



INDEPENDENT SCHOOLS INSPECTORATE

MAPLE WALK SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Maple Walk School
DfE Number	304/6113
Address	Maple Walk School 62a Crownhill Road London NW10 4EB
Telephone Number	020 89633890
Fax Number	020 89617573
Email Address	admin@maplewalkschool.co.uk
Head	Mrs Sarah Knollys
Chief Executive	Mr Peter Wolton
Age Range	4 to 11
Total Number of Pupils	146
Gender of Pupils	Mixed (62 boys: 84 girls)
Numbers by Age	4-5 (EYFS): 40 5-11: 106
Head of EYFS Setting	Miss Sophie Creyton
EYFS Gender	Mixed
Inspection dates	06 Feb 2012 to 09 Feb 2012

PREFACE

This inspection was conducted to assess the suitability of Maple Walk School for membership of the Independent Schools Association (ISA). It follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous Ofsted inspection was in June 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 pupils 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 Pupils, 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 pupils. 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 chief executive, 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

Mr Keith Morrow

Mr Umeshchandra Raja

Mrs Joanne Blank

Reporting Inspector

Team Inspector (Head, ISA school)

Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	10
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	11
(a) The quality of governance	11
(b) The quality of leadership and management, including links with parents, carers and guardians	11

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Maple Walk School is an independent primary school for pupils aged from 4 to 11. It is part of the New Model School Company (NMS) which was founded in 2004 to pioneer 'not for profit', low fee, independent primary education. The school commenced with two pupils in a church hall in 2004 and now has 146 pupils operating from new, purpose-built premises in Harlesden.
- 1.2 The school aims to make high quality primary education available to as many pupils as possible and to ensure that they acquire the skills, knowledge and habits of mind that will allow them to fulfil their potential, to know the difference between right and wrong, and to grow towards maturity and self-confidence.
- 1.3 Oversight of the school is provided by the directors of NMS. They are advised on non-financial matters by the NMS governors who include three heads (two retired and one current) and a governor with marketing experience. An NMS governor chairs each school's governing body which focuses on the individual needs of the school and advises the NMS Directors and Governors accordingly.
- 1.4 There were 146 pupils on the roll during the inspection, comprising 40 children in the Early Years Foundation Stage (EYFS) and 106 pupils in Years 1 to 6. The EYFS is organised into two Reception classes. Seventeen pupils have been identified as having special educational needs and/or disabilities (SEND). One pupil receives support in class for English as an acquired language (EAL).
- 1.5 The school welcomes pupil from all backgrounds and abilities and from a wide geographical area. The school does not seek an academically selective intake. The ability profile of the school is in line with and slightly above the national average.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils throughout the school achieve good standards in relation to their ages and abilities in accordance with the school's aims to give all a high standard of primary education. All pupils, including those with SEND or EAL are well educated, especially in numeracy and literacy. They acquire the skills necessary for the next stage of their education. Pupils are competent in their use of information and communication technology (ICT), although this is not yet embedded throughout the curriculum. Pupils benefit from a good curriculum and have positive attitudes to their learning and activities outside the classroom. There is an excellent and varied programme of extra-curricular activities catering for a wide range of pupils' interests in Years 1 to 6. Teaching is good throughout the school. Target setting within some subjects has enabled more able pupils to be effectively challenged.
- 2.2 The personal development of the pupils throughout the school is excellent. High standards of pastoral care enable the pupils to develop good moral and social skills, which further enhances the sense of community which exists in the school. Teachers know their pupils well and cater for their social and emotional needs. Pupils are extremely enthusiastic about their school and the way they are cared for. Arrangements to ensure the welfare, health and safety, and safeguarding of pupils are robust.
- 2.3 The quality of governance in the school is good. The directors of the NMS liaise effectively with senior managers and with the local board of governors. The governors are well informed about the successes and areas for development for the school, and work to ensure the school's aims are met. They provide support and ensure that there are sufficient resources for teaching and learning as budgets allow. Buildings and grounds are well maintained. The quality of leadership and management is good, but there is not yet a formally structured leadership team or middle management system to help raise standards further across the curriculum. The strong leadership given by senior management ensures that agreed policies are implemented fully enabling the smooth running of the school. Excellent links with parents, whose responses to the pre-inspection questionnaire were overwhelmingly supportive, contribute to the positive family atmosphere that pervades the school. All recommendations from the previous Ofsted inspection have been addressed fully.

2.(b) Action points

(i) Compliance with regulatory requirements.

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

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

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Improve the planning for independent learning in the EYFS, so that children use their many high level skills to investigate, solve problems and think creatively both indoors and outdoors.
2. Identify specific roles and responsibilities at senior and middle management levels that will support the future development of teaching and learning across all curriculum areas.
3. Provide further opportunities for pupils to use and apply their ICT skills across the curriculum.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The pupils' overall achievement is good.
- 3.2 The school is successful in ensuring that pupils are well prepared for each stage of their education and transfer to their next schools, in line with its aims. They achieve good levels of knowledge, skills and understanding in all areas of the curriculum. Children are on course to achieve or exceed the Early Learning Goals by the end of the EYFS. Pupils develop sound ICT skills. Pupils make sensible deductions from evidence in science lessons; younger pupils worked diligently carrying out an experiment to find out which materials are best at absorbing water and the rationale behind this.
- 3.3 Strong foundations are laid in the EYFS for the development of literacy skills, which are built upon in later years. In Reception, children make very good progress in reading and writing, and speak confidently in front of the class. As pupils move through the school, they read and write with increasing fluency and for a widening range of purposes; much of this writing is of a good standard. They demonstrate high levels of speaking and listening skills. Older pupils are highly articulate and use group and class discussions to present critical and thoughtful ideas, for example in religious education (RE), older pupils confidently expressed their views and opinions on the teachings of Buddha.
- 3.4 The pupils are numerate and possess particularly good mental mathematics skills. In Reception, children recognise different coins and learn to use them correctly in shop role play. Throughout the school pupils display very good mathematical skills, not only in numeracy and mathematics lessons but also in other curriculum areas, such as project work involving graphical presentation in geography and analysis of data in science. When given the opportunity, pupils are able to work creatively, displaying imagination, with good standards being achieved in art and design technology (DT). Those areas of the curriculum without specific subject leaders sometimes lack clear continuity and progression in key skills as children move through the school.
- 3.5 Pupils participate confidently and fully in a range of activities, dramatic performances, dance, poetry and public speaking competitions. The school came third in a national dance competition
- 3.6 The pupils' attainment cannot be measured in relation to average performance in national tests, but on the evidence available it is judged to be good in relation to national age-related expectations. This level of attainment, as judged, and seen in the pupils' work and performance in class, indicates that pupils make good progress in relation to pupils of similar ability. By the time they reach Year 5 and 6, the pupils' progress in their skills, knowledge and understanding of English, mathematics and science is very good. Those with SEND, English as an additional language (EAL) and those who are less able are given extra support and make good progress. The most able pupils are not always extended in lessons and sometimes do not make the progress they are capable of.
- 3.7 Pupils have an excellent work ethic and they are enthusiastic learners from an early age. They are well motivated and cooperative, keen to be involved, and work with a good level of concentration in lessons. They speak of the many subjects that they

enjoy, and feel lucky to be at the school. As a result, their behaviour in class is very good and reflects the school's aims. Pupils settle quickly at the beginning of lessons and apply themselves well, particularly when the activity is well-matched to their needs and interests, and contains sufficient challenge to make them think. Pupils work very well together, and use opportunities for collaborative work in lessons well. In whole-class activities they contribute effectively to each other's learning.

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

- 3.8 The quality of the curriculum and activities is good.
- 3.9 The school meets its aim to ensure that every child will have access to the whole curriculum, with equality of opportunity for all. Significant emphasis is placed on acquiring skills in literacy and numeracy from the start in Reception. The curriculum covers all National Curriculum subjects, enhanced by the addition of drama, RE, personal, social and health education (PSHE) and French. Setting arrangements in mathematics work well and lessons are appropriately timetabled. The EYFS covers the six areas of learning and arranges learning effectively to meet children's individual needs. Pupils in the EYFS use resources well and activities are planned to ensure equality of opportunities.
- 3.10 Physical development is supported through games and physical education (PE) with the school using off-site facilities for some games activities. Medium and short-term curriculum planning is good and detailed. Pupils are well prepared for their future schools, both socially and for the entrance examinations. The school has made progress in developing ICT as a discrete subject, a recommendation of the previous inspection report, although use of ICT as a teaching and learning tool is not yet embedded into all areas of the curriculum. Lessons in verbal reasoning and non-verbal reasoning take place for pupils from Year 3 onwards.
- 3.11 Provision for pupils with SEND is good and they are supported in their learning. The extra help offered within the classroom is of good quality, as teaching staff and assistants are well aware of the needs of these pupils. Individual Education Plans (IEPs) guide provision well and careful records are maintained by the head of learning support. Parents are involved in regular reviews in which the IEPs are discussed. Additional support lessons are targeted to the pupils' needs and enable them to make good progress.
- 3.12 The range of extra-curricular activity available is strong and makes a valuable contribution to the pupils' achievements, fulfilling the aims of the school in this respect. The programme includes activities such as photography, art, Spanish, chess, dance, drama and football. Football and netball fixtures are played against a small number of local schools and this is an area identified by the school for further development.
- 3.13 The curriculum is further enriched by educational visits for all year groups and this adds to the pupils' experiences. Pupils in Reception learn about the wider world through an excellent range of visitors and visits in the locality. Older pupils spoke enthusiastically about Leonardo Da Vinci following a visit to National Portrait Gallery; younger pupils visited the Victoria and Albert museum, and then used the knowledge they acquired to sort old and new toys in a history lesson. Visits to a local temple, St Paul's Cathedral, the local church and electronic links with a local school further enrich the breadth of the curriculum. Pupils in the EYFS also make good of the local environment and the world beyond the school gates.

- 3.14 Members of the local community regularly visit the school to share their expertise and knowledge. This includes parents who are nurses, journalists and barristers, who speak to the pupils about their work. Visits from Brent Road Safety team, police and charitable bodies all enrich learning and broaden the pupils' experiences. Residential trips are highly beneficial providing pupils with additional skills, such as team work or organisational capabilities. Raising money for local and international charities provokes pupils to think far beyond themselves and develop a greater understanding of their responsibilities for others.

3.(c) The contribution of teaching

- 3.15 The quality of teaching is good.
- 3.16 Lessons are well-planned in line with the school's aim to provide high quality education, and in accordance with policies, where these are in place. Teaching enables pupils to make good progress in relation to their abilities and needs, although written feedback on pupils' work is not always in sufficient detail to enable pupils to know how to make improvements. Lesson objectives are clearly explained to the pupils at the beginning of each lesson and pupils are able to articulate what it is they are learning. Teachers know their pupils well and are able to offer support and challenge where appropriate. This was evident in a literacy lesson for older pupils where the pupils' understanding of comparative adjectives was reinforced by reference to different pupils.
- 3.17 Teaching demonstrates good knowledge of the curriculum, and in English and mathematics, shows excellent subject knowledge. In the most successful teaching, careful planning ensures time for pupils to carry out investigations, and employs discussion amongst pupils to enhance their learning and understanding. In mathematics, older pupils were able to investigate and hypothesise about the relationship between a rectangle's size, angles of incidence and the journey of a pool ball bouncing off its sides. Where teaching is less effective, there were limited opportunities for the pupils to apply the skills they had learned and more able pupils were not always challenged, or their understanding extended.
- 3.18 Excellent relationships between teachers and pupils ensure that lessons are enjoyable and that behaviour is very good. Staff in Reception skilfully interact with children and use a warm, caring approach to encourage number and language development with an emphasis on learning being fun. Throughout the school teaching encourages pupils to listen well to their teachers and to each other. In history, older pupils used role play, group work, a practical investigation as well as sketching skills to learn how artefacts can inform knowledge of the past. In some longer lessons, lasting over an hour, pupils struggle to keep their focus and interest. In some teaching the final section of the lesson is not sufficiently explicit in focus to enable pupils to assess for themselves whether they had met the success criteria of the lesson. Teaching uses resources effectively to enhance learning opportunities for pupils, although use of ICT across the curriculum is still not fully developed. Even the youngest pupils show exemplary care for their learning environment and equipment.
- 3.19 Lesson planning is sufficiently detailed to enable pupils with SEND to receive additional help and support. Teaching uses a range of assessment and tracking data to monitor individual pupils' progress throughout the school. Whilst effective verbal feedback is given to pupils during lessons, the marking of their work is

inconsistent and, in some cases, too brief. The school does not have a written marking and feedback policy to ensure a consistent approach.

- 3.20 In the EYFS, staff carefully plan adult-led sessions to stimulate the children's thinking, extend their knowledge and hold their attention. Child-initiated learning is organised in short sessions which are less well planned; this limits opportunities for children to investigate, explore and develop high-level thinking skills. The outdoor area is used by the pupils at a basic level to support their learning indoors and improve their physical development. The outside space lacks opportunities and the requisite materials for pupils to investigate the natural world and be creative. Staff are rigorous in their use of observation and assessment to track children's progress, plan the next steps and identify additional needs.

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 good.
- 4.2 Pupils demonstrate, from the youngest age, a high level of self-confidence and self-esteem. This reflects the school's total commitment to this aspect of education through its aim to promote values of respect, tolerance and compassion whilst encouraging self-reliance and independence, which is achieved with great success.
- 4.3 Throughout the school, confidence is encouraged and is clearly evident in the way that the pupils readily talk to visitors about life at their school. Pupil participation is encouraged in assemblies where pupils explore and think about the spiritual aspects of life. In RE they develop a deeper knowledge of themselves when they discuss how moral values might be applied in everyday life. Older pupils demonstrate a sound awareness of ethical issues in their Common Entrance work. They understand that people have different beliefs and customs and this is further demonstrated in RE lessons where pupils exhibit knowledge and tolerance of other faiths.
- 4.4 Pupils, who come from a mixed cultural and social heritage, demonstrate mutual trust and respect for each other. They have a strong moral sense of what is right and wrong. Pupils understand what is expected of them in terms of behaviour. Staff and older pupils are good role models. Consequently, pupils grow to see the value of being responsible citizens who consider the needs of others. Against this positive background, pupils respond confidently to ideas and stories that are introduced in their PSHE and RE lessons. The school thrives on goodwill and co-operation and this in turn enables pupils throughout the school to develop a strong moral code.
- 4.5 The pupils' outstanding social development is fostered through a consistent inculcation of good manners and respect for every member of the school community. Older pupils have appropriate positions of responsibility. They take their jobs seriously and carry them out efficiently. Pupils show respect for their peers who are given positions as prefects, playground monitors and house captains. They enjoy receiving house points for sensible, courteous and responsible behaviour. Representatives of pupils from Year 1 onwards are members of the school council. Pupils understand the role of public institutions; younger pupils have visited the fire station and some older pupils have visited the Houses of Parliament. In the EYFS, pupils are kind and friendly and are given opportunities to reflect quietly on issues such as hurtful behaviour, during whole class PHSE sessions. Pupils show initiative, and understand how they can contribute to community life by taking on responsibility.
- 4.6 The pupils' cultural awareness is strongly developed. In assemblies and subjects such as RE, geography, history, English and languages, pupils consider their own cultures and those of others, which helps them develop a good sense of empathy and an understanding of feelings and emotions and their likely impact. This is strikingly displayed in links which are being established with a school in Africa. These and other activities enrich the pupils' experience and promote their understanding of the need for tolerance and harmony amongst people with different cultural traditions.

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

- 4.7 The quality of provision for the pupils' pastoral care is excellent.
- 4.8 The school creates a happy, secure environment within an ethos of love, care and respect for each individual, in line with its aims. Staff provide good quality guidance for the pupils' academic achievement and their sensitive support for individual pupils promotes good personal development. The implementation of pastoral systems is effective. Emphasis is placed on developing confidence, making the most of the pupils' abilities, developing a healthy lifestyle and respecting diversity.
- 4.9 The excellent relationships between pupils and adults are evident in the respectful interactions that take place. Pupils are confident that they can turn to any member of the staff, both teaching and non-teaching, if they have a concern. Teachers know their pupils very well and work hard to give them the highest standards of pastoral support.
- 4.10 The responses to the pre-inspection pupils' questionnaire indicate strongly that pupils feel they make good progress in their work, benefit from a wide range of activities, are encouraged to do things for themselves, and are given opportunities to take on responsibility. Above all, they stated that they enjoy being at the school. When responding to the pre-inspection questionnaire, parents commented particularly on their appreciation of the high quality of pastoral care provided by the school. Staff promote excellent behaviour and courtesy strongly at all times. Class teachers are the first point of contact for pupils and their swift responses ensure that daily concerns are dealt with appropriately. Pupils of all ages express the view that they feel well supported in their work and personal interactions. Pupils with SEND receive guidance tailored to their individual needs.
- 4.11 The school strongly encourages a healthy lifestyle. Healthy eating is encouraged. The packed lunches pupils bring into school are appetising and well balanced, in line with the school's healthy eating policy. Throughout the school day, including during extra-curricular activities, pupils learn about healthy lifestyles. In Reception, children learn about healthy food, develop very good personal independence and practise a good range of physical skills throughout the week.
- 4.12 Strong, effective procedures promote excellent behaviour and guard against harassment and bullying. Pupils report that there is no serious bullying and that staff deal rapidly and effectively with any minor disagreements. Good communication systems are in place regarding pastoral issues; clear records demonstrate the level of care taken by the school to deal with the very few instances of less than acceptable behaviour which occur.
- 4.13 The excellent behaviour across the school is supported well by the rewards system through which the staff acknowledge and value the pupils' contributions throughout the school. This includes the use of awards such as house points, 'Star of the Week' certificates and commendations.
- 4.14 The school has an effective plan for improving educational access for pupils with particular learning needs and/or disabilities. Pupils are able to express their views on the running of the school effectively through their representatives on the school council and more directly through the 'worry' box for pupils in Years 4 to 6.

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

- 4.15 The quality of arrangements to ensure the pupils' welfare, health and safety is excellent.
- 4.16 Arrangements strongly support the school's aim for pupils to be safe in the knowledge that there are always people who will help them. In Reception, staff take every opportunity to prompt pupils to think about safety, such as during discussions about road safety.
- 4.17 Pupils are safeguarded extremely well throughout the school. The staff attend regular child protection training at levels appropriate to their roles. Policies are implemented well and good relationships exist with local agencies. Safer recruitment procedures are applied carefully. Matters concerning the pupils' safeguarding are dealt with swiftly. Measures to reduce the risk from fire and other hazards are in place and are implemented correctly. Fire procedures, appliance checks, training, risk assessments and practices are up to date and recorded suitably. Since the previous inspection, a first aid room has been put in place, and pupils who are ill are cared for well. The majority of staff have been trained in first aid.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Sound advice is provided by the local board of governors as well as by the board of the New Model Schools Company which gives good oversight of finances, regulatory issues, safeguarding issues and the general educational direction of the school. The governors have an appropriate range of skills and backgrounds to give them an effective view of the strengths and areas for development for the school. The governors have the capacity to ensure that the school continues to improve and make very good progress in line with its aims. The board successfully discharges its legal responsibilities and, together with senior managers, have been instrumental in the vision for the growth and development of the school, supporting the pupils' excellent personal development. The governing body has a keen involvement in the EYFS and has helped to improve the resources in that area.
- 5.3 Regular reports are received from senior managers; these, together with visits by key governors, enable the governors to have a good insight into the working of the school. Oversight of procedures for appointing staff, health and safety matters and reviewing arrangements for child protection annually is good. The school buildings and grounds are well maintained.
- 5.4 The board has robust oversight of finances and has spearheaded the school's successful move into new, purpose-built premises while continuing to provide good resources. A teaching and learning committee of governors meets every term and includes heads of other schools in the group. The committee is effective in supporting and challenging the development of learning at the school, thus ensuring the good achievement of pupils. Governors are involved in other aspects of the school that affect learning, such as the setting up of an appraisal system for teaching staff.

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

- 5.5 The quality of leadership and management is good.
- 5.6 The highly effective leadership given by senior management ensures that the school fulfils its aims and that all pupils benefit from a good standard of primary education and show excellent personal development. All areas raised in the previous inspection report have been attended to and the school has a detailed development plan to ensure that it continues to make good progress. This identifies clear priorities for the continued improvement of teaching and learning. Rigorous lesson observations are a regular feature of a cycle of individual appraisal and continuous improvement for staff. There is a realistic vision for development within EYFS. Effective support by the local authority as well as by the school ensures key areas for development are identified. There are good systems for self-evaluation within the EYFS which ensure continuous improvement.

- 5.7 Leadership is effective in ensuring that all policies and procedures concerning the pupils' welfare, safeguarding and health and safety are implemented. The quality of the school's self-evaluation is good and informed by regular lesson observations and work scrutiny. The school is successful in recruiting and retaining well qualified teaching staff. Suitable checks are made when appointing staff as well as volunteers.
- 5.8 Senior staff in the EYFS and Year 6 give able support in the management of the school, but there is no formally structured school leadership team, which makes efficient delegation of leadership problematic. Where they exist, subject leaders have a very positive impact on the teaching and learning of their subject throughout the school, for example in mathematics and ICT. Further development of this level of management, along with clear job-descriptions is part of development planning intended to raise standards further. Since the previous inspection, the EYFS has expanded into two Reception classes, and has improved classroom organisation and the provision for outdoor play. Links with the local authority have been firmly established.
- 5.9 The efficient deployment of support staff ensures the smooth running of the school.
- 5.10 Parents are overwhelmingly supportive of the school. Relationships between the school and parents are outstanding. Parents have been instrumental in the success of the school and have devoted a great deal of time and energy into the partnership that exists between the two. When the school moved to its current new premises, parents donated time and expertise to establish the school grounds and oversee the building project; and provided equipment for the school in areas such as ICT. Parents volunteer to run after-school clubs such as photography and their help is very much appreciated by the whole school community.
- 5.11 In their pre-inspection questionnaire, parents were highly supportive of the way the school is run and managed. Parents feel that the level of care for their children is excellent, that teachers know their pupils well and that their children make good progress. Parents feel that the school listens to their concerns and they appreciate the open door policy which operates and the accessibility of the teaching staff. The school has an appropriate complaints policy and handles all parental complaints in a timely and efficient manner.
- 5.12 A minority of parents expressed concerns that the school does not share enough information with parents about their child's progress. Scrutiny of the information given to parents does not support this view. Parent consultation evenings are held twice throughout the school year. A detailed report at the end of each academic year is sent to parents. In addition, parents of pupils in Years 3 to 6 are given termly reports, which detail attainment and effort across the curriculum. Parents can attend additional information evenings.
- 5.13 The partnership with parents is excellent in the EYFS. They speak highly of the provision in the Reception classes and fully appreciate the outstanding communication between home and school. Excellent links with other local schools and settings foster the professional development of staff and ensure smooth transitions to Maple Walk School.
- 5.14 Current as well as prospective parents are given a wealth of information about the school including all required information, through meetings, open days and through the school's highly effective parent information website, which includes detailed curriculum plans. There is a weekly and half-termly newsletter informing parents of

events and planned events within the school. Regular email communication with parents, including notes for absence, is effectively used and valued by parents.

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