



INDEPENDENT SCHOOLS INSPECTORATE

EVERSFIELD PREPARATORY SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Eversfield Preparatory School
DfE Number	334/6000
Registered Charity Number	528966
Address	Eversfield Preparatory School Warwick Road Solihull West Midlands B91 1AT
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Email Address	enquiries@eversfield.co.uk
Head	Mr Robert A.Yates
Chair of Governors	Mr John C.B.Shaw
Age Range	3 to 11
Total Number of Pupils	294
Gender of Pupils	Mixed (198 boys; 96 girls)
Numbers by Age	3-5 (EYFS): 90 5-11: 204
Early Years Coordinator	Mrs Alison Hynes
EYFS Gender	Mixed
Inspection dates	22 May 2012 to 25 May 2012

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 June 2009.

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. 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/or disabilities).
- (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 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 vice-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

Mrs Bridget Windley

Mr Stephen Duckitt

Mrs Sally Hobbs

Mrs Sally Gray

Reporting Inspector

Team Inspector (Principal, SCHMIS school)

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Eversfield Preparatory School is an independent, co-educational day school for pupils aged three to eleven years. It was founded as a Christian school for boys in 1931 but its model was altered in the late 1990s to accept girls. The school operates as an educational trust run by a governing body. The three departments of the school, the Early Years (Nursery and Reception), Pre-Prep (Years 1 and 2) and Upper School (Years 3 to 6) are all housed in a combination of Victorian, Edwardian and purpose-built accommodation which is set in five acres of land in an urban area of Solihull. Since the previous inspection, a new music centre has been completed, a dining room extension has been added and additional refurbishment has taken place to create a design and technology room.
- 1.2 The school aims to provide a first-class education for girls and boys and to offer a curriculum which values academic excellence and nurtures the creative, sporting, technical and social skills and abilities of each pupil. Gaining places for pupils in Year 6 at leading senior schools is a priority. The school also aims, through good pastoral support, to promote high moral standards and responsible attitudes, based on clear and relevant Christian teaching.
- 1.3 At the time of inspection there were 204 pupils in Years 1 to 6, comprising 147 boys and 57 girls. In addition, there were 90 pupils in the Early Years Foundation Stage (EYFS) of whom 38 were part-time. The ability profile of the school is slightly above the national average. The school has identified 23 pupils as having special educational needs and/or disabilities (SEND) and 17 of these receive specialist learning support. Thirty-one pupils have English as an additional language (EAL) and these pupils are given support as necessary. No pupil has a statement of special educational needs. The majority of pupils are drawn from business and professional backgrounds in the surrounding suburban communities. A wide range of faiths and cultures is represented in the school.
- 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 From the EYFS upwards, pupils of all abilities are highly successful in their learning and personal development and the school successfully meets its aim to provide a first-class education for girls and boys. The pupils' excellent standards of achievement in academic work are also reflected in a wide range of extra-curricular activities. They benefit from a broad curriculum which prepares them thoroughly for their senior schools. Pupils are confident and independent with extremely well-developed skills in literacy and numeracy. From EYFS onwards pupils make consistently rapid progress. The quality of teaching is good and often excellent. Some stimulating practice was observed during the inspection although these high standards are not yet fully shared through peer observation. Occasionally teaching methods lack diversity and an over-directed approach limits pupils' opportunities to engage in their learning. Planning and support for pupils with EAL and SEND are excellent and the more able pupils are offered suitably challenging tasks. Assessment is thorough and highly effective in tracking pupils' progress and needs.
- 2.2 The pupils' personal development is excellent. It is supported by excellent pastoral care and strong safeguarding and health and safety measures. In their responses to the pre-inspection questionnaire pupils praised the range of subjects offered, the extra-curricular programme, and the pastoral care provided. Incidents of bullying are rare and pupils feel safe and valued. Pupils develop well spiritually; have an excellent sense of morality and an outstanding social awareness. They understand fully how cultural and religious diversity enriches life. The environment is caring, and secure relationships are built on mutual trust and respect. Pupils welcome opportunities to take on roles of responsibility and the care they show for one another is excellent. Their behaviour in lessons is exemplary.
- 2.3 Excellent governance ensures that pupils are well educated. Governors are committed to the success and development of the school. The regulatory failings in the previous inspection regarding the appointment of staff and child protection guidance have been addressed. Recruitment of staff now fully complies with correct procedures. Leadership of the school is outstanding. Together with input from staff it has compiled exemplary school improvement plans setting out clear priorities for the future. The leadership has been entirely successful in implementing the recommendation from the previous inspection to enable the more able pupils to develop their thinking skills. The further recommendation to employ a wide variety of teaching methods across all teaching is still on-going. The leadership team is aware that EYFS pupils could use the designated outdoor areas more regularly. Parents are highly satisfied with the school as shown in the almost entirely positive responses to the pre-inspection questionnaires.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Provide further opportunities for staff to observe and review each other's professional practice in order to share the diversity of teaching methods seen in the best lessons.
2. Develop the provision of outdoor learning opportunities, including child-initiated activities, throughout the EYFS.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Pupils' overall achievement is excellent.
- 3.2 The school is highly successful in meeting its aim to provide a first class education for its pupils, preparing them thoroughly for entry to leading senior schools at the age of 11.
- 3.3 Pupils throughout the school show highly developed literacy skills. They speak with confidence and self-assurance whether in a classroom discussion, reading aloud in assembly or performing on stage. Pupils' written work in English often shows high levels of sophistication for their respective ages. They are good listeners, responding as thoughtfully to one another as they do to their teachers. Mathematical development is excellent. In Years 1 to 6 pupils manipulate numbers competently and apply their knowledge skilfully in a range of investigative tasks. Their secure grasp of information and communication technology (ICT) skills enables them to organise and present their work to a high standard. By the end of Nursery, many children can write their name, and are able to recognise and order numbers up to ten. They know the sounds of most of the letters of the alphabet and can use a mouse to operate a computer. At the end of Reception, most pupils can order numbers beyond 20, write simple sentences and many have achieved the Early Learning Goals.
- 3.4 Pupils display high levels of knowledge, skills and understanding in lessons and across a wide range of extra-curricular activities. Excellent creative skills in EYFS can be seen in the pupils' use of colour and paint in displays of work based on artists such as Paul Klee and Mark Rothko in Reception and the jungle animal paintings in Nursery. Older pupils were observed in an art lesson diligently studying the work of David Hockney. Achievement in sport is strong and teams perform to a high standard against local opposition. Talented sports players are encouraged to attend trials for county teams and individual pupils compete at a very high level. Pupils take great pleasure in participating competitively, individually and communally, in musical activities and many do extremely well in music and speech and drama examinations.
- 3.5 Results in national tests for pupils aged 7 have been well above the national average for maintained primary schools, with results in mathematics being far above the national average overall. Pupils' results at the age of 11 have been above the national average for maintained primary schools, with results in mathematics being well above the national average overall. Year 6 pupils are most successful in gaining places to senior schools and many demonstrate excellent achievement in winning academic, music, sport or all-rounder scholarships.
- 3.6 Pupils from EYFS onwards make excellent progress over their time in school which is particularly evident from their attainment in national tests and the excellent standard of work they produce in their books. Pupils with EAL quickly acquire fluency in English and results in reading tests indicate that they are progressing at the same rate as their peers. Those with SEND benefit from a high level of support which enables them to make significant improvements, while more able pupils respond well to appropriate tasks and challenges.

- 3.7 This high level of success in many fields arises from the pupils' hard work and perseverance. They show highly positive attitudes to learning and they respond well to a climate of support and encouragement. Children in the EYFS setting exhibit good levels of concentration and motivation as they work happily in groups and on their own, habits that are evident throughout the school. Pupils are ambitious and eager to assume responsibility for their own academic development and they co-operate well with others. They use lesson time effectively, develop good work ethics and enjoy learning.

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

- 3.8 The quality of curricular and extra-curricular provision is excellent.
- 3.9 Throughout the school pupils have the opportunity to follow a wide range of subjects and enjoy a rich variety of opportunities. The school strongly fulfils its aim to offer a curriculum which values academic excellence whilst also retaining the breadth which nurtures the creative, sporting, technical, and social skills and abilities of each child. It is highly effective in covering the requisite areas of learning.
- 3.10 The curriculum is well planned and it is highly suitable for pupils of all ages and abilities. All pupils study French, and Latin is introduced in Year 5. Reading, writing and mathematics are given strong emphasis throughout the curriculum. Science covers a suitable range of content and all pupils are given dedicated ICT lessons to develop their skills. The newly introduced tablet computers are already engaging pupils in a positive manner in science, and pupils enjoy working on relevant educational software packages across the school. The personal social and health education (PSHE) programme is comprehensive and encompasses topics that further the pupils' personal development; it strongly supports the inclusive nature of the school. In the EYFS, the curriculum is broad and balanced with a good foundation in early reading, writing and numeracy skills.
- 3.11 Setting in mathematics and English in Years 3 to 6 allows pupils to work at an appropriate level for their ability. Pupils with SEND and EAL are exceptionally well supported in planning and in their lessons. They all have individual education plans which are reviewed regularly. Pupils of all abilities benefit strongly from the presence of support staff within the classrooms. Provision for the most able is made available through differentiated lessons, homework and frequently through challenging class activities.
- 3.12 Pupils use the very good facilities and extensive opportunities to express their creativity in art, drama, music and food technology. Well-supported individual instrumental or singing lessons and a broad range of music ensembles and choirs provide pupils with many opportunities to perform together in formal and informal concerts. For many pupils music is the highlight of their day. The physical education and games programme enables pupils to experience a wide range of sports. Pupils particularly enjoy participating in house matches and speak openly about the benefit these have for all sporting abilities. A wealth of drama activities is enjoyed by all pupils and the annual Year 6 school production is a popular event. Residential trips for pupils in Years 5 and 6 to a local field study centre and to France respectively, together with a wide range of day visits for all pupils in the school further enrich the curriculum. Recent outings to a Royal Air Force Museum and to an Elizabethan manor house, have added excitement and realism to history lessons. EYFS pupils enjoy visits to a local zoo, a farm, a nature park and the local library.

- 3.13 The extra-curricular programme is excellent. A wide range of well-chosen activities, during breaks and out of school hours, enables pupils, to enjoy the opportunities to develop intellectual, creative and physical skills both inside and outside the classroom. The choice of clubs and activities available is extensive and includes choirs, chess, speech and drama, games, swimming, dance and karate. Pupils benefit from strong links with the community and they understand that there are those in society who are less fortunate than themselves. Such charitable efforts include the distribution of harvest gifts to the needy in the community and the visit by Year 2 pupils to musically entertain residents in a local retirement home.

3.(c) The contribution of teaching

- 3.14 The quality of teaching overall is good.
- 3.15 In Years 1 to 6, the overall quality of teaching is good and often excellent, with some examples seen of stimulating and outstanding practice. Teaching in the EYFS is excellent, offering a balance of adult-led and independent activities in the six areas of learning. Teaching strongly supports the school aims of creating a challenging, rewarding and inclusive environment. The most effective teaching is founded on very high expectations and takes account of the different learning styles of pupils.
- 3.16 A common feature throughout the school is thorough planning, where the needs of the individual pupils are taken into account. Teachers show a high level of subject knowledge and many use open-ended questioning to draw out ideas and extend pupils' thinking beyond the obvious. In the best lessons teachers use an imaginative range of methods to keep pupils interested and engaged and progress is made at a brisk pace, supporting well the pupils' excellent levels of achievement. Good examples of independent learning were seen in geography, for example, where pupils were studying the famine in Ethiopia. In the small proportion of lessons which are less successful, over-directed teaching restricts opportunities for pupils to engage fully in their learning and the teaching lacks variety. As yet the diversity of teaching styles seen in the best lessons is not shared fully across the staff.
- 3.17 Through the effective setting system in Years 3 to 6 for English and mathematics, the needs of pupils of all abilities are well met. In particular, teaching challenges the more able pupils and encourages them to use their thinking skills. This meets the recommendation from the last inspection. From EYFS onwards the good teaching and support given to pupils with SEND and EAL enables them to make rapid progress.
- 3.18 The new systems in place for the assessment and recording of pupils' progress in English, mathematics and science are successful in tracking the progress of individual pupils and cohorts of pupils. Assessment of pupils' work is good, especially in subjects where marking clearly indicates levels of attainment and targets for improvement. Marking is supplemented by good verbal feedback in lessons which pupils find helpful. Pupils reported that they understood how well they were doing from the comments in their books and the number of pluses awarded. The recent introduction of pupil self-assessment is clearly ensuring that pupils know at what level they are working and how to improve.
- 3.19 Teachers organise their classrooms extremely well to provide attractive and stimulating environments for learning. The resources available are of very good quality and are used effectively. Worksheets are used well where needed and homework set is of a most appropriate nature. Throughout the EYFS, teachers

successfully document the children's learning and personal development through the informative scrapbooks in the Nursery and portfolios in Reception, giving a real sense of the individual child.

- 3.20 Excellent relationships exist between teachers and pupils. Teachers create an atmosphere in which pupils feel secure and are mutually supportive and respectful of the contributions of their peers. Teachers ensure that pupils are not afraid to ask for clarification when it is needed. Pupils are given a high level of personal attention and benefit greatly from working in an environment where hard work is praised and celebrated. Teaching assistants provide invaluable in-class learning support for pupils with SEND. In their responses to the pre-inspection questionnaires, almost all pupils agreed that their teachers helped them to learn, and inspection evidence supports this view.

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 From EYFS onwards the quality of pupils' personal development is outstanding and the school fully meets its aims to promote pupils' high moral standards and responsible attitudes.
- 4.3 Pupils develop good spiritual awareness from regular assemblies that reflect the Christian values which underpin the ethos of the school. They have further opportunities to consider their spiritual values through trips to places of worship, such as a Hindu temple in London and to a local mosque. Pupils are happy, confident and open in their relationship with both adults and their peers. They enjoy being surrounded by inspirational art and exciting music and respond sensitively to the experience of each. For example, during a chamber choir rehearsal the members were entranced by John Rutter's, *A Clare Benediction* and an audible, 'wow' was heard at the climax.
- 4.4 Pupils have an excellent sense of morality and their awareness of right and wrong is cemented through weekly assemblies, through PSHE lessons and through the staff's competent way of dealing with individual issues. The pupils are polite, considerate and extremely well-behaved. They clearly understand and respect the school's policy on rewards and sanctions which they feel happy to support. Pupils' manners are excellent. Every pupil shows consideration and politeness and doors are routinely held open for adults or peers.
- 4.5 Pupils' social development is excellent. Firm relationships between pupils are evident and they are genuinely keen to help each other. Throughout the entire school pupils are polite and friendly, and in the EYFS pupils were observed showing respect for each other by taking turns and sharing willingly. A strong commitment to the community is highlighted by the pupils' highly successful fund-raising efforts for charities, including most recently a visually impaired children's charity. Pupils are eager to take responsibility and they enjoy many opportunities, ranging from representation of their form on the school council, greeting pupils in the morning, scanning out library books or preparing the hall for assembly. Pupils have many opportunities to develop leadership skills by taking on official responsibilities such as heads of school, house captains and monitors. Pupils articulate their views through the school council which provides a forum for discussion of aspects of school life as well as to effect change.
- 4.6 Pupils' have a highly developed cultural awareness. They have a strong understanding of the religious and cultural beliefs of others through the study of Christianity and the celebration of festivals such as Divali and Chinese New Year. They are tolerant of other cultural habits and faiths and appreciate fully how cultural and religious diversity add richness to life. The pupils acquire a good understanding of some important aspects of public life through visits from representatives of local community organisations such as the fire brigade and police.

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

- 4.7 Pastoral care throughout the school is excellent.
- 4.8 In accordance with the school's aims all members of staff provide effective support and guidance for pupils. Relationships between staff and pupils are outstanding with high levels of mutual respect evident. Teachers regularly praise and encourage pupils.
- 4.9 Members of staff know all the pupils well. Year 6 children 'buddy' children in Reception, playing with them at break and leading certain activities. In their responses to the pre-inspection questionnaires, a high percentage of pupils indicated that they liked being at the school and, in particular, many praised their teachers for helping them to learn. In the EYFS the welfare of the children is of vital importance and staff ensure that individual needs are quickly identified and provided for, to help the children fulfil their potential.
- 4.10 Healthy eating is encouraged through the provision of a well-balanced, nutritious and attractive range of home-cooked dishes at lunchtime. A salad bar is available. Children are encouraged to drink plenty of water and checks are made on levels of hydration. A careful scrutiny of which children have yet to appear for lunch is possible through a system of logging in and out cards. A healthy lifestyle is promoted through a wide range of sporting activities both in lessons and in extra-curricular clubs which facilitate the children's ability to keep fit.
- 4.11 Staff are guided by good pastoral arrangements and comprehensive anti-bullying, discipline and behaviour policies are in place. The school has devised a number of strategies to deal constructively with any unacceptable behaviour. Pupils reported in interviews that incidents of unkind conduct are rare and are always dealt with swiftly and effectively; they have confidence that staff will ensure their well-being. Form teachers are primarily responsible for the pastoral well-being of the pupils. Pertinent information regarding a pupil is quickly disseminated to all teaching staff and learning support assistants at their respective weekly meetings or through the minutes, which are made available in the staff rooms. The school has a suitable plan to improve educational access for pupils with SEND.
- 4.12 Pupils articulate their views competently through the school council; representatives take notes and relay information to their own classes.

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

- 4.13 The arrangements for welfare, health and safety are excellent.
- 4.14 Excellent safeguarding arrangements have regard to official guidance and the school has a rigorous child protection policy which is known by all staff. The school has close links with child protection agencies. Meticulous recruitment procedures are now in place and the designated safeguarding staff, including one staff member specifically for EYFS, have had the appropriate level of training. All other staff receive updated training in safeguarding every three years.
- 4.15 All measures to reduce the risk of fire and other hazards are in place. Regular fire drills are held and recorded, the fire alarms are tested weekly and the fire safety manual is particularly detailed. The school has a comprehensive health and safety policy, which is reviewed and updated regularly. Visits out of school have thorough risk assessments and general risk assessments ensure that safety is a priority. A

new finger-print entry system on all the doors around the school further illustrates that safety for pupils is a high priority.

- 4.16 A comprehensive medical policy outlines protocols for the administration and recording of medicines and advice for dealing with illness and accidents. Arrangements for pupils who are unwell during the day or who have SEND are good. A generous number of qualified first aiders, including paediatric first aiders ensure the welfare of the pupils both on-site and on educational visits. Access for those with SEND is effectively planned. Admission and attendance registers are completed accurately and stored appropriately for the previous three years.
- 4.17 In the EYFS, children's welfare is afforded a high priority and staff guide and support children well, establishing clear routines that assist their understanding of safety and the development of excellent attitudes to health and personal hygiene. Regular checks of equipment create a safe environment and risk assessments are carried out thoroughly. The school's friendly and positive atmosphere is enhanced by the efficient work of secretarial, administrative and all other non-teaching staff, who make a very good contribution to pupils' welfare. Pupils are well supervised at all times during the day.

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 governance of the school including the EYFS setting is excellent, ensures that the school meets its aims. The governors have a clear vision for the future of the school and they offer considerable support to the school's leadership and members of staff. They have a strong association with the school and they are committed to its continued success. The board members have an appropriate range of skills and expertise and many have attended governors' training to increase their knowledge and understanding of the role. The full board of governors meets twice each term and the sub-committees for education, finance and development meet at least once a term. The development committee is a recent initiative by the governors, set up to advance an extensive new building project.
- 5.3 The leadership keeps the governors fully briefed about the daily working of the school and regulatory measures. At every full meeting of the governing body a different section of the regulatory requirements is presented by the head and discussed. Governors effectively fulfil their legal duties regarding safeguarding and designated governors check the centralised register of appointments regularly. The regulatory failings from the previous inspection regarding the appointment of staff and child protection guidance have been fully addressed. Members of the board attend the school on a regular basis for concerts, assemblies and sports events.
- 5.4 The governors have a secure control of the school's finances and they give strong support in maintaining the accommodation and resources needed to further educational developments, including the retention of an appropriate quality and level of staffing.

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

- 5.5 The quality of leadership and management is excellent.
- 5.6 The quality of leadership and management is excellent in both the main school and in EYFS and it successfully meets the school's aims of providing a first-class education and promoting high moral standards. The school maintains excellent links with parents, carers and guardians.
- 5.7 Outstanding educational direction is set by the school's leadership and the senior leadership team and this contributes much to the pupils' academic progress and personal development. The effectiveness of leadership and management in EYFS is excellent and there is a strong commitment to monitor and evaluate the overall provision to ensure continued improvement. In their responses to the questionnaires, parents were very complimentary about their children's progress, the curriculum, the pastoral help provided to pupils and the high quality of attitudes and views promoted by the school, and inspection evidence supports these judgements. A high number reported that the school is well led and managed.

- 5.8 Over the last year the senior leadership team has been expanded so that responsibilities are shared. Roles have been more clearly defined. Pastoral management operates highly effectively, strengthened by efficient communications between staff at different levels. The leadership makes thorough arrangements for recruiting and inducting new staff and is diligent in ensuring that all welfare, health and safety and safeguarding procedures are explained and understood. Excellent policies and procedures, including those to promote equality and eliminate discrimination, have been produced for all aspects of school life and they are implemented successfully by EYFS and main school staff. The centralised register of appointments is properly maintained.
- 5.9 The school's leadership, with the close involvement of staff, has developed an exemplary school improvement plan for all sections of the school. This document provides detailed guidance including clear timescales and an indication of the person taking responsibility for the fulfilment of each aim. The school has identified a need to update its sporting facilities and plans are underway to build a new sports and performing arts centre and to enlarge and cover the swimming pool. The school's leadership works with drive and ambition to make the best possible use of the school's facilities and resources, including those in the EYFS. As yet, however, the EYFS designated outdoor areas are underused as a learning environment by the Reception and Nursery pupils. The school has recently invested in significant improvement of its ICT provision with laptops, tablet computers and the development of a virtual learning environment.
- 5.10 A thorough system for the annual appraisal of teaching staff ensures that they are observed in their teaching role and that the follow-up professional dialogue provides a forum for discussion of target-setting and training needs. The recommendation of the previous inspection to provide opportunities for the more able pupils to develop their thinking skills has been met. The recommendation regarding the need to improve the diversity of teaching methods remains in progress. Peer review of teaching and learning is still at an early stage and the sharing of excellent teaching practice is not yet fully adopted. Management meetings and staff meetings are regular and they keep all school personnel informed about arrangements and concerns.
- 5.11 The relationship between the school and parents is excellent and strongly supports pupils' achievements and their personal development in accordance with the school's aims. Parents who responded to the pre-inspection questionnaire were highly satisfied with the education and support provided for their children. They were particularly supportive of the school's curriculum, the range of extra-curricular activities available and the pastoral care their children receive.
- 5.12 Strong links are established with the parents from the start in the EYFS with home visits for Nursery children. During the inspection, parents of children in the EYFS reported that they were highly appreciative of the responsive relationship they have with staff, as well as the quality of care provided. Throughout the school, relationships are characterised by open and easy communication; the school maintains a highly constructive relationship with parents based on an in-depth knowledge of and genuine care for the pupils and their families. Homework diaries enable staff and parents to communicate and maintain daily contact. Members of staff are readily available to speak to parents at the start and end of the day or at other times by appointment. The procedure for parental complaints is robust and appropriate and any concerns are dealt with quickly and efficiently.

- 5.13 The well-supported Eversfield School Association (ESA), with parent representation from every class, raises substantial funds for the school, buying classroom interactive white boards, equipment for the stage area and the new cricket pavilion. Attendance by the head and members of staff at ESA meetings further enhances the opportunities for home-school links. The committee members organise a range of social events for families, fostering the strong sense of community within the school.
- 5.14 The views of parents are regularly sought in whole-school surveys and feedback is invited on a range of issues which is then discussed at management and governor level. Views and suggestions are genuinely considered and appropriate action taken.
- 5.15 Information is readily available to current and prospective parents through the clear and detailed website, the colourful and informative prospectus, the parent handbook, a termly magazine of events, weekly newsletters and a detailed calendar. Parents are kept very well informed of their children's progress through regular parents' consultation, detailed individual subject development targets at Christmas and thorough end of year reports which give detailed summaries of children's achievements and effort. Excellent information, advice and support is made available to parents regarding Year 6 transition to senior schools.
- 5.16 There are many opportunities for parents to be involved in the school and they are welcomed at sporting, music and drama events. Many come into school to prepare the costumes for the various productions which take place during the year and to support sporting fixtures. They contribute to multi-cultural festivals and demonstrate their particular skills to classes or in assemblies. Parents regularly assist on educational visits.

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