



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
COWORTH-FLEXLANDS SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

Coworth-Flexlands School

Full Name of School	Coworth-Flexlands School
DfE Number	936/6543
Registered Charity Number	309109
Address	Coworth-Flexlands School Valley End Chobham Woking Surrey GU24 8TE
Telephone Number	01276 855707
Fax Number	01276 856043
Email Address	secretary@coworthflexlands.co.uk
Head	Mrs Anne Sweeney
Chair of Governors	Mr Gordon Hague
Age Range	3 to 11
Total Number of Pupils	130
Gender of Pupils	Mixed (12 boys; 118 girls)
Numbers by Age	3-5 (EYFS): 38 5-11: 92
Number of Day Pupils	Total: 130
Head of EYFS Setting	Miss Amanda Engley
EYFS Gender	Mixed
Inspection Dates	14 Oct 2014 to 17 Oct 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 October 2009.

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.

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

Mr Richard Johnson

Mr Peter Hopkinson

Mrs Val Holloway

Reporting Inspector

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	2
(i) Compliance with regulatory requirements	2
(ii) Recommendations for further improvement	2
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	3
(a) The quality of the pupils' achievements and learning	3
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	4
(c) The contribution of teaching	5
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for pastoral care	8
(c) The contribution of arrangements for welfare, health and safety	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	10
(a) The quality of governance	10
(b) The quality of leadership and management, including links with parents, carers and guardians	10

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Coworth-Flexlands School is a day school for pupils aged three to eleven. It is co-educational until the age of seven and thereafter caters only for girls. The school was formed in 2004 after a merger between Coworth Park School and Flexlands School. The school buildings occupy a thirteen-acre site on the outskirts of Windlesham and Chobham. Facilities include a kitchen and dining room, and a Nursery unit. There are specialist teaching areas for information and communication technology (ICT), science, modern foreign languages (MFL), sports, art, technology and music.
- 1.2 The school is a parent-operated company and registered charity, managed by a board of governors. These are supported by two guardians, who provide advice on the constitution and on general educational matters. It is an inter-denominational Christian foundation, which welcomes pupils of all faiths. The current head was appointed in 2010.
- 1.3 The school aims to: provide a happy, caring and stimulating environment to enable children to grow into independent and creative thinkers with an enduring love for learning, inspired by enthusiastic staff; ensure pupils not only achieve their academic potential but also develop in confidence, enthusiasm, determination and self-esteem.
- 1.4 There are 130 pupils aged from three to eleven years: 118 girls and 12 boys. In the EYFS there are 38 children, many of whom attend part time; 36 receive nursery funding. Eighteen pupils identified as having special educational needs and/or disabilities (SEND) receive extra learning support. There is one pupil with a statement of educational needs. Nine pupils require and receive support for English as an additional language (EAL).
- 1.5 The results of national standardised tests indicate that the ability profile of the school is above the national average, with a wide spread of abilities represented. The school draws pupils from a local catchment area, and reflects the ethnic diversity of the local population. Most parents come from professional backgrounds.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Coworth-Flexlands School is successful in meeting its aims, and this is reflected in the excellent achievements of its pupils. Pupils of all ages, including those in the EYFS and those who have SEND or EAL, attain high standards and make excellent progress, particularly in literacy and numeracy. The achievement of the most able children is good. Pupils display a wide range of skills that prepare them effectively for their subsequent learning. The curriculum provided is good; it is broad, covers all the required aspects, and notable for its emphasis on MFL. The curriculum does not currently provide for the pupils' knowledge and understanding of major world religions to be fully developed. A comprehensive programme of extra-curricular activities is provided for pupils of all ages. Teaching is good, and improving. The outstanding relationships between staff and pupils help to promote very positive attitudes towards learning at all levels of the school.
- 2.2 The personal development of pupils is excellent throughout the school. They are strongly supported in their development by the nurturing atmosphere, and given many opportunities to contribute to school life. They show confidence and a willingness to help other members of the community. The pastoral care of the pupils is excellent. Parents feel that the care shown for their children is a great strength of the school. The pupils' behaviour is outstanding, and there are frequent opportunities for them to take responsibilities appropriate to their age. The provision for welfare, health and safety is good. There are a wide range of detailed policies covering all aspects of school life. The monitoring of a few aspects of health and safety lacks sufficient rigour.
- 2.3 The governors of the school provide strong support to the management team. Prudent budgeting enables the provision of good staffing and excellent educational resources. Leadership and management are good. Strengths are evident in the personal involvement of the senior leaders in the care of the pupils, and a desire to set and maintain high standards, reflected in a culture that is apparent throughout the school. The recommendations of the previous inspection have been met with a range of initiatives to improve the quality of teaching. The school's own evaluation recognises that greater consistency in teaching is required to build on the existing strengths and ensure that excellent outcomes are maintained.

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. Monitor health and safety procedures more rigorously so that potential risks are promptly identified and addressed.
 2. Ensure the school's teaching and assessment policies are applied consistently by staff in all subjects and age groups.

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 Pupils are well educated in accordance with the school's aims. They achieve a high standard of knowledge and skills in all aspects of their learning, and they are confident and articulate.
- 3.3 By the end of the Reception class children of all abilities have made excellent progress across all areas of learning in relation to their starting points, and many exceed the Early Learning Goals. Their skills are particularly strong in communication and language, literacy and maths. They work confidently with numbers and they understand simple addition. Some children in Reception are beginning to use their phonic knowledge to write independently. They enjoy their lessons, and show a positive approach to their learning.
- 3.4 Throughout the school, achievements in literacy and numeracy are outstanding, and these skills are used effectively in other areas of the curriculum. The pupils' linguistic skills are excellent, enhanced by the specialist teaching they receive. Younger pupils were able to count up different types of animals with confidence in French. They possess a secure understanding of scientific concepts and have good ICT skills. Handwriting and presentation standards are very high. Pupils develop a good knowledge of geography and history and they are able to use and apply this to make links across the curriculum, creating opportunities for them to demonstrate effective independent learning skills.
- 3.5 The pupils' art work and musical performances reflect their imagination and creativity. Pupils enjoy singing and many benefit from the opportunity to learn a musical instrument. They take part in a large number of high quality individual and ensemble performances. There is a wide range of artwork displayed throughout the school, which contributes effectively to the learning environment. Pupils develop good levels of skills in physical education (PE) and enjoy taking part in games lessons. They have recently enjoyed a successful record in major sports at local level, and individuals have participated in regional athletics events. The pupils' achievement in a wide range of extra-curricular activities is good and sometimes excellent. They have achieved success in many different areas, including chess, biathlon and riding competitions. Drama and dance productions help pupils to develop strong performance skills. Confidence, enjoyment and high standards of performance are apparent from recordings of recent school productions.
- 3.6 The pupils' attainment cannot be measured in relation to national age-related expectations, but is judged to be excellent. This is supported by evidence from lesson observations, the scrutiny of the pupils' work and discussions with staff. This level of attainment indicates that pupils make excellent progress throughout the school in relation to pupils of similar ability, given the wide range of abilities represented. Pupils leaving the school at the age of 11 almost always proceed to independent schools, many of which are highly selective. They regularly gain awards, ranging from academic scholarships to those that reflect their achievement in other areas.
- 3.7 Pupils with SEND and EAL are successfully identified and are supported effectively, so that their attainment and progress are both excellent. This is evident from the

steady improvement in the scope and structure of their written work. In mathematics, older pupils with SEND made significant progress in their ability to plot data onto various types of graph, as a result of the support they received. The most able pupils make progress that is good in relation to their abilities. This is particularly evident when teaching offers sufficient challenge by providing activities that allow these pupils to show their imaginative and creative abilities and thus extend their learning.

- 3.8 Pupils have positive attitudes towards learning and are keen to do well, and their behaviour in lessons is impeccable; they listen carefully and follow instructions conscientiously. This contributes towards their excellent overall achievement and success.

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

- 3.9 The contribution of curricular and extra-curricular provision is good.
- 3.10 This reflects the school's aims and contributes to the pupils' excellent achievement.
- 3.11 The school provides a broad and balanced curriculum that provides all pupils with a full range of skills, knowledge and understanding appropriate to their age and ability, including in ICT and MFL.
- 3.12 In the EYFS, a good balance of adult-led and child initiated activities provides all children with stimulating and challenging experiences in all areas of their development. Planning identifies individual children's interests well in order to enthuse their learning and ensures an enjoyable and challenging experience across the seven areas of learning. Good quality resources are plentiful and used effectively.
- 3.13 The use of subject specialist teachers and ability groups in the upper years helps to ensure that pupils make excellent progress. All pupils study French from Reception upwards, and Spanish from Year 5. Provision for personal, social and health education (PSHE) is good. The school recognises the need to incorporate further study of the major world faiths, and the religious education curriculum has recently changed to address this shortcoming. Pupils benefit from a PE and games programme which provides opportunities for specialist teaching in a good range of sports. Music enriches the lives of all members of the school community and there are choirs and musical ensembles which cater for a wide range of abilities.
- 3.14 The curriculum is appropriate to the age and needs of all pupils. Provision for pupils with SEND, including those with statements and with EAL, is highly effective in their meeting individual needs, through carefully planned interventions from the dedicated learning support department. Detailed education plans give clear targets, and these are well maintained and reviewed regularly with the relevant staff to ensure that these are implemented in timetabled lessons. Pupils identified by the school as more able also have good provision, through extension activities in academic subjects, as well as in clubs such as science and art that extend their reasoning, technological and creative skills.
- 3.15 There is an excellent range of extra-curricular activities. These are very popular with pupils and they participate with enthusiasm. They include a balanced range of sports, musical and creative clubs, suitable for all ages of children. Additionally there are a number of activities, such as riding, judo and tennis lessons, offered by

outside providers. Many pupils stay at school beyond the end of the curriculum day to take advantage of these.

- 3.16 Pupils throughout the school enjoy frequent educational outings to a wide variety of places of both educational and cultural interest, which expand their educational experience and support their learning well. Visitors to the school include the emergency services, an Olympic athlete and the animals from a local farm. There is an outdoor education programme that involves older pupils in a range of activities that develop their self-confidence and teamwork skills. A strength of the curriculum are the regular visits to the woodland learning environment by the younger pupils. These are much enjoyed, provide valuable outdoor learning opportunities and address successfully a recommendation of the previous inspection.
- 3.17 The pupils benefit from good links with the local community. They participate regularly in local art and science festivals and other events, and often welcome visitors to school functions, as well as establishing good links and raising funds for a wide range of national and international charities.

3.(c) The contribution of teaching

- 3.18 The contribution of teaching to the pupils' academic achievement is good.
- 3.19 Teaching throughout the school has improved since the previous inspection, a clear indication of the school's commitment to improve standards. As a result much teaching is excellent. Recent restructuring of subject leadership and a focus on achieving a consistently high level of teaching across all areas of the school has brought success. Some sharing of good practice through the observation of lessons takes place to enhance this process. Teachers feel well supported and it is evident that this is having a positive effect on the quality of teaching.
- 3.20 Planning in the EYFS identifies the children's interests well in order to enthuse their learning. Comprehensive observations and assessments identify the next steps in learning, ensuring that all children make at least good progress and are well prepared for their next stage of education. The skilled and experienced staff work closely together and have high expectations of children. Resources are used effectively.
- 3.21 Throughout the school, teaching is generally well planned, and takes into account the needs of pupils of all ability levels. This enables all pupils to make progress in their understanding and skills. Ability grouping, work tailored to the ability of the pupils and effective learning support ensure that pupils' needs are met. This is reflected in the high standards of achievement attained by pupils and their excellent progress. Marking is usually constructive, indicating ways pupils may improve and extend their learning but this is not sufficiently consistent nor always in line with school policy guidelines. Target setting is being used effectively in some subjects. Where this is used pupils are fully aware of how to improve and they display a strong desire to achieve their targets. Teaching assesses the pupils' learning effectively within lessons and adapts plans appropriately. This assessment also enables teachers to amend short and mid-term planning effectively so that learning opportunities are maximised.
- 3.22 Teaching is particularly effective when taught by subject specialists who know their subject well and are aware of their progression from year to year. Older pupils in science were enabled to accelerate their learning based on their recall of the names and functions of human teeth from the previous year. All teachers have a good

knowledge and understanding of their subjects. This is complemented by effective questioning to assess the pupils' understanding. Well-paced teaching allows pupils to learn independently and learning with partners or in small groups is also effective. For example, in a performing arts lesson, pupils achieved accomplished performances by working together in teams. Where teaching is slower paced and less flexible, learning is less strong. An excellent range of resources are used well to stimulate learning, including interactive whiteboards.

- 3.23 Outstanding relationships between teachers and pupils help foster a real sense of purpose in the classrooms and the pupils' desire to succeed is further developed by lively and enthusiastic teaching. Praise is used extremely well to develop self-confidence and pupils are regularly rewarded for good work and effort. When pupils are unsure, they approach teachers confidently for help. Teachers have high expectations of the pupils and they respond accordingly.
- 3.24 Pupils requiring SEND and EAL support are recognised, supported well and make excellent progress. This is achieved by specifically adapted resources, as well as small group work, and includes suitable provision for pupils with a statement of educational needs. Pupils used computer equipment to great effect to magnify shapes in a mathematics lesson on symmetry. A small minority of parents, in response to pre-inspection questionnaires expressed dissatisfaction with provision for more able pupils. Inspection evidence shows that more able pupils are often provided with extension activities and are also encouraged, through targeted outcomes, to go beyond the main learning objectives, thus making good progress. This support is not currently consistent in all teaching

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 These successful outcomes are apparent in all areas of school life, including the EYFS. The school's strong commitment to developing the individual is evident in pupils who are bright, engaging and confident. They convey emotional maturity and appreciate the opportunities they are given to grow and learn together. The pupil's spiritual development is strong. This is enriched through participation in collective worship, their performance at high levels in arts productions, assemblies and community events, as well as their access to the extensive and attractive school grounds for play and to support the curriculum. The pupils are equipped with excellent personal skills and self-confidence. They are articulate, caring and interested, and fully aware of their own strengths and weaknesses.
- 4.3 The pupil's excellent behaviour reflects a well-developed sense of right and wrong. The pupils fully understand the expectations of their teachers, who in turn are consistent in their re-inforcement of the school's 'golden rules'. Pupils are polite and well-mannered and behaviour around school is exemplary. On a recent trip to a local football club training ground, pupils were commended for their excellent conduct. Older pupils are encouraged to share instances of kindness and good citizenship by placing written examples in a special box, which are celebrated weekly, or via the 'caring tree' for younger pupils.
- 4.4 The pupils' social development is excellent. The house system provides pupils with many opportunities to develop friendships across the year groups through numerous house competitions and events. The pupils sit together in houses for lunch, reinforcing the strong sense of community and belonging. The pupils accept responsibility willingly and talk enthusiastically about their respective roles. They are proud of their school and want to be pro-active in making it a happy and supportive environment. Older pupils are keen to set a good example to those younger than themselves. Initiatives instigated by pupils include a talking waste paper bin and a 'bring and buy' sale that resulted in over 300 books being added to the library. The school's charity work and links with the local community help develop an excellent awareness of how the pupils can help others less fortunate than themselves. A fashion show to support the environment, a cake sale and the selling of hand-made bracelets raised awareness of local and national charities. The school and ecological councils are excellent examples of how pupils are able to make a difference to their school community. These also help foster an awareness of the democratic process.
- 4.5 Pupils develop a good understanding of different cultures and traditions through regular events and activities, including themed lunches. Pupils take part in activities such as a dance event focused on different countries and lead themed assemblies such as one about France. A developing understanding of other faiths is supported by visits from parents who talk about Sikhism, Diwali and Judaism. The Christian ethos of the school is reinforced by regular visits from the local clergy and good links with the local church, where school events such as the carol service are held. Pupils show a strong knowledge and appreciation of British society and western cultural traditions.

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

- 4.6 The contribution of the arrangements for pastoral care to pupils' personal development is excellent.
- 4.7 Staff provide outstanding guidance and support for pupils. The school creates a happy, caring environment in accordance with its aims. Parents commented upon the high quality of pastoral care provided.
- 4.8 In the EYFS, children are cared for extremely well in a welcoming, stimulating environment. They share resources happily, take turns to organise themselves and feel secure. Children clearly understand the schools' expectations and support systems that are in place and this enables them to build trusting relationships with their key person. They are helped to develop independent hygiene routines such as hand washing.
- 4.9 All pupils feel well supported and safe and they know whom to go to if they have a concern. Excellent relationships exist between all members of the school community and class teachers take their responsibility for the welfare of their pupils very seriously. Relationships are similarly positive between the pupils themselves. Older pupils do much to help the younger ones through their roles such as monitors.
- 4.10 The school is highly effective in promoting excellent behaviour through the system of rewards and sanctions, including the use of house points and certificates. Any unacceptable behaviour is addressed through a suitable range of sanctions; these are rarely necessary. Excellent pastoral systems are in place, and detailed records demonstrate the level of care taken to deal with any incidents which occur.
- 4.11 Anti-bullying procedures are robust, and pupils are confident that any incidents would be speedily addressed. In responses to the pre-inspection questionnaire, a very small minority of parents expressed concerns regarding the way in which the school responds to bullying. Inspection evidence from interviews with both staff and pupils, and a scrutiny of the school behaviour records and policies, does not support these views.
- 4.12 The school successfully promotes a healthy lifestyle through sporting and physical activities and all pupils are encouraged to eat healthily. Pupils throughout the school value the role of the school council in presenting their views and they receive regular feedback and responses to the ideas they have raised.
- 4.13 The school has a suitable accessibility plan to increase the educational access for pupils with SEND.

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

- 4.14 The contribution of arrangements for the welfare, health and safety of the pupils is good.
- 4.15 Safeguarding arrangements have regard to official guidance and successfully ensure safe practice, including in the EYFS; effective recording systems and detailed policies are appropriately implemented. Senior staff with designated child protection responsibilities are suitably trained and fulfil their roles effectively, and a nominated governor reports to the main board. Safeguarding training is updated regularly at the correct intervals and appropriate training in safe recruitment is

arranged for senior staff and governors. The required checks are carried out efficiently and the central register of staff appointments is accurately maintained.

- 4.16 Health and safety procedures are sound overall. Detailed policies and risk assessments cover the full range of activities that take place both in and away from the school. The monitoring of risks on site lacks rigour but some potential risks had not been identified prior to the inspection. The school took prompt action when these were identified.
- 4.17 The necessary steps to reduce the risk from fire and other hazards are implemented effectively. Fire practices and alarm tests are held regularly and the necessary equipment is well maintained. Staff and pupils are aware of fire exit routes and these are clearly displayed.
- 4.18 When pupils become ill at school they are cared for in a separate, suitable medical room, until they can be collected. Appropriate documentation allows for the safe administration of medications as necessary, and staff are provided with information about pupils with specific medical conditions. First-aid boxes throughout the school are restocked on a regular basis. Staff have appropriate, efficiently recorded first-aid training. Standards of hygiene and cleanliness are excellent throughout all areas of the school.
- 4.19 Admissions and attendance registers are correctly maintained and 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 board of governors has a good balance of long-standing and newer members of the school community. Governors bring to their role expertise across many relevant areas including education, finance and marketing. Many are current or former parents, and the careful recruitment and thorough induction of new governors ensures they fully understand and support the aims and ethos of the school.
- 5.3 Governors work closely alongside the senior leadership team and provide well-directed challenge and support. There is excellent communication with all members of staff and they maintain close contact with both parents and pupils. They are supported in this by the work of a range of committees. Involvement in the EYFS is appropriate; a governor with specific responsibility for the EYFS has recently been appointed in order to increase oversight of this area.
- 5.4 Governors exercise prudent financial management and are fully involved in strategic planning. Wise investment in staff and resources ensures that the school provides a high quality teaching and learning environment, which support the pupils' excellent academic achievements and personal development. This has enabled the school to establish and implement a detailed and realistic development programme, which is regularly reviewed.
- 5.5 There is a thorough process to appraise the head annually, based upon clear and regularly reviewed targets.
- 5.6 Health and safety policies and the associated risk assessments are regularly monitored but some potential risks had not been identified prior to the inspection. The governing body is conscientious in discharging its statutory responsibilities for the annual review of safeguarding and child protection arrangements throughout the school.

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

- 5.7 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.8 This is reflected in the continuing improvement in the quality of the education and care the school provides for its pupils, and ensures that it is successful in meeting its aims.
- 5.9 Effective leadership enables the school to provide an excellent standard of personal development and high levels of achievement in a supportive, friendly community which responds well to the needs of all pupils. The senior leadership team has recently been successfully restructured in order to improve the efficient running of the school and ensure the provision of the best educational experience for the pupils. They have implemented detailed policies and revised procedures for all aspects of school life. This is clearly reflected in the improving quality of teaching and the excellent pastoral care provided for pupils.

- 5.10 Staff in the EYFS provide children with stimulating and challenging experiences in all areas of their development. Specific aspects of whole-school development planning and an EYFS action plan show a strong commitment to share good teaching and to encourage stimulating and ambitious teaching strategies. Committed leadership ensures that educational programmes are effectively implemented and the safeguarding of children is carefully ensured in a welcoming, safe and stimulating environment. Staff are well monitored and given appropriate opportunities for professional development. Some departmental meetings tend to focus unduly on administrative matters, rather than recent observations and concerns related to children. The setting has made good progress in addressing the recommendations of the previous report.
- 5.11 The senior leaders plan carefully for the future and are highly committed to providing a caring, supportive and stimulating environment for staff as well as pupils. Staff in all departments are kept well informed and feel highly involved in the future development of the school through regular staff meetings. These also ensure that all staff are kept well informed of academic and pastoral issues.
- 5.12 A thorough self-evaluation programme draws upon strong academic monitoring procedures, which include a regular work scrutiny, informal visits to classes and discussions between staff, together with a review of assessment records to ensure that individual pupils are making sufficiently good progress. This is then used to formulate a comprehensive development plan, which provides for continued improvement through a series of clear objectives. The introduction of new heads of department in curriculum leadership roles has led to a complete review of the curriculum to ensure that it is aligned to current initiatives and that it evolves to meet the needs of the pupils and the school.
- 5.13 The monitoring of teaching standards by senior staff supports and shares good practice. A formal system of appraisal fosters the on-going development of all teaching and non-teaching staff. From this, the school leaders have identified the need to ensure that new members of staff understand the standards expected of them by the school. The recommendations of the previous inspection have been met in improving teaching methods, including most marking and in the provision of resources, including ICT, although some inconsistencies remain.
- 5.14 The school recruits well-qualified and experienced teachers who are suitably trained for their roles in meeting the needs of all children, including safeguarding, welfare, health and safety. The senior team is effective in the discharge of its responsibilities for safeguarding pupils including in the EYFS. The centralised register of appointments is well maintained. All appropriate checks are made to ensure the suitability of staff and governors to work with children. Induction training enables staff to assimilate school routines quickly so that they can carry out their roles effectively. Staff training has supported the introduction of a new target-setting system. Pupils report that this has helped their learning significantly. Members of staff regularly attend courses to enhance their professional development. There are some opportunities to share the most successful attributes of teaching as staff observe one another's lessons, with a clear focus on specific aspects, such as the use of assessment.
- 5.15 The grounds, buildings and facilities are very well maintained, so that they provide an attractive and stimulating setting in which pupils learn and develop. The school benefits from a highly committed administrative and support staff.

- 5.16 The school produces clear policies to ensure the efficient and safe daily operation of the school. A small number of health and safety issues were identified during the inspection; the response of the school was very positive, and these were remedied during the inspection. Supervision duties are discharged efficiently.
- 5.17 The school's links with parents and carers are excellent. An open and accessible culture ensures that parents always feel welcome. In their response to the pre-inspection questionnaire, parents showed strong satisfaction with the school. They were particularly pleased with the co-curricular programme, the exchange of information between school and home and the overall progress that pupils make.
- 5.18 On entry to the EYFS, parents are introduced to their child's key person before joining the school and staff work with parents to ensure a smooth transition from home to school. Parents are kept fully informed regarding the progress that their child is making. The school is most successful in establishing early, highly positive relationships which enable parents to feel knowledgeable and confident about what is happening to their child. Parents are encouraged to contribute to their child's 'I can' books through the use of 'wow' moment stickers.
- 5.19 A series of termly briefings to parents support the different phases of their child's journey through the school. Parents have many opportunities to meet staff on an informal basis and consultation meetings are held regularly. They are given opportunities throughout the year; on 'Open Book Day' they are invited to share their children's achievements. Parents visit regularly for events such as sports fixtures, drama productions, assemblies and concerts and, more recently, the Harvest Festival. There is an active parent fundraising and social committee.
- 5.20 The written reports provided for parents about an individual child's progress are informative. Some identify next steps for improvement but this practice is not consistent. The formal arrangements for parental complaints, published on the website, are thorough and suitable; they are implemented appropriately. Minor concerns are dealt with quickly and efficiently.
- 5.21 Further communication is offered through the weekly notes and 'The Lark' newsletter each term. The annual magazine is colourful and interesting. The prospectus for prospective parents gives clear and detailed information, as does the current parents' handbook and the school website. This also provides appropriate access to the required policies and procedures. The school has recently begun to make use of social media to enhance communication.

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