



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

LORENDEN PREPARATORY SCHOOL

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Lorenden Preparatory School

Full Name of School	Lorenden Preparatory School
DfE Number	886/6064
Registered Charity Number	1048805
Address	Lorenden Preparatory School Painter's Forstal Faversham Kent ME13 0EN
Telephone Number	01795 590030
Fax Number	01795 538002
Email Address	admin@lorenden.org.uk
Acting Head	Mrs Ros Simmonds
Chair of Governors	Mr David Simmons
Age Range	3 to11
Total Number of Pupils	98
Gender of Pupils	Mixed
Numbers by Age	3-5 (EYFS): 27 5-11 71
Number of Day Pupils	Total: 98
Head of EYFS Setting	Miss Emma Neale
EYFS Gender	Mixed
Inspection dates	24th to 27th January 2012

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 Penny Horsman

Mrs Lynn Duncan

Mr Chris Manville

Reporting Inspector

Team Inspector, Head IAPS school

Co-ordinating Inspector for Early Years

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. 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. The grades used by ISI and Ofsted are different to 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 for Achievement the descriptor 'exceptional' is available in addition.** 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.**

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Lorenden Preparatory School is a co-educational day school for pupils between the ages of three and eleven. It was founded in 1993 after the closure of a school in nearby Sittingbourne and is owned and operated as an educational trust by Lorenden School Ltd. A small board of governors are also trustees. The school is located in the Kent countryside in a Victorian house in the village of Painter's Forstal near Faversham and within easy reach of Ashford and Canterbury.
- 1.2 The school aims to provide an education which recognises the needs of individuals and to ensure that the pupils are well taught and prepared for entry to their senior schools. Self-discipline and self-reliance are considered essential and the school places emphasis on tradition, on making pupils aware of their heritage and on giving them a sense of responsibility for the environment.
- 1.3 Since the previous inspection, a purpose-built hall, kitchen, changing rooms and new classrooms have been added to the accommodation. A deputy head and a leader of the Early Years Foundation Stage (EYFS) have been appointed. At present an acting head is in post because of long term sickness.
- 1.4 At the time of the inspection, there were 98 pupils on roll, 50 boys and 48 girls, of whom 27 pupils, 16 boys and 11 girls, were in the EYFS. One pupil has been identified by the school as having special educational needs and/or disabilities (SEND) and receives support. No pupil has English as an additional language and no pupil has a statement of educational needs. The ability profile of the school is above the national average overall although variations exist between year groups with some years having an ability profile that is well above the national average.
- 1.5 Pupils come from villages and towns in the area surrounding Painter's Forstal and most are from families where the parents are professionals who work locally or in London. Very few children are from minority ethnic groups.
- 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 upwards, pupils are successful in their learning and their personal development is excellent. The school meets its aim to discover and develop the gifts within each child and to recognise and meet individual needs. The overall effectiveness of the EYFS is good, successfully achieving its aim to provide a broad a balanced education, promoting values of tolerance, respect and kindness. Almost all pupils reach the Early Learning Goals by the age of five, although opportunities for outside learning are restricted and recording of achievement against the Early Learning Goals is inconsistent. In the rest of the school pupils' attitudes to their work are excellent and their achievement is good. They are interested in their studies and appreciate the opportunities which are offered to them both within and outside the effective curriculum. Good teaching contributes to the individual success of the pupils. It is well planned and suitable for the needs and abilities of all pupils, and teachers make good use of the available resources.
- 2.2 Pupils' personal qualities are excellent and the close-knit community and the warm and caring atmosphere results in pupils who are welcoming, respectful, well-mannered and unfailingly polite. Pupils reported that they are proud to be at the school. All staff provide excellent pastoral care and their example leads to the purposeful atmosphere which pervades the school. Arrangements overall for monitoring welfare health and safety are unsatisfactory, as are medical facilities.
- 2.3 The school's leadership, which is sound, has changed recently due to long-term sickness and an acting head has been appointed after a difficult period. The excellent examples set by the school's leaders and staff result in the outstanding personal development of the pupils. Appraisal is at a very early stage of development for teaching staff and none exists for support staff. Good practice is not regularly shared between teachers and very few opportunities are provided for staff training. Whilst governors are concerned for the school, they do not exercise sufficiently rigorous oversight of the procedures and policies, especially those for health and safety, as at the time of the previous inspection, or ensure that all required checks are completed on staff before their appointment. The groundsman's hut is not fenced off from the main playing area and the outdoor learning area in the EYFS is poorly resourced. The vast majority of governors have received little or no training. Parents' responses to the pre-inspection questionnaires were overwhelmingly positive and reflect their strong satisfaction with the education their children are receiving in all sections of the school. Pupils were equally positive in their responses to the questionnaires and in interviews.

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:

- implement all recruitment checks on staff before they begin work [Part 4, paragraph 19.(3), under Suitability of staff and proprietors];
- ensure that there are appropriate facilities for pupils who are ill [Part 5, paragraphs 23.(k), under Premises and accommodation];
- ensure that there are appropriate arrangements for providing outside space for pupils to play safely [Part 5 paragraph 23.(s), under Premises and accommodation].

(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. Implement a rigorous oversight of all policies and procedures by the governors, especially those for welfare, health and safety and staff appointments.
2. Develop the appraisal system for both teaching and support staff.
3. Provide opportunities for training and the sharing of good practice for staff, support staff and governors.
4. In the EYFS develop opportunities to extend learning outside.
5. In the EYFS ensure that the recording of achievement against the Early Learning Goals is consistent.

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 Pupils are well educated and successful in their learning across the curriculum and in their activities. In lessons and in their written work they show understanding and make good progress. The school fulfils its aim to ensure that when pupils transfer to their senior schools, they are well educated and aware of their heritage.
- 3.3 Pupils generally listen well to each other. They speak and read with confidence from an early age and engage in classroom discussions with their teachers which enhance their learning. Pupils acquire very good mathematical skills from the earliest age upwards and are able to use these in problem solving. In the EYFS, children develop the confidence to link numbers and quantities from one to ten through the enjoyable activity of feeling blocks in a sock. They are able to speak with confidence about what they have done and discovered. Pupils in the pre-prep were able to halve and double numbers and explain how they did this using partitioning. Good creative skills are displayed in pupils' work from the EYFS upwards. Since the previous inspection, writing is now less teacher-directed and anomalies in the standard of written work between the lower and upper parts of the school are no longer evident. Older pupils are given some opportunities to research for independent work using the internet but are hampered because not enough computers are available for them to have one each. The library, which has a large number of books, is under-used for research and some of the non-fiction stock is very old. These issues result in more able pupils, especially those in the upper years, having limited opportunities to work at the highest levels, or independently.
- 3.4 Pupils achieve good levels of competence in information and communication technology (ICT) and its use across the curriculum is improving since the introduction of interactive whiteboards in classrooms. Pupils in the EYFS become familiar with technology through access to a range of programmable toys and weekly sessions in the ICT suite. In sport the pupils achieve well in competitive matches against other, sometimes larger, schools. As seen in school concerts and participation in local arts festivals and music, speech and drama examinations, pupils reach good standards in the performing arts.
- 3.5 The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of eleven have been excellent in relation to the national average for maintained primary schools. This level of attainment indicates that pupils make good progress in relation to pupils of similar ability. Inspection judgements, as assessed in lesson observations, pupils' written work and curriculum interviews with them, confirm this good progress, which includes those pupils identified by the school as having any difficulty with their learning. Evidence of this was seen from scrutiny of work where additional help with number bonds resulted in good progress and from conversations with pupils. In the EYFS good, and sometimes outstanding, progress is made towards the Early Learning Goals with most children achieving them by the age of five, although opportunities for outside learning are restricted. Pupils are successful at the age of eleven in gaining places at local state and independent schools, some of which have a highly competitive selection process.

3.6 Pupils thrive in the atmosphere of enjoyment and effort which pervades the school. They have excellent attitudes to their work and take pride in their own achievements and the successes of others. They generally sustain good levels of concentration during their lessons and take advantage of the opportunities which are provided for them. Pupils work well together. Children in the EYFS particularly enjoy their learning, whether working independently or collaboratively with their peers.

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

3.7 The contribution of the curricular and extra-curricular provision is good overall.

3.8 The curriculum is broadly based on the National Curriculum with the addition of French from Reception, Latin in the final year and religious education (RE) for all pupils. It covers the requisite areas of learning and allows pupils to develop their skills in all curriculum subjects. Subject co-ordinators have recently begun to review the policies and plans for their subjects and to develop the content to ensure that it is not just skill based, which was highlighted at the time of the previous inspection. This is having a positive effect on pupils' learning by broadening their understanding of the subjects taught. In the EYFS, planning has also improved significantly since the previous inspection and adults now foster a very positive attitude to learning through activities that are closely matched to the needs of individuals.

3.9 The curriculum is suitable for all ages, needs and abilities. Pupils with SEND are well catered for with work appropriate to their needs included in teachers' planning, following the guidance given in their individual education plans (IEP). Younger pupils experiencing difficulties with mathematics are given the assistance they needed in a small group within the classroom. This fully supports the aims of the school to develop and cater for the needs of individuals. The more able pupils are challenged such as when younger pupils were encouraged to extend their writing after a visit to the fire station to include suitable adjectives and similes. Day and residential visits and trips enrich the curriculum for pupils from a young age. Pupils have enjoyed trips to France and London and more local visits to the fire station, places of worship and a farm.

3.10 Extra-curricular provision is sound with a small number of clubs providing opportunities for pupils to enjoy activities both at lunchtime and after school, ranging from drama to gymnastics.

3.11 Links with the local community have improved since the previous inspection and pupils now benefit from visits by local community workers such as nurses and a magistrate. Pupils support charities both at home and abroad developing their knowledge of the needs of others.

3.(c) The contribution of teaching

- 3.12 The quality of teaching is good.
- 3.13 It is effective in achieving the school's aim to recognise and meet individual needs and it enables all pupils to make good progress. Lively discussion between pupils and teachers is evident in many lessons, for example when younger pupils debated the identification of the mystery shape in a mathematics game. The high quality dialogue promoted effective learning.
- 3.14 All teachers have good subject knowledge and answer the pupils' probing questions confidently. Their enthusiasm promotes an eagerness to learn and pupils are keen to complete the varied tasks prepared for them. Teachers know their pupils well and information about them is shared. The relationship between the pupils and their teachers is excellent throughout the school.
- 3.15 Most lessons are thoroughly and effectively planned, with a variety of engaging tasks that hold pupils' interest and challenge their thinking skills. Individual, pair and group work gives pupils opportunities to learn in different ways. The best lessons have a brisk pace and tasks are skilfully matched to the needs of pupils of varying abilities. In the few less successful lessons, the planned outcomes were not made clear to the pupils and the tasks were over-directed by the teacher. In all lessons pupils' behaviour is well managed and is good.
- 3.16 In the EYFS, adults provide good targeted support for the children, allowing all to make steady progress. Good questioning encourages creativity and critical thinking skills in adult-led activities, but does not extend children's learning in self-initiated activities. Spacious outdoor areas are available for these youngest pupils but they are under-resourced and not used to their full potential. However, good use is made of the wider grounds and a small wildlife area, allowing access to the natural world and developing a respect for living things.
- 3.17 The school has recently begun to focus on expected standards for pupils at the end of each year. Teachers are appropriately ambitious and standards are challenging for most pupils. The matching of tasks to each pupil is ensuring that less able pupils are making good progress. Vocabulary lists taped to tables in the upper part of the school enable older pupils who find spelling more challenging to take more responsibility for their learning. No whole school co-ordination of assessment exists. Baseline tests are taken at the beginning of the academic year and regular attainment tests are given. However, individual teachers keep this data and the school has yet to devise and implement a consistent procedure for its evaluation and use.
- 3.18 Pupils' work is marked regularly but the marking is inconsistent in quality. The most effective marking encourages pupils and gives excellent guidance on how work can be improved. The less successful marking consists simply of ticks or short, uninformative comments. In the EYFS, observations, photographs and assessment of work allow staff to build up an accurate picture of each child's learning and development which is summarised in 'my unique story' folders and shared with parents regularly. Recording of achievement in the Early Years against the Early Learning Goals is inconsistent.
- 3.19 Teachers make good use of the new interactive white boards and resources overall are satisfactory. In some subjects, insufficient quality or quantity of resources is limiting the activities which teachers can plan.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Pupils' personal development reflects the school's aims to develop and discover the gifts within each child and to encourage a strong emphasis on self-discipline and self-reliance. Pupils work together harmoniously, supporting each other across classes and year groups, for example in the excellent buddy system between Year 6 and the EYFS. This fulfils the school's aim to develop a happy community based on mutual respect and consideration.
- 4.3 Through prayer and reflection in assemblies pupils appreciate the need for a quiet time in the day which nurtures their spiritual development. The reciting of grace before lunch allows pupils to consider that they are more fortunate than some other children in the world and upholds the school's aim to maintain continuity and stability through tradition. Pupils are confident in explaining the main tenets of major world faiths after learning about them in RE. Pupils' understanding of these faiths is enriched because opportunities are given to visit, for example, a nearby synagogue. Individuality is respected and nurtured alongside opportunities to grow and flourish, encouraged by the excellent displays in corridors and classrooms.
- 4.4 The moral development of pupils of all ages is excellent. Pupils take responsibility for their actions and they have a strong sense of right and wrong. They have devised their own class rules, posted in each classroom, which support the behaviour policy and to which all pupils adhere. The pupils' impeccable manners lead them, unprompted, to hold doors open for each other and adults. Younger pupils collected pencils for their partners when they noticed they were without one. Pupils are fully involved in charitable work, researching and voting for one animal and one human charity to support during the year. They are very aware that not everyone leads the same life as they do and their empathetic skills are well developed.
- 4.5 Pupils' social development is excellent. They genuinely care for each other. Children in the EYFS throw their arms around their buddies in the weekly meetings. They develop good turn-taking skills and understand the importance of taking care as they move around the school. They respond enthusiastically to the expectations of adults, becoming fully engaged in the activities available. They approach new tasks with confidence and are keen to share their achievements with others. They develop good choosing and sharing skills, co-operating well in group activities. All pupils in the school play happily together in the outdoor play areas and the relationship between the girls and boys is notable for the relaxed and open way in which they participate in games and share their thoughts with each other. Pupils have an input into the improvement of the school through the 'pupil voice' box and older pupils give reports on matters raised in the box in assemblies. Visitors are greeted warmly and with respect. A strong sense of community exists and the pupils have great pride in their school.
- 4.6 The pupils' cultural development is good. Pupils have a growing understanding of British culture and traditions and those of other countries and faiths are discovered in PSHE, geography and RE lessons. Pupils celebrated and learnt about the Chinese New Year with a dragon dance during the buddy meeting which was enjoyed by both older and younger pupils.

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

- 4.7 Pastoral care is excellent.
- 4.8 The school's aim to develop a happy community based on mutual respect and consideration is met. A theme for the term and the week is promoted in classrooms and in assemblies and good use is made of circle time to allow the pupils to explore any issues that are troubling them. Pupils reported that little or no bullying occurs and that they are confident that should any occur it would be dealt with swiftly.
- 4.9 The school's behaviour policy is focused on rewards and house points are awarded in all parts of the school. A 'mega-star' of the week for younger pupils encourages and celebrates good behaviour. Pupils are reminded when necessary to pass food or plates at the dining table encouraging good manners. In the EYFS a sensitive key person ensures that children's welfare is effectively promoted and creates strong links between staff and parents. Daily reminders are given about hand washing, taking turns and sharing and classroom rules and routines such as the safe use of tools are consistently reinforced by adults.
- 4.10 Throughout the school staff are polite to the pupils and pupils respond courteously. Pupils have a close and secure relationship with their teachers and are happy to turn to them for support and guidance. Great care is taken to prepare the pupils for the next step in their education, especially for the older pupils facing the transition to senior schools. This is done by question and answer sessions in PSHE in pupils' final year. They feel very well supported in this respect. The disability access plan is appropriate and is reviewed and updated at regular intervals.
- 4.11 Pupils have a well developed understanding of the need for healthy eating. The school food is nutritious and balanced, but the pupils feel the menus are insufficiently varied with a heavy reliance on pasta and the food does not always reflect the menus that are published in advance. During the inspection the menus were as published and the variety of food on offer was good.

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

- 4.12 Arrangements for promoting welfare, health and safety are unsatisfactory overall.
- 4.13 All staff, including those in the EYFS, are trained at the appropriate level in safeguarding with the child protection officer trained at the higher level. Risk assessments are carried out for all areas of the school and for external visits and trips. However these, along with other areas of health and safety are not monitored regularly. The recruitment of staff has not always been carried out correctly in the past but all staff currently working at the school are checked with the Criminal Records Bureau.
- 4.14 Arrangements to reduce risk from fire and other hazards are appropriate. Regular fire drills are held and records kept. Electrical testing is regular and is recorded correctly. Medical incidents are recorded in the accident log and qualifications in first aid are held by some staff. Medical facilities are unsatisfactory as there is no appropriate space provided for pupils should they become ill during the school day. Procedures for both handling and distributing medicines and for medical emergencies are understood by staff. The admission and attendance registers are completed and maintained correctly.

- 4.15 Health and safety issues raised at the time of the previous inspection have been resolved but others were highlighted by inspectors during this inspection. Policies and procedures relating to health and safety and recruitment are not reviewed with sufficient rigour by the governing body.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance of the school is unsatisfactory.
- 5.2 The governing body is committed to the school and has been supportive to the leaders during the difficult times in recent months. Although individual governors have been allocated responsibility for finance, health and safety, personnel, child protection, the curriculum and ICT, they have received no training for their roles and little evidence exists to show their level of involvement with these aspects. The one governor trained in safer recruitment has not been used in staff appointments. Governors are detached from the routine operation of the school and their contact with staff and parents is formal and remote. They have little involvement with, or understanding of, the EYFS.
- 5.3 Governors hold termly meetings but minutes are extremely brief and the agenda has not regularly included discussion on the future educational direction of the school or the performance of pupils and staff. No effective system exists for the appraisal of the head and governors are not committed to the professional development of the staff. The monitoring of policies is not rigorous and checks are not made to ensure that the policies are being implemented correctly, including those for staff recruitment, and welfare, health and safety. This was a recommendation at the time of the previous inspection.
- 5.4 Governors do exercise prudent financial control and have recently been able to improve the facilities with the addition of a new hall and classrooms.

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

- 5.5 Leadership and management, including links with parents, are sound overall.
- 5.6 The school has been through difficult times in recent months due to long-term sickness. It is currently led with vision and a deep commitment, promoting the aim that every pupil should be encouraged to fulfil his or her potential. The excellent personal qualities of the pupils are a direct result of the ethos which has been created within the school and the example which is set by the senior leaders. The leadership and management of the EYFS is good overall and recent links with other settings have been beneficial in the sharing of good practice. In their responses to the pre-inspection questionnaires and in interviews, pupils reported that they enjoy being at Lorenden and that they are very proud of their school. Parents were equally supportive.
- 5.7 The experienced acting head who has been appointed has begun to strengthen middle management roles, identified as a priority for development. Subject co-ordinators have reviewed the policies and planning for some subjects after discussion with colleagues and the effects of this are benefiting the pupils. No delegated budgets are available for subject leaders and this, combined with a lack of opportunity for professional development training, has prevented progress in subject development from being as rapid as it might have been. In the EYFS, the provision of limited resources in some areas impacts on the feasibility of the development plan. Inclusive practice is effectively promoted to ensure that the needs of all

children are met so that they are able to achieve as well as they can. Areas for improvement have been identified by the leaders but lack of professional development opportunities prevents their implementation. Risk assessments are in place for all areas of the school but are not monitored regularly.

- 5.8 Staff training in child protection is up-to-date. The recruitment of staff has not been rigorously carried out in the past in that some checks have not been made before staff started work. However, all staff currently at the school have been checked with the Criminal Records Bureau. Staff appraisal is at a very early stage of development, not yet being rigorously carried out, and this was highlighted in the previous inspection report. No appraisal system exists for support staff. Monitoring of teaching and learning is limited as is the sharing of best practice in teaching. Assessment data is collected by individual teachers, but the lack of whole school assessment co-ordination prevents effective use of the data.
- 5.9 Strong links with parents are established from the start in the EYFS. Staff are available at the start and end of the day, building a true partnership between school and home. Email provides a valuable, additional channel of communication. The well supported friends' association organises a wide range of social events for parents and families, fostering the strong sense of community within the school. It has raised significant funds to purchase interactive whiteboards for several classrooms, sporting equipment and leavers' books for all pupils at the end of their final year.
- 5.10 Parents are welcomed to sports matches, assemblies and other school events, and many make the effort to attend. A system of parent representatives for each class provides a useful channel of communication between parents and the school's leaders. Information about the school is available for parents of current and prospective pupils on the school website although the news section with items such as match reports is not updated regularly. Weekly newsletters keep parents informed on recent events and include articles written by the pupils. Parents' concerns are handled sensitively. The complaints procedure has not been used but the policy is correct. All required information for parents is available in hard copy and is up-to-date and appropriate.
- 5.11 Good written reports and regular parents' evenings provide summaries for parents of their child's achievements in all year groups. In responses to the pre-inspection questionnaires parents indicated an overwhelming satisfaction with the school. Parents agree strongly that their children feel safe and happy at school and were extremely positive about the progress and personal development of their children and the values which the school promotes. EYFS parents were particularly positive about the quality of the provision with every response indicating that parents felt their child was treated as an individual. Inspectors agreed with the parents' positive views.

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