



INDEPENDENT SCHOOLS INSPECTORATE

NEWCASTLE SCHOOL FOR BOYS

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Newcastle School for Boys

Full Name of School	Newcastle School for Boys		
DfE Number	391/6014		
Registered Charity Number	503975		
Telephone Number	0191 2559300		
Fax Number	0191 2130973		
Email Address	headmaster@newcastleschool.co.uk		
Head	Mr David Tickner		
Chair of Governors	Dr Neil Lloyd-Jones		
Age Range	3 to 18		
Total Number of Pupils	377		
Gender of Pupils	Boys		
Numbers by Age	3-5 (EYFS): 26	11-18: 204	
	5-11: 147		
Number of Day Pupils	377		
Head of EYFS Setting	Mrs Sian Woosnam		
EYFS Gender	Boys		
Inspection dates	01 Oct 2013 to 04 Oct 2013		

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 November 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 on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) 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.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

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 Beryl Fawcett	Reporting Inspector
Mrs Gillian de la Torre	Assistant Reporting Inspector
Mr Larry Fairclough	Team Inspector (Head, IAPS school)
Mr David Goulbourn	Team Inspector (Head, IAPS school)
Mr Michael Jacob	Team inspector (Vice Principal, HMC school)
Mr Anthony Nelson	Team Inspector (Director of Studies, Society of Heads school)
Miss Jacqueline Scotney	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Newcastle School for Boys is an independent school for boys from the ages of 3 to 18. Since it was formed in 2005, the school has extended its age range upwards and developed a fully-fledged senior school, including sixth form. The senior school occupies its own site in Gosforth, which is about half a mile from the infant and junior school sites. The school is a charitable trust with all of its governors being trustees. Since the previous inspection, the management structure of the school has been developed and the day-to-day running of the school is delegated to the headmaster, appointed in April 2012, and supported by the bursar, senior school deputy heads, and heads of juniors and infants who form the school leadership team.
- 1.2 The school seeks to add significant value to each boy's baseline abilities, to enable the best possible progress and to ensure that the personal development of each young man is as full as possible. The aim for the EYFS is to create a happy learning environment where boys can flourish.
- 1.3 Since the previous inspection in November 2007, the senior school has undergone an extensive programme of development to provide a new school hall, a large new teaching block, art and technology, science and music facilities, a new purpose-built sixth-form centre and increased recreational space. Facilities have been further developed to include an outdoor play area for children in the infants and Early Years Foundation Stage (EYFS). There has been some reorganisation of infant and junior classes across the school's sites.
- 1.4 A total of 377 pupils attend the school, of which 26 are in the EYFS. The junior and infant schools comprise 118 pupils in Years 1 to 5 and the senior school (Years 6 to 13) has 233 pupils on roll, 29 of whom are in Year 6 and 47 in the sixth form. The ability profile of the junior school is above the national average, with over a quarter of pupils having well above average ability, and few having below average ability. The ability profile of the senior school is above the national average, with the majority of pupils having at least above average ability and some well above average. The ability profile of the sixth form is slightly above the national average, with most pupils being of average or above average ability.
- 1.5 The school has identified 35 pupils who require support for some aspect of their learning including special educational needs and/or disabilities (SEND). Three pupils have a statement of special educational needs. English is an additional language (EAL) for 21 pupils with four of them receiving extra support and guidance. The pupils come from a wide local area and from predominantly professional families in which a wide range of ethnicities is represented. The majority of junior school pupils progress into the senior school. At the age of 16, a small proportion of pupils leave to attend other local schools and colleges. Since the first cohort of sixth formers left in July 2011, an increasing number of pupils have achieved places at their first choice of university.
- 1.6 National Curriculum (NC) 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 The quality of the students' achievements, and of their learning, attitudes and skills, is good. Throughout the EYFS, children display high levels of concentration and a growing ability to think through processes to achieve success in their chosen activities. In the main school, including the sixth form, pupils are very well educated in accordance with the school's aims that seek individual academic progress and achievement for all boys. The contribution of curricular and co-curricular provision is good. Throughout the school, effective coverage of the curriculum includes all the requisite areas of learning that stimulate and encourage the pupils' development and enjoyment of learning. Few opportunities were seen for infant and junior pupils to develop independent research and learning skills in the classroom. In the senior school, pupils have good opportunities for independent research in lessons, although a previous recommendation to improve the senior school library provision to support pupils' learning has still not been implemented. The quality of teaching is good, with a significant amount that is excellent, and makes a strong contribution to pupils' progress and learning. Support for pupils with SEND and for able, gifted and talented pupils is good.
- 2.2 The pupils' personal development throughout the school is excellent and is supported by strong pastoral care. The school is concerned for pupils' well-being and secure relationships are built on mutual trust and respect. Across the EYFS all staff know the children in their care extremely well. Pupils' behaviour is good throughout the school. The school effectively guards against harassment and bullying, deals comprehensively and constructively with unacceptable behaviour and provides good attention to matters of welfare, health and safety.
- 2.3 The governance of the school is good. Governors know the school well, understand its special features and share a common vision for its future. Effective oversight of the school's educational standards and the efficient management of resources and finance have enabled the successful development of the school since the previous inspection. Leadership and management of the school are good. They provide clear educational direction and make a major contribution to the successful fulfilment of the school's aims, the pupils' achievements and their excellent personal development. There is a good understanding of the school's strengths and weaknesses, although the monitoring and evaluation of teaching and learning is not yet fully developed. Staff's clear vision and enthusiasm drives the continuous development of the EYFS setting. They speak enthusiastically about future plans and there is a culture of high expectations. Safeguarding and child protection policies and procedures meet the requirements of national guidance. Statutory responsibilities are fulfilled effectively. In the pre-inspection questionnaires, an overwhelming majority of parents confirmed that they are highly satisfied with the school.

2.(b) Action points**(i) Compliance with regulatory requirements**

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

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Improve and develop the quality assurance systems for the monitoring and evaluation of teaching and learning.
2. Identify and improve less successful teaching through more regular observation of lessons and sharing of the best practice across the school.
3. Examine pupils' work regularly, to improve the quality and consistency of marking and evaluation of pupils' learning across the school.
4. Improve senior school library provision to encourage pupils to read for pleasure and undertake independent research and study.
5. Provide more opportunities for infant and junior pupils to develop independent research and learning skills in the classroom.

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 In the EYFS, children demonstrate a passion for learning. They excitedly participate in group practical activities that encourage exploration and investigation, and independently build upon prior learning in their own play. They display high levels of concentration and a growing ability to think through processes to achieve success in their chosen activities. Creativity is fostered through role play where children fully immerse themselves in the role and they demonstrate a confident understanding of numbers up to 10 whilst counting toys and participating in number rhymes. They make very good progress towards the Early Learning Goals according to their starting points.
- 3.3 In the main school, pupils are very well educated in accordance with the school's aim to deliver, in a supportive environment, the highest levels of individual academic progress and achievement for all boys. In their responses to the pre-inspection questionnaires, the overwhelming majority of pupils and their parents were happy with the progress pupils make.
- 3.4 Throughout the school, pupils have good subject knowledge and understanding and show well developed creative and physical skills. Senior school pupils entered fully into role play exploring the characters in a novel, and imaginative and aesthetic skills flourished in music and drama in the junior school.
- 3.5 From the earliest ages, including the EYFS, pupils are extremely articulate and their speaking skills are often highly developed for their age. Infant school pupils fluently discussed pieces of work of which they were most proud and one of the most senior pupils ably explained the geography and the resources of the school to a visitor. In a variety of lessons across the school, pupils demonstrated good listening skills and the most able read with fluency, good expression and understanding. By the early stages in the junior school, writing is clear and well presented. Little independent investigation was seen in the junior school but the senior school provided clear evidence of independent research when, for example, pupils could demonstrate a deep understanding of the issues associated with devolution in the UK. Throughout the school, mathematical skills develop well and are applied effectively in subjects such as science. Competence in information and communication technology (ICT) is shown in a wide range of software applications.
- 3.6 Pupils engage very successfully beyond the classroom and enjoy many sporting achievements at team and individual level in both senior and junior schools at rugby, cricket and swimming. Some senior pupils are regional and county representative players. A number of successes in other co-curricular areas, include music, electric car building, drama, film-making and examinations of the London Academy of Music and Dramatic Art (LAMDA).
- 3.7 The junior school does not enter pupils for national curriculum tests but on the evidence available, attainment in the junior school is judged to be above national age-related expectations. The pupils follow a full curriculum and most are well prepared to transfer into the senior school. As judged, the level of attainment of junior school pupils indicates that pupils make good progress in relation to pupils of similar abilities.

- 3.8 Analysis of examination attainment based on the three-year period from 2010 to 2012, the latest period for which comparative statistics are currently available, indicates that GCSE results have been above the national average for maintained schools. The small number of pupils entered for A-level examinations in the initial two years of entry is insufficient to make a statistically sound judgement in comparison with national norms but, on the evidence available, attainment in the sixth form is judged to be in line with national age-related expectations. The pupils follow a full curriculum of A-level subjects and are well prepared for adult and working life by the time they leave the school.
- 3.9 The level of attainment, taken in conjunction with other inspection evidence and nationally standardised progress data, indicates that pupils make good progress to GCSE. The level of attainment of sixth form pupils indicates sound progress in relation to pupils of similar abilities. Pupils with SEND, and those with EAL make good progress, as shown by their overall performance, the improvement in their written and spoken English over time, and their growing confidence in contributing actively to lessons. In 2013 some students with SEND achieved above their predicted grades at A-level and entered their chosen universities. Those pupils who are gifted and talented (G&T) make similarly good progress.
- 3.10 Pupils generally exhibit exemplary attitudes to work, show enthusiasm for the subjects they study, and demonstrate perseverance and commitment when presented with a demanding task. In the senior school they show good research skills and effectively build on existing knowledge and apply it to new situations. Pupils show initiative and work equally well on their own, in pairs and in small groups.

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

- 3.11 The contribution of curricular and extra-curricular provision is good.
- 3.12 Throughout the school, effective coverage of the curriculum includes all the requisite areas of learning. The school's aim to stimulate and encourage the pupils' development and enjoyment of learning is comfortably met. It serves to extend the different aspects of pupils' talents and support the development of the whole person. The curriculum is appropriate for all ages, abilities and needs and includes excellent provision in the EYFS that meets the needs of the range of children who attend. The developing curriculum in the sixth form covers a good and interesting range of examination subjects, ranging from three sciences to film studies, and pupils are well supported by the personal, social and health education (PSHE) course that includes a thorough programme of careers education and guidance.
- 3.13 The curriculum helps pupils, including those with EAL and those with SEND, to make good progress according to their starting points. The EYFS programmes cover all areas of learning well and are flexible so that they can be tailored to suit children's interests and abilities. In the junior school, adequate breadth is provided for the pupils to explore their interests and develop a good range of skills at all levels. In the senior school, a varied and interesting curriculum stimulates pupils to want to learn. Teachers give freely of their time and help to accommodate pupils' option choices by willingly teaching some lessons before or after school. Weekly meetings and planning files show that subject co-ordinators, subject leaders and senior managers work well together to monitor, evaluate and review the curriculum. Parents are invited to effective parents' evenings to discuss the provision for, and

progress of, their child. Pupil transition across key stages is well prepared and smooth.

- 3.14 Good systems support pupils with SEND or EAL. The support for learning (SfL) team work closely with staff to ensure pupils are suitably identified and monitored by a clear programme of observation and referral. The effective use of cognitive ability and other standardised tests enables tracking of pupil needs, including those of the more able. Thorough intervention is enabled within and out of class, and includes effective enrichment classes outside the timetable or specialist one-to-one lessons for juniors and infants. Good practice when supporting gifted and talented pupils is based on high quality curriculum provision, such as pupils being entered in national art competitions, the elite athlete programme or the chamber choir. In the junior school, weekly extension and enrichment activities for the more able pupils are motivating but at both junior and senior level this is not always translated into sufficient challenge in lessons. The previous inspection recommended improving the senior school library provision. This development has not been sufficiently completed to enable pupils to read for pleasure and undertake more independent research and study.
- 3.15 Parental questionnaire responses support the inspection finding that there is an energetic programme of co-curricular activities across the school. The school believes that a significant amount of the personal development of young men occurs through their participation in the wider life of the school and this was clearly observed during the inspection. To this end, pupils are encouraged to participate in at least one activity each week, though in practice they do more. Efficient monitoring systems are in place to ensure pupil activities are attended, effective and are what the pupils' want; in the junior school the school council has a strong input into this. Once involved, pupils are expected to persevere with their selection to encourage resilience. The majority of staff are involved in offering a wide range of sporting, adventurous and other activities. This programme provides well for a vast range of interests, and successes are widely celebrated through assemblies. Recent development of an inter-house competition programme, particularly in music and sport, is set to further expand the co-curricular programme. Pupils work well with staff on a variety of local and more widely focused charitable enterprises, all of which help to raise their awareness of the needs of others. Visits and trips also play their part in supporting and enriching the curriculum.

3.(c) The contribution of teaching

- 3.16 The overall quality of teaching is good.
- 3.17 Teaching makes a strong contribution to pupils' progress and learning, supporting effectively the aims of the school. The majority of lessons are well planned and provide a sound basis for effective teaching which draws on the teachers' good subject knowledge to offer clear explanations and devise well-conceived activities that focus and stimulate pupils' interest. The most effective teaching is conducted at a brisk pace and uses skilled questioning to create an atmosphere that fully engages the pupils' attention and their desire to learn. In a junior school mathematics lesson, pupils were eager to work out the rations they would need to supply Drake's officers and crew about to set out on a long journey. Pupils in a senior school science class so enjoyed their practical work on photosynthesis and were so motivated that they lost track of time.

- 3.18 Good use is made of the time available. Throughout the school, a variety of resources, such as interactive whiteboards and specialist teaching rooms, support pupils' learning well and contribute to the development of their practical skills. Pupils thrive where tasks are set which suit their needs. In a science lesson with junior pupils taught by a specialist teacher, less able pupils were able to show that changing the rate of evaporation of a copper sulphate solution produced differently sized crystals. Sixth-form pupils engaged in thoughtful debate about Scottish devolution, expressing their opinions clearly and showing a high degree of independent thought. Teachers know the pupils well and teaching supports pupils with SEND and EAL and meets the provision set out in statements of special educational needs. Although a small number of pupils feel that they have too much homework, others consider it an important part of their learning. Inspection showed that the amount and type of tasks set are appropriate for pupils' age and stage.
- 3.19 In a small number of lessons where teaching was less successful, pupils' progress was slower, they tended to lose interest and variation of activities to meet pupils' individual needs was not always in evidence. Such lessons offered inflexible tasks and where the class was given the same work, the progress of the more able pupils was limited because they received insufficient challenge.
- 3.20 The quality of marking in the senior school is good but is more variable in the junior school. Throughout the school the best marking is thorough, with constructive comments and targets which enable pupils to understand how they can progress further. However, some marking is cursory and, on occasion, there is little evidence of teachers' comments being acted upon by the pupils. An increasing amount of data from internal and nationally standardised tests, such as pupil profiling in the EYFS, is used effectively to promote pupils' progress, to identify under-performing pupils and identify gaps in pupils' understanding.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 All pupils demonstrate a high level of spiritual awareness. They recognise this in themselves and they show a high regard for others. Pupils of all ages are confident and articulate. They are also sensitive to each other and aware of others' interests and backgrounds. They develop from their lessons an excellent awareness of different faiths and an extremely strong appreciation for differences of belief.
- 4.3 The pupils have an excellent moral sense. They recognise the difference between right and wrong, acceptable and unacceptable behaviour, and they understand clearly the consequences of their actions. A collective sense of responsibility has led to pupils raising significant sums of money to support charities, locally, nationally and overseas. Through the highly effective PSHE and social and emotional aspects of learning (SEAL) programmes, poster campaigns and in thought provoking subject lessons, pupils explore moral issues and are able to discuss them in a mature way, listening to the ideas of others and often being persuaded by them. They have a clear understanding of the consequences of making the wrong behaviour choices. Effective reward systems serve to encourage courtesy, maturity and thoughtfulness in action and deed. The pupils are confident to speak out when they feel an injustice and do so in an articulate and accomplished manner.
- 4.4 The pupils' social development is excellent. From EYFS onward they have a clear sense of belonging to the school and of their personal value. They share a strong sense of community and friendship within the school. The increased activity around the house system serves to develop this still further and is providing increased opportunity for leadership and responsibility. The pupils show themselves eager, helpful, friendly, courteous and display impeccable manners at all times. They seek positions of responsibility and carry out the attached duties carefully and well when they receive them, although, in interviews, junior school pupils craved more opportunities for positions of responsibility. Pupils' behave sensitively toward one another and they are unfailingly courteous and considerate to those they meet around the school.
- 4.5 Pupils' cultural awareness is outstanding, providing both tolerance and harmony throughout the school. The pupils develop an understanding of their own culture and those of others through formal lessons and through school trips. Pupils' cultural understanding is further expanded by visiting speakers to all parts of the school, for example to discuss matters of faith or personal belief.
- 4.6 Pupils are provided with a broad general knowledge of public institutions and services in England. The school curriculum and ethos precludes the promotion of partisan political views. By the time they leave the school, pupils have a very good standard of personal development.

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

- 4.7 The quality of the school's arrangements for pastoral care is excellent.
- 4.8 Through the class teachers and tutor system, the school provides effective support and guidance for its pupils in accordance with the school's aims. Pupils showed an exemplary regard for their school and an appreciation of the individual support they receive.

- 4.9 Across the EYFS all staff know the children in their care extremely well. Children approach their key person confidently. Relationships between adults and children, and between the children themselves, are well developed. Staff act as excellent role models and the application of the school golden rules helps foster an atmosphere of mutual respect and kindness. Staff successfully create a nurturing environment, within which children's independent skills and knowledge of healthy lifestyles are promoted.
- 4.10 The whole school is a caring community in which positive relationships are successfully fostered. The elected school council represents every age-group. It is highly valued by the pupils and provides a vehicle for their voice to be heard by the school's teachers and leaders. They say they would welcome further opportunities for their views to be heard, acted on or discussed with them and the inspection team accepted that this would be to their benefit.
- 4.11 Throughout the school good behaviour is effectively promoted. Unacceptable behaviour and the rare examples of bullying are dealt with comprehensively and constructively in line with the school's policies. The sanctions and rewards system is clearly understood by all and is fairly and consistently applied; good behaviour is rewarded appropriately.
- 4.12 Pupils are encouraged to develop healthy eating habits through the varied menu available at lunchtime. The opportunities for taking regular exercise are very good. There are many sporting activities within the curriculum and the co-curricular provision where pupil participation is high.
- 4.13 The school has suitable systems and a plan to improve access for pupils with SEND. Those with special needs are specifically addressed in lesson planning, and learning support resources are effectively deployed.

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

- 4.14 The contribution of arrangements for welfare, health and safety is good.
- 4.15 Child protection policies and procedures are in place and being correctly implemented. The chair of governors has a personal overview and, with the whole governing body, reviews the process annually. The member of staff designated as the child protection officer, and the deputy, update their training every two years and oversee the training of all teaching and non-teaching staff every three years.
- 4.16 In the EYFS, staff sensitively encourage children to undertake hygiene routines by themselves. The practice of children bringing in fruit to share with a friend every break time encourages an interest in healthy eating as well as the virtues of sharing. Visits such as those by firemen instil an interest and understanding of the importance of safety routines.
- 4.17 The health and safety policy is comprehensive and all necessary measures are thoroughly taken to reduce any risk from fire and other hazards. Fire practices are held regularly and risk assessments cover all aspects of school life. Documentation is detailed and all visitors are required to sign in at the school office and wear a badge with the fire safety advice on the back. Arrangements made for pupils who are ill and washroom facilities for disabled students are adequate.
- 4.18 The admission and attendance registers are properly maintained and correctly stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The governing body knows the school well, as a result of frequent contact between the chair and headmaster, the full and regular reports they receive from the senior leadership team and the time they spend at the school, including regular visits to the EYFS setting. In particular, the designated governor of the month spends a day in the school to gain an overview of what is happening and to understand the nature of the school at work. Thus, they understand the school's special features and share a common vision for its future in line with the school's aims.
- 5.3 Governors combine effective oversight of the school's educational standards with the efficient management of resources and finance that have enabled the successful development of the school since the previous inspection. This has culminated in a school that makes successful provision for all pupils whatever their age. The governors scrutinise reports from the school carefully, providing a rigorous check on the quality of the education it provides from the EYFS upwards. The development of facilities has been both imaginative and effective, so that the school is well resourced in many areas, and needs associated with other areas are known and planned for. Governors are committed to the achievement of high standards, set in the context of a broad education, and to providing a proper preparation for the challenges of adult life and work. They discharge their responsibilities for regulatory matters through regular oversight and review of welfare, health and safety, thus the minor deficiencies relating to the safeguarding policy, noted at the beginning of the inspection have been effectively resolved. The governing body as a whole carries out the required review of child protection arrangements each year.

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

- 5.4 The quality of leadership and management throughout the school is good.
- 5.5 Thorough systems of monitoring provide the EYFS management with an excellent overview of planning and practice. Regular one-to-one meetings and a cycle of appraisal ensure effective oversight and inform staff training aimed at improving children's experiences. The management has a clear vision for continual improvement and the desire to maintain and enrich the already strong provision is evident through the on-going programme of development, for instance the creation of a new, age-appropriate, library to help further promote children's love of books.
- 5.6 Leadership and management at the most senior levels provide clear educational direction and make a major contribution to the successful fulfilment of the school's aims, the pupils' achievements and their excellent personal development. Successful oversight of each part of the school (EYFS, infant, junior and senior) ensures effective implementation of day-to-day policies and procedures, including safeguarding, to enhance pupils' welfare and well-being and contribute to meetings to discuss and agree priorities, such as a recent whole-school focus on reading, which feed into the school's development plan.

- 5.7 Since the appointment of the headmaster in April 2012, the school has a renewed sense of purpose and has established coherence within the senior management team. This has been achieved through the appointment of academic and pastoral deputy heads who join the existing heads of the junior and infant schools and the bursar. The committed and enthusiastic heads of infants and juniors work closely on shared aims to raise the academic profile of their parts of the school.
- 5.8 Across the school, middle managers have developed a new sense of direction and purpose, and seek effectiveness both in and out of the classroom. The senior leadership team works positively on self-evaluation and setting of standards but is not yet fully effective in monitoring the quality of teaching and learning or disseminating good practice across the school. A newly introduced system of appraisal includes observation of teaching and starts to provide the basis for reviewing staff contribution to the school, but the provision of training and professional development, associated with appraisal, is embryonic and has yet to support a variety of personal training needs well. Informal communication across this small school is strong and enables a significant range of daily exchanges between staff to run smoothly and to the advantage of pupils. The school's commitment to the breadth of an all-round education is seen in the enhanced quality of existing and new facilities, including development of the sixth form centre, the refurbishment of the infant library and the laying of an artificial all-weather sports pitch on the senior school site.
- 5.9 The school is successful in recruiting and retaining well qualified staff with excellent subject knowledge and good teaching skills. Highly skilled staff in the EYFS understand how the children learn best and use appropriate resources and strategies that make activities fun and engaging. Newly qualified teachers receive careful and effective induction. All staff receive the required training in child protection, welfare, health and safety.
- 5.10 Links with parents, carers and guardians are good. Responses to the pre-inspection questionnaire were overwhelmingly positive. The vast majority of parents who responded expressed strong satisfaction with the education and support their children receive and inspection findings agree with the positive views the parents have of the school.
- 5.11 Parents feel that the caring ethos, coupled with the fact that staff know the children well, are great strengths of the school. They appreciate the fact that staff are easy to contact and respond to their queries and concerns promptly.
- 5.12 In recent years, the parents have actively supported the school by raising funds to purchase equipment that enriches pupils' learning. Whilst there is no parents' association in place at present, the school is currently seeking to restore such an association in recognition of the important part parents play in the life of the school.
- 5.13 Frequent opportunities exist for parents to become involved in the school's fundraising events for charity, which they support well. This is in addition to the various school events and functions, such as prize-giving, sports day and a summer fair. Collectively these help foster good relationships between home and school.
- 5.14 Comprehensive information about school life is available for parents of both present and prospective pupils. The website provides a wealth of information on both the academic and pastoral activities of the school. Weekly newsletters, along with invitations to attend a variety of informative meetings, ensure that parents are

provided with plentiful opportunities to keep abreast with school life and learn about issues that relate to pupils' education and well-being.

- 5.15 Regular reports provide parents with useful information and good quality comments. These, together with opportunities to meet with staff at parents' meetings, enable parents to gain a clear picture of their child's learning and achievements. Clear and appropriate procedures ensure that parents' complaints and concerns are dealt with promptly, treated with care and are usually resolved swiftly and informally.