerably improved.
- 3.13 Further enrichment of the curriculum is provided by visitors to the school and educational visits off site. Special events are also organised in school such as the

visit of a local author on World Book Day. There is a wide variety of clubs available during the week, including music, drama and sports, as well as history, science, chess and creative writing clubs. There are abundant opportunities for pupils to compete against local schools and in other tournaments. Older pupils take part in The Duke of Edinburgh's Award scheme and the Army Cadet Corps. The excellent extra-curricular provision supports very effectively the school's aim to inspire pupils through a range of cross-curricular opportunities, enabling them to succeed in sporting and non-academic pursuits. A high degree of satisfaction with the opportunities available was expressed by the great majority of parents and pupils in the pre-inspection questionnaires.

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

- 3.14 The quality of teaching is good.
- 3.15 Teaching is effective in promoting the pupils' progress, in accordance with the aim of the school to support them in acquiring a life-long desire for learning and to help them achieve success. Lessons range from those where exceptional skills ensure high levels of pupil engagement, enthusiasm for learning and rapid sustained progress to a few with some weaknesses as well as strengths. Small numbers of pupils enable teachers to know them well and planning is effective in meeting their needs, as recorded in their IEPs. The needs of different groups of pupils within lessons are met, therefore, and the work is planned to ensure that they make good progress commensurate with their capabilities. Diligent planning in the majority of lessons ensures good pace and challenge. In the EYFS, planning based on thorough observational assessment identifies the needs and abilities of individual children, which ensures good progress across most areas of learning. The excellent specialist physical education teaching in the EYFS challenges children appropriately and extends greatly their learning opportunities.
- 3.16 At the start of lessons, pupils are made aware of what is expected of them because teachers share the learning intentions with them. Lessons are sometimes rushed towards the end and this limits the time to recapitulate and reflect. Teachers' good knowledge and understanding of their subjects are demonstrated in their enthusiastic and lively approaches. Effective questioning is used to challenge pupils to consolidate as well as deepen their knowledge and understanding. Use of ICT to enliven learning has increased as a result of the school's aspiration to become a centre of excellence for new technologies as tools for learning and teaching. In junior modern foreign languages, for example, the teacher's very effective use of the interactive whiteboard supported learning and enabled good progress to be made, particularly in extending vocabulary. Homework is set and builds appropriately on the challenge provided in lessons, and is available to pupils on the school's website. A very large majority of pupils who responded to the pre-inspection questionnaire consider that teachers make sure they have an appropriate amount of work to do.
- 3.17 Excellent relationships between teachers and pupils are apparent in the positive atmosphere for learning in almost all lessons. A particular strength in teaching is the contribution it makes to pupils' spiritual, moral, social and cultural development. The teachers' provision of a wide variety of historical and contemporary resources in lessons supports this. In lessons, including those with extra adult support, teachers ensure that the learning needs of those pupils with SEND are addressed. In addition, teachers ensure that the learning needs of pupils with EAL and of those who are AGT are met. The good progress pupils make as a result of this support contributes to their overall assessment at the statutory annual review. The large

majority of parents who responded to the pre-inspection questionnaire believe that the school provides worthwhile help for pupils with SEND.

- 3.18 Although there are strengths in the quality of teaching, the assessment of pupils' work, particularly marking, is inconsistent across the school. Work is marked regularly and there have been improvements in this respect, but the quality of marking varies. It is not always made clear to pupils what they have to do to improve or how to move on to the next steps in their learning. In addition, where comments are made about, for example, the need to complete further tasks or check on aspects of spelling, punctuation and grammar, these are not always followed up. The school's recently introduced guidelines for marking, which include a focus on pupils' involvement in assessing their own work, are not yet embedded. Notwithstanding, pupils comment that they appreciate the praise and constructive criticism they receive from teachers during lessons.

## **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 Across the school, the quality of the pupils' personal development is excellent, in accordance with its aim to promote the values of respect, responsibility and effort. This is an improvement since the previous inspection. By the time pupils leave the school, they are well prepared to meet the challenges of the next stage of their education.
- 4.3 Pupils' spiritual development is excellent. They hold a strong set of values and principles which inform their perspective on life and their behaviour. Pupils are confident and show respect for themselves and for others. They can consider in depth non-material aspects of life, whether by showing understanding of people at war, as in the visit from an injured Afghanistan veteran on Remembrance Day, or an aesthetic appreciation of different cultures, such as in a display of Aboriginal art in the junior part of the school.
- 4.4 The moral awareness of the pupils is extremely well developed. Their excellent conduct demonstrates their deep respect for good behaviour. Pupils enjoy the rewards of their good behaviour, working hard to acquire enough merits to enable them to participate in the much coveted special outing arranged for the highest achievers. They are aware of the needs of others beyond their school. This is clear from the extensive involvement, often instigated by pupils, in a wide range of charitable ventures. For example, following the Japanese tsunami, Japanese parents led an assembly to talk about their country and the devastating impact of this disaster and this resulted in a major whole-school fund-raising venture.
- 4.5 The pupils' social development is excellent. Pupils of all ages readily take on positions of responsibility. In the EYFS, children form excellent relationships with the adults who care for them. In the sixth form, the role of prefect is taken very seriously; pupils have to submit an application and are interviewed. Once appointed, their role in the leadership of the school is very active, ranging from being a member of the executive committee to giving up their personal time to support younger pupils. Similarly, junior prefects look after younger pupils, who feel that they can go to them if they are having friendship concerns. The house system has been regenerated during the current academic year to include a much wider programme, and this has resulted in pupils working co-operatively to achieve success.
- 4.6 The school is highly successful in meeting its core aim to be an inclusive school in a multi-cultural community. Pupils originate from a wide variety of countries, including France, Spain, Poland, South Africa and China, as well as the United Kingdom. Pupils have an excellent understanding of other cultures and traditions, and are given the opportunity to learn more through their study of literature, music and art, as well as PSHCE and religious education. The school has recognised a need to affirm the presence of its international community even further and development plans include initiatives to form links with schools in other countries.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 In accordance with the school's aims of promoting emotional well-being, the pupils feel safe, secure and valued. This view was endorsed by the very large majority of parents' responses to the pre-inspection questionnaire. Teachers know their pupils well and provide excellent support and advice which enables them to take full advantage of the opportunities offered by the school.
- 4.9 Relationships between staff and pupils and amongst the pupils themselves are particularly strong. In their role as form tutors, staff liaise with pupils to send home a weekly email reporting any progress or concerns, which effectively cements the home-school bond. In addition, a school counsellor is available to support pupils, as well as parents and carers when needed. Pupils from overseas are exceptionally well cared for through a programme that introduces them to practical aspects of life in England, such as buying train tickets, going shopping and registering at the local library.
- 4.10 Pupils are encouraged to be healthy through developing healthy eating habits and by taking regular exercise. Fresh food is readily available and there an excellent range of sports resources, activities and clubs is available to pupils of all ages. Children in the EYFS are taught the significance of keeping safe, staying healthy and taking responsibility for their personal hygiene.
- 4.11 Excellent arrangements are in place to reward good behaviour. There are very effective systems to deal with any unsatisfactory behaviour and the school does not tolerate bullying. As a result, serious sanctions procedures have not had to be invoked during the current academic year. The school has a suitable three-year plan to improve educational access for pupils with special educational needs and/or disabilities.
- 4.12 The school employs effective methods to seek the views of the whole school community. Pupils know their views are listened to and value the work of the newly developed school council, which they regard as an effective vehicle for initiating change.

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

- 4.13 Arrangements for welfare, health and safety are good.
- 4.14 The school's aim of ensuring the safety of pupils at all times is at the heart of its work. When any concerns arise the school reacts appropriately to address them. Recommendations highlighted in the previous inspection report have been fully dealt with. Risk assessments, including those in the EYFS, are now all completed and comprehensively detailed for both on- and off-site activities.
- 4.15 Safeguarding arrangements are thorough, and the three designated child protection officers are fully trained to the required level. In addition, all other staff have received the required training in child protection. All adults have a secure understanding of their responsibilities. Comprehensive and effective policies and procedures underpin children's safety and well-being in the EYFS. School policies are clear, regularly reviewed and updated to reflect current best practice. All newly appointed staff are checked for their suitability to work with children. Close relationships are maintained with the local safeguarding children board.

- 4.16 Measures to reduce the risk from fire and other hazards are robust. These are regularly reviewed and updated. There is an appropriate number of staff trained in first aid and those who work in the EYFS have paediatric first-aid qualifications. Provision for pupils who are ill or injured during the school day is well organised, and specific medical needs are attended to by experienced staff. The school has suitable procedures for admission and attendance registers. The former are electronically recorded, the latter are kept in hard copy and both are maintained and stored appropriately.

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

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

- 5.1 The governance of the school is excellent.
- 5.2 The governing body supports both the proprietors and school's core aims and values highly effectively. It has invested heavily in improved ICT facilities, as well as strengthening the quality of the libraries by increasing the numbers and relevance of titles in the book stock, including texts in an appropriate range of mother tongues other than English. Libraries now include ICT resources, with access to the internet for research purposes. The governing body has a valuable range of expertise and experience both within the GEMS organisation and elsewhere. The expertise and highly effective involvement of an EYFS governor support developments for the future in that area of the school.
- 5.3 The governing body has a long-term and perceptive strategic plan for the school, as evidenced by its recent decision to rebrand and rename the school in September 2011. It is highly effective in its support of the newly restructured senior leadership team, monitoring policies carefully, as well as maintaining oversight of academic and pastoral matters. Highly effective committees work for the common good of the school, which is indicative of the governing body's commitment to moving the school forward. The governing body ensures that the single central register of appointments is thoroughly maintained and meets regulatory requirements. The chair keeps in close contact with the principal, providing ongoing and valuable support both with a broad perspective and specifically for producing and updating policies.

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

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.5 The newly formed senior leadership team ensures that the aims of the school are fully met, focusing on the core aim of achieving excellence through achievement as well as providing a robust focus on raising standards and pupils' academic expectations. All pupils are valued. Working with the governors, the senior leadership team's strategic planning is rigorous and focused. In addition, this ensures regulatory compliance in the EYFS and across the rest of the school, including that relating to safeguarding. All staff have been checked for their suitability to work with children through the Criminal Records Bureau. Staff at all levels are trained appropriately in their roles in safeguarding, welfare, health and safety. This training is updated regularly. Recent changes to staff appraisal have resulted in prioritising and strengthening the identification of staff development. With the exception of the head and deputy, the senior leadership team currently remains unchanged. The management structure, roles and responsibilities are currently under review. Day-to-day management of the EYFS is particularly strong. There is a clear and ambitious vision for improvement, and staff work enthusiastically together.
- 5.6 All the issues raised at the previous inspection have been successfully resolved. Policies and procedures in the EYFS are given due prominence in order to promote



equality and eliminate discrimination. Self-evaluation is accurate and supports the school's strategic improvement planning. The senior leadership team has, for example, identified the need to sharpen the analysis and use of pupils' performance data in order to inform future strategies for improving the learning and achievement of all groups of pupils. As a result of the introduction of formalised development and planning systems by the senior leadership team, there is strong capacity to make and sustain improvements, building further on current strengths across the school. Throughout the school, pupils benefit from a strong sense of community, which includes teaching, support and administrative staff, as well as pupils themselves.

- 5.7 The school maintains a constructive relationship with parents, in accordance with its ethos and aims. In responses to the pre-inspection questionnaires, a large majority of parents expressed high levels of satisfaction with the school's provision. Specific areas included worthwhile help provided for pupils with SEND, levels of care for pupils, extra-curricular provision and timely responses to questions. Parents of children in the EYFS are highly supportive and contribute to their children's progress towards the Early Learning Goals. However, they are not fully informed about the principles, structure and content of the EYFS provision. A very small minority of parents of those in other year groups expressed dissatisfaction with the information provided about their children's progress. Inspectors found no evidence to support this view. At the end of each half term, parents receive detailed and constructive reports on pupils' progress. These reports provide clear guidance and target setting to promote improvement in subject specific ways. Parents are additionally provided with half-term grades, and parent, teacher and pupil consultation meetings have now been introduced each half term. In addition to receiving all the regulatory information, either through the school's website or in hard copy upon request, weekly email communications and weekly bulletins provide additional information.
- 5.8 Parents have good opportunities to be actively involved in supporting the work of the school. Regular questionnaires from the school have elicited feedback to facilitate constructive development of the curriculum. Teachers, fluent in a variety of languages, have provided support for parents on arrival to the United Kingdom to enable them, and their children, to settle into the life of the school and local community. Support for the school ranges from fund-raising events to developing pupils' awareness of the world of work. Money raised has been used to fund the purchase of interactive notepads and parents have contributed to pupil support workshops, where they have profiled their careers to broaden pupils' knowledge and understanding of industry.
- 5.9 The school handles parents' complaints and concerns promptly and with care. It operates an effective and published complaints policy. In the pre-inspection questionnaires, a very large majority of parents expressed satisfaction with this aspect of the school's provision.

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