



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

EWELL CASTLE SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

.

Full Name of School	Ewell Castle School
DfE Number	936/6203
Registered Charity Number	312079
Address	Ewell Castle School Church Street Ewell Epsom Surrey KT17 2AW
Telephone Number	020 8393 1413
Fax Number	020 8786 8218
Email Address	principal@ewellcastle.co.uk
Principal	Mr Andrew Tibble
Chairman of Governors	Mr Peter Durnford-Smith
Age Range	3 to 18
Total Number of Pupils	544
Gender of Pupils	Mixed 3 to 11; boys 11 to 18
Numbers by Age	0-2 (EYFS): 0 5-11: 135 3-5 (EYFS): 64 11-18: 345
Head of EYFS Setting	Mrs Helen Crossley
EYFS Gender	Mixed
Inspection dates	13 Mar 2012 to 16 Mar 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 October 2007.

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 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 31st 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. 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 Jenny McCallum	Reporting Inspector
Mrs Annabelle Hancock	Assistant Reporting Inspector
Mrs Fiona Angel	Team Inspector (Head of Curriculum, HMC school)
Mr Nicholas Beesley	Team Inspector (Headmaster, SHMIS school)
Mrs Angela Clancy	Team Inspector (Deputy Head, GSA school)
Mrs Ruth Loveman	Team Inspector (Headmistress, IAPS school)
Dr Timothy Stubbs	Team Inspector (Second Master, HMC school)
Ms Sally Dibb-Holland	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Ewell Castle School is a day school for boys and girls from the ages of three to eleven and for boys only from the ages of eleven to eighteen. It is situated in the village of Ewell in Surrey. The senior school occupies a Georgian mansion set in fifteen acres, while the junior school is divided between Glyn House, for pupils aged from seven to eleven, and Chessington Lodge, for pupils aged from three to seven. These two houses are in close proximity to the senior building. The school was founded as a boarding school in 1926, and moved to day provision in the 1970s. The Early Years Foundation Stage (EYFS) accepts children without reference to academic ability, but thereafter pupils are assessed for their all-round suitability to benefit from what the school offers.
- 1.2 The school aims to enable all pupils to reach their potential within a caring, stimulating and disciplined environment. It seeks to promote excellence in academic work and to create independent learners. The school also aims to foster an ethos based on Christian principles, coupled with a respect for the needs, beliefs and property of others. It sets out to create links with local and wider communities and to develop positive attitudes towards caring for the environment. The school is a charitable trust, run by a board of governors.
- 1.3 Recent significant capital developments at the school include the acquisition of extensive playing fields that include a floodlit facility, and a major building development at the senior school site providing new catering facilities, classrooms and cloakrooms.
- 1.4 The school has 64 children in the EYFS, 135 pupils aged 5 to 11, 295 boys aged between 11 and 16, and 50 boys in the sixth form. Of the 199 pupils aged 3 to 11, 71 are girls. The total school roll is 544.
- 1.5 The ability profile of pupils throughout the school is above the national average, with a fairly wide range of abilities represented. Pupils come from a variety of ethnic backgrounds, including both Asian and European nationals, and from a fairly wide area locally. Their parents are largely from business and professional backgrounds.
- 1.6 Of the 35 pupils for whom English is an additional language (EAL), 18 receive language support, and 135 pupils have special educational needs and/or disabilities (SEND), of whom 37 receive specialist learning support from the school. The majority of these pupils receive help for dyslexia. The school has five pupils who have statements of special educational needs.
- 1.7 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 Throughout the school the quality of pupils' academic and other achievements is good. Pupils make progress that is above the average for their ability in the junior school, and in line with it throughout the senior school. Pupils with special educational needs and/or disabilities and those with English as an additional language achieve in relation to their ability, at least as well as other pupils. Outcomes in the EYFS are outstanding. Pupils enjoy learning and contribute positively to lessons. Throughout the school the extra-curricular provision is excellent and pupils show a high degree of enthusiastic participation. Teaching throughout is good, being well planned, based on a thorough understanding of the pupils' needs, and leading to good levels of learning. The learning support department provides excellent help for pupils with SEND, as do the classroom teachers in the junior school. Setting in the senior school provides for some needs of pupils of differing abilities, although little classroom help for pupils with SEND was seen in the senior school.
- 2.2 The quality of pupils' personal development is excellent. Spiritual development is good, with opportunities provided to pupils for reflection. Moral development is excellent and pupils understand well the difference between right and wrong. They are socially and culturally aware; they live happily in the multi-cultural society the school provides. Pupils have opportunities for leadership within their houses. However, the junior school does not have a formal forum for expressing views. Pastoral care is excellent, supported by strong relationships between staff and pupils. The provision for the welfare, health and safety of pupils is sound; some historical errors were found in the single central register of appointments, and a lack of clarity with regard to identity checks was also noted but resolved during the inspection. Procedures for fire, first aid and potential hazards, as well as risk assessments for trips, are all in place, though some logging procedures lack rigour.
- 2.3 Governance, leadership and management are sound, with many good elements. Governors fulfil their obligations carefully in most respects, make use of training opportunities and meet regularly. They provide good support for the school in all areas, and particularly in the new developments that have recently taken place. They are aware of their responsibilities for safeguarding pupils, and regularly review school policies, and the efficiency with which they have operated. Omissions in some appointment procedures have been rectified. The structure of management has been clarified since the previous inspection, and fulfils the school's needs. The recommendations of the previous report have been met. The senior management team operates with heads of department and subject co-ordinators to ensure the academic progress of the school, and there are various individual examples of good practice in all areas of school administration.

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 does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:

- ensure that all safeguarding checks on staff are carried out and recorded before or as soon as practicable after appointment [Part 4, paragraph 19.(2)(c), under Suitability of staff and proprietors];
- implement identity checks on supply staff before they begin work [Part 4, paragraph 20.(2)(c), under Suitability of staff and proprietors].

(ii) Recommendations for further improvement

2.5 In addition to the above regulatory action points, the school is advised to make the following improvements.

1. Strengthen procedures for enabling pupils of differing abilities to fulfil their potential.
2. Increase opportunities in the junior school for pupils to learn independently.
3. Ensure that the implementation and monitoring of policies and procedures are effective in all areas of the school.
4. In the EYFS, ensure that written reports to parents contain a summary reporting each child's progress against the Early Learning Goals and the assessment scales.

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 good.
- 3.2 The school continues to meet its aim of providing opportunities for recognising and maximising the individual talents of each pupil. At all stages, pupils' knowledge, understanding and skills are appropriate to their age and abilities, and in some cases exceed them. Pupils of all ages are articulate and express themselves with confidence. They listen attentively, and read and write fluently, as observed in lessons and in interviews with inspectors. Pupils demonstrate much creativity in subjects such as art, drama and music, where their natural talent is nurtured well. Throughout the school they apply mathematical skills competently and use information and communication technology (ICT) effectively in their work. Pupils in the senior school are helped to achieve their potential by the use of setting by ability. The most able pupils in the junior school are not always fully challenged; plans are in place to increase pupils' opportunities for independent learning. Achievement is celebrated in junior and senior school assemblies.
- 3.3 In the EYFS children are eager and enthusiastic learners who are keen to share their achievements. They benefit from good standards of teaching which ensure that they exceed expectations. Children are able to demonstrate how to stay safe whilst using the outdoor play equipment and have written their own class 'golden rules'. Daily opportunities in the EYFS to read from a rich variety of media, and frequently to perform on stage, result in confident, articulate children. Outcomes for children are outstanding. From different starting points, all children in the EYFS make substantial progress in the six areas of learning. The children perform at an exceptionally high level, as demonstrated by their outstanding EYFS profile results. Children develop creativity, and their understanding of the world is evident in their imaginative play, artwork and language. The Nursery children are active learners who enjoy all their activities and work exceedingly well, both individually and co-operatively. Children in the Reception class express themselves well, and are observant and inquisitive.
- 3.4 Pupils regularly enjoy a variety of successes both individually and collectively. These include the UK Maths Challenge at senior, intermediate and junior levels, bronze level achievement in The Duke of Edinburgh's Award scheme, district championship in 2010 and local championship in 2011 in the Rotary Youth Speaks competition, and runner-up status in the charitable Wings of Hope Achievement Award. Recent individual sports achievements have included international, national and county success in various pursuits, and being the youngest person to climb the highest mountain in each continent.
- 3.5 The following analysis uses national data for the years 2008 to 2010, which are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of eleven have been well above the national average for pupils in maintained primary schools. This indicates that pupils make progress that is good in relation to the average for pupils of similar abilities. Performance at GCSE has been above the national average for boys in maintained schools and has shown steady improvement since 2008. This indicates that pupils' progress at this stage is in line with that of pupils of similar ability. Results at A level have shown similar steady improvement since 2008 and are now similar to the national average for maintained secondary schools. The most recent results

indicate that pupils' progress at this level is in line with their abilities. Most pupils have been able to go on to courses of their choice in higher education.

- 3.6 Pupils make good progress, as indicated by lesson observations, scrutiny of written work and positive responses in discussions with inspectors. Excellent provision is made for pupils with SEND. Very little specific provision for pupils with particular learning needs was observed in lessons, however, and the learning support department is aware of the need to train staff to provide more consistency in this respect. The school's own analysis shows that pupils with SEND achieve at GCSE in line with the school's overall average, whilst those with EAL perform even better. The challenge provided within the curriculum and by setting by ability in many subjects enables the most able pupils in the senior school to progress well.
- 3.7 Pupils have excellent attitudes to learning across the whole age range, in both curricular and extra-curricular activities. They enjoy learning, both individually and collaboratively, and contribute positively in lessons.

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 excellent curriculum is highly effective in contributing to pupils' academic progress and to their wider development, fitting well with the school's aim of enabling each pupil to maximise his or her own individual talents. It is suitable for all ages and provides comprehensive opportunities for pupils to acquire skills and knowledge needed for success and personal development inside and outside the classroom. The senior school continues to offer the flexible curriculum and individual timetabling noted at the previous inspection, and accommodates pupils' choices at GCSE, AS and A level. Sixth formers are also able to follow general courses, an example of which is the Year 13 cooking skills course that helps to equip boys for life at university. Personal, social and health education (PSHE) includes a Preparation for Life course in Year 10. Although well planned, the junior school curriculum does not always timetable the basic skills daily. The effectiveness of the EYFS setting is good, with many outstanding features. The extensive knowledge of staff combined with the high quality of provision provides a happy, supportive environment in which all children can achieve irrespective of ethnicity, gender or disability.
- 3.10 The expansion of ICT has continued since the previous inspection, and the supply of computers and interactive whiteboards across the school has greatly enhanced teaching and learning, providing an imaginative increase in learning opportunities. The subject is now taught in discrete lessons in Years 1 to 11 and is an option at GCSE and A level. Following the recommendation from the previous report, the school now has a library, which is well appointed.
- 3.11 A wide range of extra-curricular activities is available for all pupils, who contribute a high and enthusiastic level of participation. The Duke of Edinburgh's Award scheme is a good example of this, with 75 per cent of Year 10 taking part. Feedback from pupils confirms that they regard the extra-curricular opportunities on offer as one of the strongest features of the school. An extensive programme of residential and non-residential field trips and visits enriches the curriculum, aiding pupils' learning and enhancing their cultural awareness. For example, pupils in Years 5 and 6 have the opportunity to embark on a trip to France or the Isle of Wight. Pupils are involved in a range of activities designed to raise money for charity, including regular cake sales, an annual fun run and a termly 'mufti day'.

- 3.12 The school links with the wider community through many connections, including the local church and sending harvest gifts to those who are disadvantaged. Whilst some senior pupils are active in fund raising for charities, the junior school is less so, having no formal arrangements to develop this area. The senior school's charitable works committee is effective in its organisation and arranges a variety of activities, including a voluntary reading scheme in which pupils from Years 10 and 11 go to Glyn House and Chessington Lodge to help younger pupils with their reading.
- 3.13 The specialist provision for pupils with SEND is excellent. Such pupils are identified through screening and their learning is well supported especially in the junior school. Provision for those pupils identified as gifted and talented has improved, as recommended in the previous inspection report, but opportunities for appropriate challenge in the junior school are not yet fully embedded across the curriculum. From Year 9, they study GCSE classics outside the main timetable and this course includes a visit to Pompeii. Gifted and talented pupils in Year 10 and above are members of the Castle Society which meets fortnightly for lectures on a wide range of topics.

3.(c) The contribution of teaching

- 3.14 The quality of teaching is good.
- 3.15 In a large majority of all lessons observed, teaching was judged to be good or better. In the senior school some outstanding lessons were observed in some departments; in the junior school a significant proportion of teaching observed was excellent, especially for the youngest pupils. Lessons are well planned, based on the needs of pupils of all ages and abilities. The quality of provision in the EYFS is outstanding. Detailed, flexible planning successfully balances teacher-led activities with those chosen by the children. Each child is suitably challenged, as adults have a thorough knowledge of their learning requirements. All children are given the best possible start in life. They are able to make excellent progress because the staff adapts provision to meet their individual needs.
- 3.16 All teachers have good subject knowledge and make good use of resources and accommodation to enhance their teaching. Small class sizes and committed teachers contribute positively to pupils' academic progress. The whole-class teaching methods employed in various lessons in the senior school engender application and the development of logical thought, although do not provide many opportunities for independent thinking or research. The use of a virtual learning environment is rapidly increasing in many subject areas in the senior school, providing valuable resources for pupils and enabling teachers to set and mark assignments online. In the junior school, the small classes and sets within them enable teachers to know each pupil individually and to tailor planning and subject delivery to aid specific learning needs. In many classes excellent use is made of classroom assistants.
- 3.17 Since the previous inspection, monitoring of the curriculum in the junior school has been well developed with the addition of subject co-ordinators. Throughout the school, marking of pupils' written work is of variable quality, but the best examples provide constructive comments for further improvement; the junior school does not undertake sufficient target setting and self-assessment. The senior school carries out an academic review programme for this, where form tutors, parents and pupils review progress and set targets for the coming year. The marking and assessment policy is adhered to by all subject teachers in the junior school but it is not

consistently applied in the senior school. Assessment across the curriculum is regular. The junior school assessment system is currently being reviewed so that findings can be used to check progress more rigorously.

- 3.18 Plans are in place to develop teaching practice to provide appropriate tasks for pupils with differing academic requirements. The needs of the most able senior school pupils are met through setting by ability and curricular provision; however, more challenge for the most able pupils in the junior school and additional opportunities for independent learning have been identified as areas for development. Pupils with SEND have a range of individual education plans prepared for them and all teaching staff are made aware of them. Junior pupils feel that they are making good progress with the help they are being given. Requirements set out in pupils' statements of special educational needs are fully met, in some cases through the provision of learning support assistants for those pupils.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 Pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 A caring and supportive ethos permeates school life and is evident in the excellent relationships amongst pupils, and between pupils and staff in both the junior and senior schools. Small class sizes allow pupils to develop such useful relationships with staff, and pupils appreciate the interest and personal attention they receive from their teachers. The school fully achieves its aim of valuing each pupil as an individual. Pupils show self-confidence and are articulate.
- 4.3 The spiritual development of the pupils is good. Based on a Christian ethos, opportunities are taken during whole-school and year group assemblies to reflect and consider intangible matters. Muslim pupils much appreciate the prayer room that has been provided in the senior school. Pupils display an excellent degree of social awareness as they go about their daily tasks, exhibiting openness and friendliness to peers, staff and visitors. Pupils interact with ease within their culturally diverse and multi-faith environment.
- 4.4 Pupils' moral development in both the senior and junior schools is excellent and they show a strong sense of right and wrong. They have a good knowledge of how to create change through agreed channels such as the school and sixth-form councils and feel empowered to do so. They refer to changes in the school's catering as an example of the council's successful lobbying. At present, the junior school has no formal mechanism for pupils to have their opinions and suggestions considered.
- 4.5 Pupils' attitudes and behaviour reveal an excellent degree of social awareness. They contribute to community life within their houses, where leadership opportunities exist in all year groups. Older pupils support staff in the carrying out of duties. A system of form monitors is a scheme that the monitors and pupils value highly. The charitable works committee provides a further opportunity for pupils to take on responsibility within the school from Year 7.
- 4.6 Pupils are active within the wider community; amongst other initiatives they volunteer regularly to work in a local charity shop. In the junior school, the 'eco' committee provides opportunities for further links with the community, raising awareness of ecological issues.
- 4.7 Pupils' cultural development is excellent. They are involved in a number of enriching trips abroad that include visits to the Atlas Mountains in Morocco and to Paris, alongside trips to battlefields and the National Portrait Gallery. Pupils' cultural awareness also develops well through the appreciation of music, art and literature in school, showcased in the recent successful and popular Arts Week. They derive great benefit from their participation in concerts, choirs and plays, and through a programme of external visits and events.

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

- 4.8 The school's pastoral care is excellent.
- 4.9 The pastoral system is organised to ensure consistency of care, in line with the aims of the school. Pupils feel very safe and happy at school and believe that the teachers care about them and their welfare. Behavioural expectations are high, and set out clearly in the senior school 'student planner' and on display around the junior school. In dealing with behavioural matters the school takes account of any related difficulty or disability. Pupils feel that when instances of bullying occur, they are dealt with swiftly and effectively; records show that such incidents are rare. Pastoral teams liaise regularly and meetings are chaired by the head of the senior school. In the junior school, pastoral matters are discussed in weekly staff meetings. Individual profiles of children in the EYFS contain thorough observations and tracking which combine to inform the children's next steps across the six areas of learning. Both the indoor and outdoor environments provide safe learning areas for wide-ranging activities, developing skills for the future.
- 4.10 Relationships are excellent and pupils are confident that they know to whom to turn with any concerns. Sixth formers are associated with younger classes in the school and operate an informal 'buddy' system for new pupils. The school works hard to promote positive attitudes towards behaviour, with an emphasis on rewards for successfully meeting academic or community challenges. Junior school pupils gain house points for all good work, and behaviour and achievements both in and out of school are celebrated in assemblies. In the pupil pre-inspection questionnaires, some expressed that they feel their views are not listened to. Inspectors did not find evidence to support this. Many enjoy sport and find much on offer to aid their health and well-being. In the EYFS, particular support is given to left-handed children who benefit from a tailored approach to their needs. Children also benefit from a key person system combined with a strong team approach to ensure that they are secure and extremely well cared for; consequently, behaviour is excellent. Adults encourage the children to make healthy choices and systems are in place to encourage good hygiene throughout the day.
- 4.11 Many pupils believe that the provision for SEND is very good and one of the reasons why they have come to the school.

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

- 4.12 The arrangements for welfare, health and safety are sound.
- 4.13 Safeguarding arrangements are effective, other than in the procedures for checking the identity of supply staff, where greater clarity has been needed, and in minor historical errors in the central register of appointments. All staff receive appropriate child protection training on a three-year cycle and new staff are trained on arrival at the school. Two members of staff are qualified as trainers in safeguarding and the school maintains good links with the local safeguarding children board.
- 4.14 The school has thorough procedures to reduce risk from fire and other hazards, and holds regular fire drills and testing of the fire alarm system; fire extinguishers are tested by an outside contractor twice a year. The school's arrangements for logging the regularity and results of some safety tests and maintenance tasks are insufficiently formal. Efficient risk assessments are carried out for potential hazards

within the school and on school trips. Staff are able to bring any health and safety concerns to the attention of the health and safety committee, chaired by the bursar.

- 4.15 Robust arrangements to prevent and deal with cases of bullying are in place. The school's policy is reviewed annually. Annual pupil questionnaires on bullying are used to inform reviews of the anti-bullying policy. Pupils feel that issues with bullying are swiftly resolved.
- 4.16 The school gives pupils strong encouragement to maintain healthy lifestyles through science and PSHE lessons. Appropriately nutritious meals are on offer at lunchtime. Regular exercise is available within the wide-ranging extra-curricular activity and sporting programme. Children in the EYFS understand the contributions of healthy eating, personal hygiene and physical exercise to a healthy lifestyle.
- 4.17 The school makes due provision for pupils who are ill or injured, or who have SEND, and has an appropriate number of staff with first-aid qualifications. The attendance and admission registers are suitably maintained and archived.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 The governing body of ten members covers educational, legal, financial and business areas of experience. Governors actively seek to ensure that this breadth of expertise continues, and have working plans for managing succession as required. Governors have been positive in their support for the school's recent large building developments, and actively pursue plans to maximise the use of the various sites for the benefit of pupils. Governors have a good strategic development plan, which is regularly reviewed and updated. Most governors are parents of former pupils, and all are fully aware of the ethos and aims of the school, which underlie all their planning.
- 5.3 Governors provide good support for the senior leaders of the school. The chairman has regular informal meetings with the principal. Other governors also visit informally, in addition to their regular programme of formal meetings and school functions, at which they meet staff and parents. They have an annual social meeting with staff. Reports from the principal enable governors to monitor the quality of provision, and pupils' achievements, personal development and well-being. They have overseen the implementation of recommendations from the previous report.
- 5.4 Governors have received training in child protection, and regularly review policies. However, not all safeguarding procedures have been appropriately followed, the single central register of appointments showing that, in the past, some staff had commenced work before child protection clearance had been completed. The identity of supply teachers has not always been independently checked. All staff now have current Criminal Records Bureau certificates.

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 sound.
- 5.6 Leadership and management of the EYFS setting are good, with many outstanding features. The necessary policies, risk assessments and safeguarding procedures are secure and ensure that all children are kept safe. Policies include all children equally and respect diversity. The partnership with parents, carers and outside agencies promotes effective education and care. A speech and language therapist and an occupational therapist support children with particular needs within school. All staff are appropriately qualified, with many following continued professional development courses to enhance further their professional skill base. Members of the EYFS team work closely together with a clear vision, motivated by their understanding of inclusive, high quality care and education. They have a consultative and thorough process of self-evaluation with target setting. This is driven by the needs of the children. Staff make effective use of resources and ensure that no child is disadvantaged.
- 5.7 Senior and middle management in both senior and junior schools provides dedicated leadership committed to furthering the aims of the school and maintaining its ethos.

The school states that it aims to nurture all pupils, while at the same time developing their abilities to the full. All senior management staff work to achieve these aims. The evident happiness of many of the pupils, coupled with their academic and other achievements, is tribute to the success of the leadership in creating an environment in which pupils feel at home, and in which they are prepared to work to achieve their ambitions.

- 5.8 The school has met the recommendation of the previous inspection by clarifying its structures and now has clear management arrangements that enable all staff to understand fully their responsibilities, and to know to whom they should turn for advice or support. Monitoring of staff takes place through an appraisal system, although intervals between appraisals vary. Professional development identified through appraisal is available; staff have received training in the use of the interactive whiteboards with which the school is generously provided, and in-service training has been arranged in the current term for techniques to give further classroom support to pupils with SEND. All staff are trained in safeguarding, welfare, health and safety. Departmental heads and subject co-ordinators have produced schemes of work, which range in quality. The best are detailed, well laid out and of clear use to new members of staff, containing details of resources and suggested activities, while others do little more than outline examination specifications. All new staff undergo a mentored induction programme. Some safeguarding procedures have not been rigorous. In the EYFS, safeguarding policies are implemented. Continuous evaluation of provision sustains high standards. All recommendations from the previous Ofsted inspection report have been adopted, including provision for outdoor learning, which has been developed and is an ongoing process.
- 5.9 Communication within the school is good; email enables quick contact between and within the three sites. Staff repeatedly commented that in the small community of the school, all staff know each other well and meet regularly, ensuring excellent exchange of information, concerns and outcomes.
- 5.10 Links with parents are good. Staff email addresses are available for all parents, the school produces a newsletter twice a term and the website is updated regularly, though some parents commented that fixture information is not always updated in time for them to adjust to changes and cancellations. The school has a complaints policy, and although almost all concerns are dealt with informally, when the policy has been invoked its procedures have been carried out appropriately. In the pre-inspection questionnaires, parents expressed satisfaction with the school's provision in terms of the range of the curriculum and extra-curricular activities, the fact that most pupils are happy and well looked after and that they feel safe at the school, and the ready availability of information and policies. A few parents were less happy about the information they receive about their children, the help available to both more and less able pupils, and the manner in which the school has dealt with bullying. Inspectors spoke to a wide selection of pupils about bullying. Nearly all of them felt that, if and when it occurred, it was at a low level, and dealt with at once. Inspectors also looked at the information sent to parents. Senior school parents receive grade reports twice a term and a full report once a year, in addition to two parents' meetings. Junior school parents receive two full reports and one core subject report each year, in addition to a parents' evening each term. Inspectors judged that this provision is adequate. Inspectors agreed with parents that, while excellent procedures are in place in the learning support department and extra-curricular activities for able pupils are also excellent, little support in mainstream senior school lessons is specifically available for less able pupils.

5.11 A parent-staff forum meets to discuss school policies, practices and procedures, and offers a sounding board for the school. Parents have also formed a social and fund-raising group that organises and provides support for school activities and events.

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