



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
BROOMWOOD HALL SCHOOL**

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Broomwood Hall School

Full Name of School	Broomwood Hall School
DfE Number	212/6347
Address	Broomwood Hall School 68-74 Nightingale Lane London SW12 8NR
Telephone Number	020 8682 8800
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Email Address	broomwood@northwoodschoools.com
Headmistresses	Mrs Carole Jenkinson (Upper School) Mrs Sarah Graham (Lower School)
Principals/Proprietors	Sir Malcolm and Lady Colquhoun
Age Range	4 to 13
Total Number of Pupils	616
Gender of Pupils	Mixed 4 to 8; Girls 8 to 13
Numbers by Age	4-5 (EYFS): 110 5-11: 422 11-13: 84
EYFS Gender	Mixed
Inspection Dates	11 Feb 2014 to 14 Feb 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 January 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 a proprietor, 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 David Bunkell	Reporting Inspector
Mrs Annabelle Hancock	Assistant Reporting Inspector
Mr Michael Hewett	Team Inspector (Former Headmaster, ISA school)
Mr Matthew Lovett	Team Inspector (Headmaster, IAPS school)
Mr Adrian Lowe-Wheeler	Team Inspector (Former Deputy Head, IAPS school)
Mr Nicholas Parsons	Team Inspector (Head of Department, IAPS school)
Mrs Seona Rivett	Team Inspector (Former Headmistress, IAPS school)
Mrs Anne Turner	Team Inspector (Head of Department, IAPS school)
Miss Mary Regan	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 Broomwood Hall School was founded in south London in 1984, with 12 pupils who were taught in a church room. Currently, 616 day pupils aged from 4 to 13, 208 boys and 408 girls, attend the school, including 110 in 6 Reception classes in the Early Years Foundation Stage (EYFS). The school is located on four sites, three of which are on or near Nightingale Lane, and the other based two miles away at Garrad's Road. Children in the EYFS are educated at two of these sites. The Lower School (Reception to Year 3) is co-educational and the Upper School (Years 4 to 8) is attended by girls only. The Upper and the Lower School each have a headmistress. Most boys transfer at the age of eight to a nearby boys' school under the same management, Northcote Lodge.
- 1.2 The school is owned by the founders, known as the principals. Together with a family member, the two headmistresses and the director of admissions, they are the directors of the limited company which oversees the operation of the school, and are the legal proprietors. There have been no major changes to the nature of the school since the previous inspection.
- 1.3 The school aims to promote traditional values, with a Christian philosophy and ethos. It seeks to provide an excellent education, inside and outside the classroom, with particular emphasis on self-discipline and confidence, a sense of duty and responsibility, good manners, courtesy and tolerance of others. The school was established to serve the needs of parents living locally, and continues to draw its pupils under the age of eight from the local area. Entry to the school is non-selective on the grounds of ability. The ability profile of the school is above the national average, with most pupils being of at least above average ability.
- 1.4 The school has identified 119 pupils as having special educational needs and/or disabilities (SEND), and learning support is provided for some of these pupils when necessary. No pupil has a statement of special educational needs. Of the twenty-nine pupils who speak English as an additional language (EAL), linguistic support is provided to three. Most pupils are of white British heritage and the remainder are from other ethnic origins. The majority of parents work in the professions, associated largely with the City of London.
- 1.5 National Curriculum nomenclature is used by the school from Year 1 onwards and throughout this report to refer to year groups. The school refers to its Reception classes as 'Preps'.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The overall achievement of the pupils is excellent, largely because of their exemplary attitudes to learning, as they approach every task with great enthusiasm and commitment. Pupils gain places at a range of selective independent senior schools, many with demanding entrance requirements, and a significant number achieve scholarships each year. Excellent teaching makes a substantial contribution to the pupils' success, including those with SEND or EAL. Marking is thorough, including praise and advice for improvement. Very effective use is made of tablet computers and other technology within an excellent curriculum. In the EYFS, the curriculum and the standards achieved by children are good, but the time allocated to some curricular areas is insufficient, and as a result the more able children do not always exceed national expectations. Pupils are often successful beyond the classroom, with particularly significant achievement in drama. Extra-curricular activities contribute highly to school life. Pupils' educational experience is enhanced by trips and visiting speakers.
- 2.2 The quality of the pupils' personal development, including those in the EYFS, is excellent. They show maturity in the manner in which they care for each other and look after visitors. Relationships within the school are highly supportive. The adults are excellent role models, and provide a high standard of pastoral care for the pupils. The pupils are able to take on responsibilities within the school. Arrangements for health and safety are excellent. Safeguarding the welfare of the pupils is of paramount concern to all staff and requirements are fully met.
- 2.3 The directors provide excellent oversight of the school. All their statutory duties are discharged diligently, and they have an extremely clear vision for the school's future development. Excellent leadership and management enable day-to-day school life to proceed efficiently and high standards to be maintained. Links with parents, carers and guardians are excellent, contributing considerably to the happiness and success of the pupils.
- 2.4 At the time of the previous inspection in 2008, there was one regulatory failing, with regard to the number of toilets for children in the EYFS. This was speedily remedied. Five recommendations were made. Those regarding the use of information and communications technology (ICT) across the curriculum, extending multi-cultural experiences, ensuring that all lessons contain tasks for pupils of differing ability and increasing provision for child-initiated play in the EYFS have been fully met. Much progress has been made towards meeting the remaining recommendation to extend opportunities for pupils to engage in independent work and study, however the school acknowledges that this has not yet been fully explored.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Develop further opportunities for pupils to take greater responsibility for aspects of their own independent learning.
2. In the EYFS, create a better balance of time for all the required areas of learning and development, to enable all children to realise their full potential across the curriculum.

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 The pupils are very well educated in accordance with the school's aim to provide an excellent education. They develop their understanding, knowledge and skills very effectively in all subject areas and extra-curricular activities. They are articulate and converse confidently. Pupils listen to each other and their teachers carefully, their reading is fluent and their extended writing in subjects such as history and English is very effective. Numeracy skills are very secure across the ability range. Pupils use ICT proficiently, for example in lessons where older pupils used technology to land and control imaginary vehicles on a virtual planet, and younger ones confidently manipulated text and field data. Pupils use their creative skills well in practical lessons and demonstrate logical thinking.
- 3.3 Pupils are highly successful in a range of accomplishments in lessons and extra-curricular activities. Many pupils have achieved a black belt in karate. In music, many pupils achieve good grades in external examinations for various instruments or singing, and the chamber choir performed with confidence and proficiency at a church service during the inspection. Younger pupils sang and danced enthusiastically during an afternoon concert for their parents. Achievements in speech and drama examinations and productions are of a high standard.
- 3.4 In the EYFS, children are confident and relate very well to adults. They are highly articulate, happy to speak in front of a group of people and listen attentively to their teachers and each other. They are confident in ordering numbers from one to ten and can form these numbers correctly. Children are able to use their phonic knowledge to sound out simple key words. They work independently on investigative work, as seen in an animal role play after a zoo visit. Many children can write their first name accurately. By the end of the Reception year, most children reach expected levels of achievement, while the more able exceed expectations in some areas of their development.
- 3.5 Pupils' attainment cannot be measured in relation to average performance in national tests, but on the evidence available, it is judged to be excellent in relation to national age-related expectations. Many pupils gain academic, music or drama scholarships to senior schools, and these pupils' attainment is judged to be exceptional. Pupils make excellent progress through the school, based on evidence from lesson observations, their written work and curriculum interviews. Those with SEND or EAL are well supported in class by teachers and assistants, which has a positive impact on their progress and attainment. Children in the EYFS, including those with SEND, make good levels of progress in their learning and development relative to their starting points and are well prepared for the next stage of their education.
- 3.6 Pupils have highly positive attitudes to their work and their involvement in activities. In the EYFS, children are well motivated and engage enthusiastically in many well-planned tasks. They are highly articulate and demonstrate great confidence. More able pupils of all ages respond very well to tasks that challenge them at their own level of ability, and achieve appropriately high standards. Pupils settle to work quickly, show excellent application and perseverance, and work collaboratively with others and independently when given opportunities to do so. In discussion with the

oldest pupils, it was evident that much independent learning takes place in some subject areas, for example in the evaluative presentation of books studied. The presentation of pupils' written work is consistently neat, and their behaviour is exemplary. The high quality relationships that they share with each other and with their teachers have a very positive impact on their levels of achievement.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The highly effective curriculum enables the school to fulfil its aim to provide excellence in education inside and outside the classroom. It offers a wide range of subjects in different areas of learning, giving ample and stimulating opportunities for all to succeed. Pupils of all ages learn French, and Spanish is an option in Years 7 and 8, leading to Common Entrance.
- 3.9 The curriculum very effectively develops the pupils' creative, sporting and technical skills, alongside numeracy and literacy, and is strongly supported by excellent specialist facilities for art, design technology, music, cookery and science. In the EYFS, all children enjoy exciting outdoor learning environments. Pupils in Year 7 learn to cook to a high standard, preparing meals to take home each week. The effective use of tablet computers is included in curriculum planning. This has enabled the school to meet the recommendation made at the previous inspection to develop further the use of ICT across the curriculum.
- 3.10 In the EYFS, the broad and often exciting educational programmes across the seven areas of learning and development enable all children to reach the level of development typical for their age. However, the limited time allocation for some of the prime and specific areas of the EYFS framework prevents full coverage of those areas, and as a result the more able children do not always have the opportunity to exceed national expectations. The recommendation of the previous inspection to increase provision for child-initiated play has been met, and there is now a good balance of adult-led and child-initiated activity.
- 3.11 The curriculum ensures that pupils are very well prepared for entry to senior schools, with the vast majority remaining at the school until Year 8. Pupils consider possible future careers at a series of talks given by guest speakers, often parents, past or present, from a range of professions. The most able pupils are identified by staff, and the curriculum organised to ensure that they are challenged and stimulated. On the rare occasions where pupils with EAL need linguistic support, this is included in curriculum planning.
- 3.12 The curriculum is much enhanced by frequent trips, utilising the opportunities that London has to offer. Reception children enjoyed a day at a local zoo. Pupils participate daily in a wide range of sports, taking advantage of excellent local sporting facilities at several venues, including an indoor cricket centre.
- 3.13 The excellent extra-curricular programme offers a wide variety of clubs, which are enjoyed by pupils and well attended, taking place before and after school and at lunchtime. These range from gardening to Mandarin, while a large number of musical ensembles for various instrumental groups and the several choirs are appreciated by pupils of all ages, giving them ample opportunities to perform. Pupils participate in at least two dramatic productions each year, including class performances at a local church and year-group presentations.

- 3.14 The school maintains excellent links with the local community, for example through carol singing at a local railway station, singing at a local hospice church service and orchestral performance at a church to raise funds for charity. Strong links with two local churches enable all pupils to attend church weekly, and provide a useful venue for class productions and special services. The school's aim to maintain a strong family atmosphere is reflected through joint events with Northcote Lodge, such as an annual debating competition and church services.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is excellent.
- 3.16 Teaching is highly effective in supporting the school's aims. Teachers' high expectations and enthusiasm encourage highly positive attitudes to learning. Planning is thorough, and the great majority of lessons provide opportunities for independent thought and active learning. Staff make imaginative use of a wide range of high quality resources to help pupils to develop their skills and understanding and to build on their interests. Secure subject knowledge enables lessons to be conducted with confidence and clear explanations. Teachers use open-ended questioning to move pupils' learning forward rapidly in well-paced lessons. The previous inspection made a recommendation to extend further the opportunities for pupils to engage in independent work and study. Significant progress has been made towards meeting this recommendation, and pupils are often encouraged to undertake independent learning, particularly with regard to the use of tablet computers. However, opportunities for independent learning are not yet fully explored. The recommendation to provide tasks for pupils of different abilities has been met.
- 3.17 In the EYFS, the children enjoy the advantages of specialist teaching in French, music and physical education. The EYFS teachers know their children very well, and enable them to acquire key skills, ensuring that they develop and learn effectively in readiness for the next stage of their learning. The children benefit from many chances to initiate their own learning and they assertively make decisions. Different teaching strategies and suitable levels of support, challenge and intervention are used in the EYFS to facilitate a close match between the learning activity and the individual needs of all children, whose progress is tracked using effective systems of assessment. Resources are put to effective use.
- 3.18 Teachers effectively use technological resources, such as interactive whiteboards and tablet computers, to make lessons interesting and involve pupils fully. Pupils used tablet computers to make a film for a competition to win a visit from a children's author, which included interviews with younger pupils who had read the author's books.
- 3.19 Teaching invariably uses teachers' excellent knowledge of individual pupils as well as information from assessment to plan activities with an appropriate level of challenge for differing needs, including supporting those with SEND. Teachers use well-focused questioning to ensure that pupils' understanding is secure. They adapt the lesson activities appropriately, often placing pupils in groups where they can assist one another. Discussion with pupils confirmed that they know that they are succeeding in class, and can assess their own progress from marking and from tests.

- 3.20 Most work is marked with helpful suggestions for improvement, and effective use is sometimes made of self- or peer assessment. The school makes good use of a range of standardised assessments as well as internal examinations to enable teachers to track pupils' ability and progress. The use of this data enables teachers to have realistic expectations for each pupil, and to match teaching strategies to individual pupils' 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 excellent.
- 4.2 The school fulfils its aims to develop self-discipline and confidence through a sense of duty and courtesy, as well as tolerance towards others. The personal development of the pupils by the time they leave the school is excellent.
- 4.3 In the EYFS, high standards of behaviour are expected of children, and these are usually achieved. Children are helped to understand the importance of listening to others, to share, co-operate and take turns. They are adept at making decisions for themselves, and benefit from the choices they have made. Reception children spend time with the older classes and their teachers. They are self-assured and confident, and feel secure and happy.
- 4.4 Pupils have a strong sense of themselves, and they are aware of non-material aspects of life. Members of the gardening club spoke enthusiastically about the flowers, fruits and butterflies in the garden that they had helped to create. The pupils' spiritual and aesthetic awareness is much enhanced by the school's strong Christian ethos. Pupils appreciate the weekly church services as an opportunity for personal reflection and as a welcome pause in the busy week.
- 4.5 The pupils benefit greatly by exploring and discussing moral issues in personal, social and health education, religious education, assemblies, church services and tutor time. Their awareness of right and wrong is evident in their appreciation of each other, and through the simple school rules, known as the Broomwood Way. Pupils in the Lower School appreciate the chance to earn 'golden time', and awards such as a cup for tidiness and good table manners help to engender a sense of respect within the community. Pupils of all ages demonstrate a strong sense of fair play. They understand how sanctions work and appreciate the systems that are in place to manage poor behaviour.
- 4.6 The pupils' social awareness is highly developed. The exemplary care that pupils show for each other and the pride that they have for their school are consistently evident. They appreciate the friendly, warm and caring environment in which they learn and achieve. Pupils treat each other with courtesy and respect. Harmonious relationships exist amongst pupils and staff, and older pupils mix readily with and support those who are younger. Pupils develop in their maturity from the many opportunities to take responsibility, for example as prefects, librarians and form captains, or as representatives on the school councils. Pupils develop their awareness of those less fortunate than themselves through their involvement with and contribution to charity fund raising, for example for a school in Ethiopia, involving the whole community through events such as an Ethiopian day and a carol service. Older pupils benefit from a visit to Parliament, helping to develop their political awareness.
- 4.7 Pupils' understanding of cultures other than their own is well developed. They benefit from visits to places of worship as well as to museums and art galleries. Pupils' awareness and appreciation of the wider world are enriched by cross-curricular and cultural days, and through the wide range of trips and visitors that support the curriculum. They acquire knowledge of Western and other cultures in music and art lessons, and enjoyed a recent trip to World War One battlefields. The

school has therefore responded well to the recommendation of the previous inspection to provide opportunities for pupils in the Lower School to learn about and experience other cultures.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The school's highly effective pastoral structure begins with the individual care provided by Lower School class teachers. In the EYFS, provision for children's well-being is excellent and a particular strength of the setting. All children are assigned an individual key person, overseeing their welfare effectively and ensuring that they feel safe and behave well. Teachers and support staff ensure that all children, including those in need of additional support, form secure emotional attachments, so that each child is valued as a unique individual.
- 4.10 In the Upper School, an excellent tutor group system offers pupils a choice of tutor, with whom they can remain for successive years, providing continuity of care. This is enhanced by support for individuals through personal discussion and development, as well as interview practice and revision planning. A trained counsellor enhances the provision for pastoral care, providing professional expertise on personal issues. 'Worry boxes' provide a ready means for pupils to ensure that concerns are addressed promptly.
- 4.11 Strong and supportive relationships are evident throughout the school. The staff set a high standard of behaviour so that an atmosphere of mutual respect and courtesy pervades school life, in fulfilment of its aims. This is demonstrated, for example, in pupils' consideration of others as they move around the school. The school has very effective systems to promote good behaviour amongst pupils, and appropriate sanctions are used if needed in the event of any misbehaviour. In response to the pre-inspection questionnaire, a minority of pupils indicated that some sanctions are issued unfairly. From inspectors' scrutiny of the school's carefully maintained records of sanctions, and from discussions with pupils, no evidence was found to support this view. In questionnaire responses, the vast majority of pupils were extremely appreciative of all that the school does for them.
- 4.12 A very small minority of parents expressed concerns about the school's systems to respond to bullying. No evidence was found to support this view. Inspectors found that on the rare occasions when concerns about bullying arise, investigation and action by staff are comprehensive. Pupils know that bullying is unacceptable, evident in school records and discussions with them.
- 4.13 Lunches provide balanced menus and choice, encouraging healthy eating habits. The youngest children learn about selecting food groups to provide a healthy meal. Opportunities for regular exercise are provided in the sports programme. In the EYFS, children recognise the importance of physical activity. They understand the reasons for washing their hands and have established a good routine. They manage their own basic personal hygiene and can dress themselves independently.
- 4.14 A small minority of pupils indicated in response to the questionnaire that the school does not seek or respond to their views. Inspectors found that the school responds well to the views of the pupil body. Deliberations by the thriving school councils have led to such actions as displaying weekly menus in classrooms, acquiring playtime equipment for younger pupils and the creation of the gardening club.

4.15 The school has a suitable plan to improve educational access for pupils with SEND.

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

4.16 The contribution of arrangements for welfare, health and safety is excellent.

4.17 The school has very effective arrangements to safeguard the welfare of all pupils at the four sites. The safeguarding arrangements have regard to all official guidance. Thorough staff training in child protection is undertaken regularly and procedures are fully understood by all members of staff. Welfare responsibilities are taken very seriously by staff, ensuring compliance with regulatory requirements, and excellent relationships are maintained with local welfare agencies. The pupils feel safe and secure, and are made aware of the importance of internet safety.

4.18 The movement of pupils between classrooms, buildings and sites is sensibly organised and carefully risk assessed. The safeguarding and welfare requirements of children in the EYFS are met and staff have a collective understanding of arrangements.

4.19 Meticulous health and safety policies to reduce the risk from fire and other hazards include all necessary details and are successfully implemented. External consultants conduct relevant checks for such features as water supplies, fire, gas and electrical safety. The portable electrical equipment used by pupils is regularly checked. Excellent management systems are in place to ascertain that buildings are well maintained at all times and comply with all relevant health and safety legislation. The fire alarm system is tested weekly, and an organised practice evacuation of all premises is undertaken each term and logged, as well as additional short-notice drills.

4.20 Pupils who become ill or are injured are very well looked after. All full-time teaching staff are trained in first aid, and so pupils who are unwell are cared for appropriately and sympathetically. Clearly labelled drinking water is readily available. Attendance and admission registers are suitably 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 excellent.
- 5.2 The proprietor and board of directors provide highly effective oversight of all sections of the school. Responsibilities for educational standards, financial planning and investment in staff, accommodation and resources are discharged extremely efficiently by the board as a whole. They take a keen interest in the EYFS, and are instrumental in ensuring that plans for future developments within the setting are implemented.
- 5.3 The directors have an excellent insight into the working of the school and are effective in exercising their monitoring role, providing support, challenge and stimulus for growth and improvement. They have very clear objectives for the future success of the school. As the founding head of the school, one of the proprietors still teaches part-time, and so is well known to pupils, staff and parents, playing a key and appreciated supportive role. The current leadership reports regularly and comprehensively to fellow directors on all matters relating to the day-to-day operation of the school, enabling them to monitor educational standards and academic success.
- 5.4 The directors discharge their statutory responsibilities. This includes an annual review of safeguarding arrangements throughout the school, and ensuring that the requisite complaints procedure is in place.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 At all levels of responsibility, leadership and management fulfil the aims of the school to provide an excellent traditional education both inside and outside the classroom. A dedicated senior management team provides exemplary leadership built on a collaborative partnership with all staff, teaching and non-teaching. The school has made appropriate responses to all the recommendations made at the previous inspection.
- 5.7 Senior leaders show clear educational vision and direction in all areas of the school's development, and discharge their responsibilities for the maintenance of high academic and pastoral standards through the consistent implementation of detailed and effective policies. School development and improvement are a clear priority, and future needs are extremely well identified. The management and support of pupils' learning throughout the school are greatly enhanced by clear strategies and a strong sense of teamwork and liaison amongst teaching staff. The efficient and approachable administrative staff provide further effective pastoral support.
- 5.8 A clear commitment to self-evaluation is evident amongst senior leaders and managers. Excellent links between the Upper and the Lower School academic departments support the shared ethos. Senior academic staff carry out formal and

informal reviews of the curriculum, teaching methods, marking and assessment. Strategies are set which are regularly reviewed to enable improvements in teaching and learning. Helpful dialogue amongst staff and honest reflection are promoted by the school's management. Very good procedures ensure a smooth transition of pupils from Lower to Upper School and on to senior schools.

- 5.9 Leadership and management at all levels are successful in securing, supporting, developing and motivating staff. A well-structured appraisal system supports staff in their professional development, resulting in a full programme of staff training. Those with management responsibilities have a strong commitment to training, and effective systems support any newly qualified teachers in their early professional development. Staff, including those in the EYFS, are suitably trained for their roles in meeting the needs of all pupils, including safeguarding and welfare, health and safety. Checks required to ensure the suitability of staff and proprietors are carried out meticulously and correctly recorded. The excellent personal development of pupils is a result of a clear vision set out by the school's leaders and the ethos that has been created.
- 5.10 The school grounds and all school buildings are immaculately maintained, and numerous special features, such as a garden laid with artificial grass for use in inclement weather, add considerably to the positive learning environment enjoyed by the pupils and staff. This reflects the excellent management and maintenance provided by support staff. Since the previous inspection, additional toilets have been installed in one EYFS building to meet the regulatory requirements for premises and accommodation.
- 5.11 In the EYFS, leadership and management are good, and demonstrate a strong commitment to ensuring that the setting is welcoming, safe and stimulating, and that safeguarding and welfare requirements are met. Teachers trained in paediatric first aid ensure that children's medical needs are met and any playground accidents dealt with effectively. A few small deficiencies identified in record-keeping procedures were corrected during the inspection. Policies for the EYFS are reviewed and updated as required, and staff meet regularly to discuss planning, in-service training priorities, timetabled events and children's progress. An annual system of EYFS staff appraisal encourages teachers to identify areas for professional discussion, to set themselves targets and to participate in continuous professional development. Leadership and management of the setting demonstrate a commitment to evaluating practice and securing continuous improvement.
- 5.12 The quality of links with parents is excellent. The school successfully fulfils its aim to build a strong partnership with parents, encouraging them to participate in its life and work whenever possible. In response to the pre-inspection questionnaire, the overwhelming majority of parents from all sections of the school were very happy with the education and support provided for their children. A small minority were not satisfied with the extent of the information provided about their children's progress. No evidence was found to support this concern. Inspectors found that a comprehensive range of information is provided to parents. The school deals promptly with any concerns that are raised by parents, in accordance with its published complaints procedure.
- 5.13 The school provides many opportunities for parents to be actively involved in the work and progress of their children. Parents attend information evenings, open mornings, prize giving, study skills workshops, assemblies and church services, including a leavers' service. Parents' workshops on safe use of the internet and on

the teaching of mathematics have been held. The weekly news bulletin that all parents receive informs them about what has been covered in lessons during the week, enabling them to support their children at home. There are regular parents' evenings, concerts and sporting events. Information such as policy documents, recommended reading lists and diary dates is made available to parents through a dedicated portal on the school website.

- 5.14 Parents of the youngest children may accompany classes on trips. The EYFS setting has developed strong links with parents. An overwhelming majority of parents expressed the view in questionnaire responses that their children are well looked after at school and that they would recommend the school to other parents. Parents of children in the EYFS receive a narrative written report each term. A detailed end-of-year report explains children's level of development assessed against the Early Learning Goals.
- 5.15 Parents also enjoy singing in adult choirs, performing alongside the pupils. Parents give careers talks in the Upper School. An active parents' association organises a wide range of popular social and fund-raising events. Parents of current and prospective pupils are provided with the required information about the school. The prospectus, the year book and a number of brochures, such as the annual information guides, provide essential information for parents. Informative and detailed written reports across the school, grade cards in the Upper School and parents' consultation evenings ensure that parents are kept very well informed about their children's work and progress.

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