



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
BABLAKE JUNIOR SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

Bablake Junior School

Full Name of School	Bablake Junior School
DfE Number	331/6023
Registered Charity Number	528961
Telephone Number	0247 6271260
Fax Number	0247 6271294
Email Address	jhmsec@bablakejs.co.uk
Head	Mr Neil Price
Chair of Governors	Mr Richard Atkins
Age Range	3 to 11
Total Number of Pupils	308
Gender of Pupils	Mixed (154 boys; 154 girls)
Numbers by Age	3-5 (EYFS): 46 5-11: 262
Head of EYFS Setting	Mrs Tirth Baines
EYFS Gender	Mixed
Inspection Dates	11 March 2014 to 14 March 2014

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, as amended. 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', 'requires improvement' 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 Linda Donowho

Mrs Amanda Childs

Mr Ian Adams

Mrs Val Holloway

Reporting Inspector

Team Inspector (Head, IAPS school)

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Bablake Junior School is a co-educational day school for pupils aged three to eleven. It forms part of the Coventry School Foundation which includes three other schools, overseen by a single board of governors. The school was founded in 1991 to prepare pupils for entry to Bablake Senior School and the majority of pupils transfer there at the age of eleven. It moved to the current site in 1993. Since the previous inspection, the school has added a pre-prep department, comprising the Early Years Foundation Stage (EYFS) and Years 1 and 2. This was formerly known as Cheshunt School and is approximately a mile away from the main school site. The school shares a large campus with the senior school in an urban location in the centre of Coventry. It is housed in its own accommodation and shares some facilities with the senior school, including a dining room, swimming pool and other sports amenities.
- 1.2 The school aims to provide a challenging and balanced curriculum that prepares pupils for the next stage of their education and equips them with skills for life. It aims to encourage the growth of reflection, intellectual curiosity and creativity within a spirit of independent and co-operative learning, a sense of responsibility, spiritual values, a strong personal and moral code, and the highest standards of behaviour and consideration for others.
- 1.3 At the time of the inspection, there were 308 pupils on roll, of whom 200 were in the prep (Years 3 to 6), and 108 were in the pre-prep, of whom 46 were in the EYFS. Of these, nine pupils attend the Nursery on a part-time basis. The pupils come predominantly from business and professional families. They are drawn from a wide range of nationalities and cultures, reflecting the local area. The school has identified ten pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support. There are 35 pupils who have English as an additional language (EAL), all of whom receive extra support when required. The ability profile of the school is above the national average. There is a fairly wide spread of abilities represented, with some cohorts having a notable proportion of pupils of well above average ability.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils, including those in the EYFS, attain high standards and make excellent progress in their learning. In response to an excellent curriculum and a wide range of extra-curricular activities, pupils have the opportunity to find out what they enjoy and discover their individual talents. Achievements are particularly notable in literacy, mathematics and science, while drama and music are strengths of the school. In the EYFS, children make excellent progress in their acquisition of skills in reading, writing, problem solving, reasoning and numeracy. The pupils' success is promoted by good teaching and their excellent attitudes to learning, which contribute well to their progress. Teaching is generally effective in motivating pupils, and makes particular provision for the more able pupils, however some is less successful when there is a slower pace in lessons and tasks lack challenge suited to individual needs. Pupils are regularly encouraged to collaborate and work independently, which they do well, although opportunities for pupil-initiated activities are more limited. Curriculum planning is excellent and co-ordinators have a clear oversight of their subjects. Marking is detailed, consistent and helpful to pupils, who clearly understand the targets that are set. Pupils with SEND or EAL are well provided for in lessons and in small groups when necessary; so ensuring their excellent progress. The quality of the provision in the EYFS is excellent; while observations and planning do not specifically make reference to the characteristics of effective learning, teachers and assistants have a thorough understanding of how the young children in their care learn.
- 2.2 The personal development of pupils throughout the school is excellent, and is supported by the equally strong pastoral care, welfare arrangements and health and safety procedures. Pupils are welcoming and extremely well mannered. They are respectful and accepting of others from different backgrounds and are interested to find out about cultures different from their own. Older pupils develop supportive relationships with those who are younger. Pupils are given many opportunities for responsibilities and accept these with enthusiasm and pride. Strong relationships between pupils and staff create a caring and supportive community in which pupils achieve much and know that they are valued.
- 2.3 The high quality of education is enabled through good governance, and leadership and management. Governors bring a wide range of experience and considerable commitment to their work. They are well informed about the school and give appropriate attention to welfare, health and safety. However, they have not comprehensively kept abreast of changes in statutory requirements and guidance. Recruitment procedures are efficient and safe, and all checks on staff, regular assistants and visitors are applied fully and correctly. The work of the school is supported by a very clear sense of purpose, which derives from the strong leadership from senior staff, including in the EYFS. School leaders' close knowledge of pupils and their needs supports all that the school does. The focus on curriculum monitoring and planning is a strength of the school, and staff, both teaching and non-teaching, bring considerable commitment to their work. The school enjoys excellent relationships with parents.

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. Strengthen teachers' sharing of best practice, particularly in providing opportunities for pupil-initiated activities.
 2. Ensure that governors keep abreast of regulatory requirements to enable more consistent monitoring of arrangements for pupils' welfare.
 3. In the EYFS, provide training for all staff with regard to using the characteristics of effective learning in their planning and observations.

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 excellent.
- 3.2 During their time at the school, pupils become progressively more confident in their particular abilities. This reflects the school's aims to help all pupils to enjoy their education and to fulfil their all-round potential whilst at school. By the end of their time in the EYFS, most children have made excellent progress across all areas of learning in relation to their starting points. Pupils throughout the school are very keen to learn, and clearly enjoy what they do in lessons and other activities. They commit themselves to producing work of the highest standards.
- 3.3 Pupils of all abilities throughout the school display high levels of literacy, numeracy and scientific understanding, in response to the strong curriculum focus on these areas and the excellent monitoring of progress, and due to the commitment they show to their learning. In the EYFS, children are able to express themselves clearly and write in simple sentences using their phonic knowledge, and they delight in talking to adults and expressing their views. In lessons, interviews and informal conversations, older pupils were open and confident in their contribution and particularly articulate when answering questions and presenting their ideas.
- 3.4 From the strong focus on reading in the EYFS, pupils throughout the school read fluently and with confidence. They enthusiastically express these skills, particularly in the regular shared reading lessons. They write in various styles and with thoughtful expression, regularly producing creative writing of a high quality. They write legibly and the presentation of their work is generally excellent across all subjects. Numeracy skills are applied especially well to solving problems and pupils develop their own strategies in mathematics. Children in the EYFS work confidently with numbers and they understand simple addition and subtraction. The pupils' investigative skills are well developed in science. Their creativity is particularly strong in certain areas, notably music, public speaking and drama, and they have considerable success in local competitions.
- 3.5 In the EYFS children are extremely motivated, confident and independent learners, who respond to school life with great enthusiasm and enjoyment. They co-operate very well in their learning and begin to make choices and decisions and they develop a clear understanding of the wider world through imaginative role play. Pupils across the school work extremely well collaboratively to resolve problems; they devise solutions and carry out research, using information and communication technology (ICT) effectively for this when given the opportunity.
- 3.6 The pupils' attainment cannot be measured in relation to performance in national tests as these are no longer taken, but from inspection evidence based on observations of lessons, scrutiny of work and discussions with individual pupils, it is judged to be excellent in relation to national age-related expectations. A good number of pupils gain scholarships to the senior school. This level of attainment indicates that pupils' progress is high in relation to pupils of similar ability.
- 3.7 Less able pupils and those with SEND make excellent progress because they are extremely well supported. More able pupils, and those with particular talents, make excellent progress because they are well catered for in lessons and in the extra-

curricular opportunities provided for them. Pupils with EAL make excellent progress as a result of the additional help and support provided whenever necessary.

- 3.8 Pupils are successful in a wide range of activities and these achievements make a significant contribution to their personal development, enabling them to demonstrate their individual confidence, team skills and respect for each other. Talented pupils achieve notably high grades in music examinations. Games and physical education skills are well developed in a variety of sports, and all pupils have the opportunity to represent the school. Cross-country running is a strength of the school and considerable awards have been gained. The school has won many local school cross-country championships, for boys and girls. Numerous individual achievements include places in national youth orchestras, success in chess competitions and representing Great Britain in running and swimming competitions.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 The curriculum is extremely well suited to the pupils' ages and abilities, and strongly supports the school's aims. It offers a suitably wide range of subjects, making a significant contribution to pupils' achievements, and is enhanced by an excellent range of extra-curricular activities, visits and links with the community. The educational programme in the EYFS makes excellent provision in meeting the needs of the children who attend, including those with SEND or EAL, offering a wide range of opportunities for the children to work confidently and with enjoyment. Since the previous inspection, a review of the curricular provision in Years 1 to 6 has resulted in a better balance of time across all areas, and has introduced formal teaching of design and technology. Recently, German and Spanish have been introduced in Year 6. Drama is a significant feature across the curriculum.
- 3.11 Curricular oversight and communication are generally excellent; this is particularly so in the core subjects, resulting in a cohesive, well-structured curriculum. Planning is excellent. It generates consistency in teaching and continuity across subjects and year groups, with enrichment of knowledge, skills and understanding being a key feature. Staff plan stimulating educational programmes. There is excellent curricular progression between the EYFS and the older years of the pre-prep, and from the pre-prep to the prep.
- 3.12 Pupils with SEND are well catered for; excellent planning provides for varied levels of challenge in tasks set, and individualised learning support is given. Regular paired reading and mathematics with pupils from the senior school aids their progress. They are withdrawn from lessons for group work, and supported in class by their teachers. More able pupils are provided for well through a varied curriculum in lessons and access to the academically based 'Explorers Club'; this enables them to undertake work of extended challenge in subjects such as Latin. Pupils are very well prepared for the next stage in their education.
- 3.13 A comprehensive personal, social and health educational programme reflects the school's aims and ethos and is particularly effective in supporting the pupils' personal developmental needs. Where cross-curricular links are used effectively the curriculum is enhanced significantly, but opportunities for ICT to be incorporated regularly in subjects are limited.
- 3.14 The excellent range of extra-curricular activities gives all pupils access to sporting, creative and academic pursuits. The excellent senior school facilities, such as the

sports hall, swimming pool and playing areas, are used well. Staff provide a wide-ranging lunchtime clubs programme that includes various sports, as well as creative clubs such as drama, chess, dance and craft, in addition to an extra-curricular programme after school. Overall, the activities programme reflects the pupils' diverse needs and interests, while competitive sport against a range of schools extends all abilities. Music is a strong feature of the school and specialist teaching is widely available across a range of instruments. There are regular opportunities for performance in concerts and assemblies within groups, ensembles or the school orchestra.

- 3.15 The curriculum is enriched by a wide range of local visits, such as those to a mill, a transport museum and several places of worship. Further enrichment is provided by a range of visiting speakers such as authors and athletes. In the pre-prep, including the EYFS, an extensive range of trips helps to broaden the curriculum.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is good.
- 3.17 Teaching is successful in promoting the pupils' progress and fulfils the aim of the school to encourage the growth of reflection, intellectual curiosity and creativity, within a spirit of independent and co-operative learning. It makes a strong contribution to the pupils' excellent levels of achievement.
- 3.18 In the EYFS, staff have an excellent specialist knowledge and provide children with stimulating and challenging experiences in all areas of development. Staff identify the children's achievements, developmental needs and interests. Focused observations are used to guide daily planning and identify the next steps for learning for each child. A wide range of exciting resources is used both inside and outside the classroom to support children's learning. Throughout the school there is consistency in the method of lesson planning, and in the most successful teaching, planning for the pupils' individual needs is central to success. Such teaching is lively and engaging, characterised by opportunities for active learning, appropriately demanding tasks, challenging questioning and effective management of time. Where teaching is less successful, opportunities to encourage independence are limited and there is a lack of challenge and pace.
- 3.19 Pupils have regular opportunities for collaborative learning and to develop their understanding and skills through peer discussion. They show the ability to use high order thinking skills when encouraged to do so. They are given many opportunities to take more responsibility for their learning through working independently, though opportunities to initiate their own activities are fewer.
- 3.20 The teachers know the pupils very well. In most teaching, tasks are carefully matched to each pupil's ability, enabling excellent progress. Older pupils benefit greatly when the class is divided for mathematics, so enabling all pupils' particular needs to be met. Staff challenge pupils to take risks and the pupils respond well in the knowledge that their efforts will be appreciated, but this is not consistent across all subjects. Staff and pupils show mutual respect. Overall, teaching enables pupils to develop a thorough subject knowledge and understanding, most evident in the core subjects. There is a strong focus across all teaching towards successful entry to the senior school. The comprehensive schedule of assessment, monitoring and target setting, particularly in the core subjects, contributes significantly to the effectiveness of the teaching and to the pupils' excellent progress. Pupils are

consistently given clear learning objectives, which provide a strong focus for each lesson. Marking of the pupils' work is generally thorough, particularly in English and science, and is undertaken regularly. It is well guided by the marking policy across the school. In the best examples, this includes a clear evaluative comment and a target for progress. Pupils are very aware of these targets and know how to respond to the comments to improve their work. Targets in other subjects are less well developed.

- 3.21 Generally, resources are used creatively. In lessons where cross-curricular links with ICT are made, pupils use their ICT skills very well. Many staff use the interactive whiteboards effectively for demonstration and explanations, for example using a digital viewer in a science lesson for younger pupils, but there are limited opportunities for pupils to use these resources independently.
- 3.22 Pupils of all abilities are enabled to learn effectively. Teachers are given information for pupils with SEND, and detailed individual learning plans assist planning by focusing on the specific needs of each pupil. Targeted assistance supports less able pupils extremely well within the classroom setting. Individual teaching of pupils with SEND or EAL is good. In the most successful teaching, the most able pupils are challenged through targeted activities, enabling them to make rapid progress and maintaining their interest throughout the lesson.

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 The standard of the pupils' personal development is very high throughout the school, in accordance with its aims. A very tangible and positive atmosphere of respect is evident in class and as pupils move around the school. Relationships amongst pupils are excellent; particularly significant is the older pupils' support of those who are younger.
- 4.3 Pupils are confident and self-aware. They have strong levels of self-esteem and value others. In this they are encouraged by the school's regular and visible practice of assessing and rewarding effort. In the EYFS, children show excellent personal development; they feel safe and are confident in making choices, selecting activities and trying out new things. The children engage effectively with their peers and with adults. They behave extremely well, work collaboratively and show respect for each other. They are well prepared for the next stage in their education. Pupils at all stages are confident to take on the opportunities offered in their lessons and activities. Assemblies are a key part of school life, and encourage pupils to appreciate non-material aspects of life and allow time for reflection. As a result, pupils take account of the needs of others and of the school community as a whole. Pupils listen to each other, and work in groups and pairs and as a team, so fostering respect for the ideas of others.
- 4.4 From the EYFS onwards, pupils demonstrate a clear sense of right and wrong, and respect the school's behaviour code. The school's high expectations of its pupils are implicit in school life. Consequently, all pupils have a high regard for others and are encouraged to involve each other in solving pastoral issues. Pupils speak of the need for and the importance of friendship, and care for each other; they articulate clearly a need for tolerance, generosity and kindness. This is further reinforced through display work and house assemblies. Pupils are aware of rights and wrongs in society and of looking after their environment.
- 4.5 The pupils' social development is excellent. Pupils make an exceptional contribution to the life of the school through many positions of responsibility undertaken during their time in the school. School council representatives are chosen from each class. The pupils recognise that the school council is a democratic way for their views and aspirations to be aired and considered. When pupils reach Year 6, roles such as monitors, 'care bears', and head boy and girl are elected. Numerous charitable causes are supported throughout the school; these are often proposed by the school council or individuals. Through a wealth of fund-raising initiatives to support, for example, children at Christmas time, people living with AIDS in Africa and a regional children's hospital, as well as opportunities to perform at local churches or homes for the elderly, pupils develop an awareness of those less fortunate than themselves.
- 4.6 The cultural development of the pupils is excellent. Tolerance and harmony are integral to the community. The pupils' respect for one another's cultures enables positive relationships within the diversity of the school. Their cultural awareness is further supported through a range of trips and visits to local mosques, Hindu temples and Coventry Cathedral. By the time the pupils transfer to their senior schools, they have an excellent level of personal development, exhibiting maturity and independence.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Pastoral care is a particular strength of the school; pupils confirm that they feel extremely safe and happy. The school's welcoming and family ethos reflects its aims to value and support each individual, providing a high quality of pastoral care. Parents who responded to the questionnaire strongly expressed the view that their children are well looked after. Relationships between pupils and staff are respectful and underpinned by a sense of harmony. Staff demonstrate an insightful knowledge of each pupil, which enables them to provide excellent support and guidance, with form teachers being the first point of contact. In the EYFS, staff form strong bonds with the children through the key person system and promote high standards of behaviour and harmonious relationships. Courtesy and kindness are given priority so that all children feel happy and safe.
- 4.9 The well-structured pastoral arrangements are given a high priority within the school's ethos and routines, supporting the pupils' personal development exceptionally well. The pupils state confidently that they can turn to the staff for help in the event of any concern, and strongly agree that bullying is extremely rare. The anti-bullying policy is comprehensive and staff deal with any instances quickly and constructively. Pupils are encouraged to manage their emotions so that they consider a situation before they respond to it. Excellent communication systems are in place regarding pastoral issues; concerns are carefully recorded, along with the measures taken to deal with them. Sanctions are appropriate, and considered by pupils to be applied fairly, although this is rarely necessary. The school has a strong culture of praise, rewarding good behaviour and effort through a variety of methods, including celebrating success in the weekly assemblies. The house system motivates the pupils to behave well and to do their best, and pupils are proud of the success of both themselves and their houses.
- 4.10 Channels of communication are excellent and ensure that the views of pupils are heard. Pupils are most enthusiastic about the work of the school council, which meets fortnightly.
- 4.11 Pupils, including those in the EYFS, develop a thorough understanding of the importance of choosing a healthy diet and participating in physical exercise. Food is plentiful and nutritious; menus change regularly and the caterers endeavour to meet all individual dietary needs.
- 4.12 The school has a plan covering three years to improve access to its provision for pupils with SEND.

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

- 4.13 The contribution of arrangements for welfare, health and safety is excellent.
- 4.14 Throughout the school, including the EYFS, where children are carefully safeguarded, the well-being of pupils is central and measures for ensuring this contribute to their happiness. Staff receive suitable training in child protection, both on induction and at appropriate intervals; those with particular responsibilities attend the required additional training courses with local agencies. All staff are aware of the action to take in the event of a concern and the school liaises appropriately with local agencies. Safeguarding is overseen by the governing body, which conducts an annual review; in addition, governors with specific responsibility for safeguarding meet regularly with the designated staff to discuss any safeguarding matters that arise. The school's child protection policy, which is a combined policy for all schools in the foundation, is now compliant in content but has not in the past had regard to up-to-date regulatory guidance. The staffing recruitment process is rigorous, and checks prior to appointment are completed and recorded as required.
- 4.15 Health and safety procedures are particularly well organised and appropriate risk assessments cover all aspects of school life. Effective measures are in place to reduce the risk from fire and other hazards, procedures are practised regularly and efficient records are kept. Any health and safety concerns are quickly recorded centrally and acted upon by the estates management. Termly whole-school health and safety committee meetings are held to discuss all relevant issues and necessary action is taken. Appropriate provision is made for sick or injured pupils in terms of medical facilities and trained staff. Details of any allergies or dietary requirements are passed to the catering department and other relevant staff.
- 4.16 Registration of pupils is methodical, with absence followed up quickly. The school correctly maintains attendance registers and an appropriate admission register.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governors are fully committed to the school, its pupils and staff, and to its continuing development. They benefit from a wide range of experience and professional backgrounds, and new members are selected when necessary to develop further the group's expertise. New members are formally inducted and ongoing training is available to them. The board includes parents of former and current pupils, ensuring close links with the parent body and the school. It has a clearly defined structure and appropriate and supportive committees.
- 5.3 Governors are fully aware of their responsibilities with regard to strategic planning. They discharge these extremely well in order to ensure that the school's accommodation and human and material resources are of a high quality, to meet the pupils' educational needs. The full board is kept well informed of the educational development and management of the school through reports from the leadership and through the regular meetings and minutes of the academic and resources committees. These arrangements enable governors to monitor and evaluate the success of the school. They offer both challenge and support to the management and regular visits to the school by governors are developing, in line with the recommendation of the previous inspection. The governors are kept well informed and have good insight into the life of the EYFS, and a governor has recently been appointed to oversee this part of the school.
- 5.4 The governing body is fully aware of its obligations for child protection and safe recruitment, and appropriate training has been undertaken by a number of governors. Specific governors have been allocated responsibility for these areas; they meet with and are informed regularly by those staff with particular responsibilities in child protection. However, governors do not regularly keep abreast of changes in statutory requirements and guidance, and the mechanism for this process is not systematic. The policy is now compliant with regulations. Governors' minutes in their recording of the annual review lack detail.

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 leadership team, including that of the EYFS, has a strong vision for the school. Its members have successfully created an ethos and sense of purpose in both the pre-prep and prep sections of the school which fully contribute to the excellent quality of personal development and pastoral care, and to the academic excellence of pupils. The team is efficient and approachable, and highly effective in furthering the school's aims. At all levels of responsibility, the leadership and management of the school are effective with regard to delegated responsibilities. Staff are supportive of and supported by the leadership team, and feel appreciated and that their opinions are valued. They are dedicated to the care of the pupils and strongly support the aims of the school.
- 5.7 Leaders at all levels are focused in self-evaluation, setting priorities and ensuring that these are achieved. Curriculum co-ordinators in the prep are rigorous in the planning, monitoring and development of their subjects and all records are exceptionally well kept. Co-ordinators monitor the teaching of their subjects and assess the quality of the pupils' work. Peer observation to share good practice in teaching across the school is in its early stage of development and as a result the best practice is not shared across all subjects. The role of the subject co-ordinator in the pre-prep is developing and much of the monitoring is at present carried by management. In the EYFS, management is strong and regular self-review reveals a clear vision for future developments. The skilled and experienced staff work as a close-knit team and provide excellent role models for the children, but they do not currently make reference to the characteristics of effective learning in their observations and planning.
- 5.8 The whole-school development plan is the result of wide consultation and all staff are committed to its implementation. Communication and consultation are purposeful and informative, and enable all staff to make their views known and to contribute to policy and practice. Regular staff appraisal is in place, including for the leadership, which meets the recommendation of the previous inspection. Areas for staff development are clearly identified and acted upon.
- 5.9 Procedures and policies throughout both pre-prep and prep are clear and appropriately detailed. They are well implemented by staff and contribute well to the smooth running of daily school life. All necessary checks are carried out to ensure the suitability of staff, and the single central register of staff is now complete.
- 5.10 Links with parents are excellent. The school values the strength of its partnership with parents and through its 'open door' policy establishes a bond between home and school. Responses to the pre-inspection questionnaires were overwhelmingly positive and there was no aspect of school life where parents expressed concerns in large numbers. The overwhelming majority of parents are happy with the progress that their children make at school, the breadth of the curriculum and the excellent range of extra-curricular activities.
- 5.11 Parents enjoy many opportunities to be involved in the life of the school. They visit the school regularly for events such as sports fixtures, drama productions, concerts and competitions. Parents are involved in sporting activities such as 'mother and daughter' rounders and 'father and son' cricket.

- 5.12 The school's website provides information about the school and gives access to all the required information to the parents of current and prospective pupils. The parents of new pupils are provided with all relevant school information. Termly school magazines publish information about school visits, charity fund-raising events and sporting achievements. In the EYFS, communication between staff and parents is good. Staff are readily available to talk to parents, and information is displayed on notice boards, passed on at handovers and provided at parents' evenings. Parents receive helpful information about the school and their children's curriculum through meetings, handbooks and presentations. There is an active parents' association.
- 5.13 Parents' evenings take place regularly and reports are sent home termly. These give detailed information about the progress pupils have made in all subjects, with targets set for future learning. Reports are sent home bi-annually in the EYFS.
- 5.14 The school has a clear and appropriate complaints procedure. Parents' concerns are heard promptly and treated with care and consideration; as a result the vast majority are dealt with swiftly and informally.

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