



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION GAYHURST SCHOOL

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Gayhurst School

Full Name of School	Gayhurst School
DfE Number	825/6005
Registered Charity Number	298869
Address	Gayhurst School Bull Lane Gerrards Cross Buckinghamshire SL9 8RJ England
Telephone Number	01753 882690
Fax Number	01753 887451
Email Address	gayhurst@gayhurstschool.co.uk
Head	Mr Andrew J Sims
Chair of Governors	Mrs Caroline Shorten Conn
Age Range	3 to 13
Total Number of Pupils	346
Gender of Pupils	Mixed (283 boys; 63 girls)
Numbers by Age	0-2 (EYFS): 0 5-11: 268 3-5 (EYFS): 54 11-18: 24
Number of Day Pupils	Total: 346
Head of EYFS Setting	Mrs Joan Terrar
EYFS Gender	Mixed
Inspection Dates	10 to 13 Nov 2015

PREFACE

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) Regulations 2014. The range of these Regulations 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.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI integrated inspection was in November 2009

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 children aged under two), 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/the proprietor/a governors' representative/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 Desmond Dunne	Reporting Inspector
Mr Andrew Carter	Team Inspector (Headteacher, IAPS)
Mr Geoffrey Hammond	Team Inspector (Deputy headteacher, IAPS)
Mrs Julie Jackson	Team Inspector (Head of Pre-Prep, IAPS)
Mr Chris Manville	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Gayhurst School is a co-educational preparatory day school for girls and boys aged three to thirteen. It was originally founded in 1908 as a boys' school near Gerrards Cross, Buckinghamshire and moved in 1930 to its current location in the town. It began a phased move to co-education in September 2008, when it also opened a Nursery for pupils aged from three to four. It is a registered charity with a governing body. The school is set in an urban location with twelve acres of playing fields and woodland extending behind the school.
- 1.2 The school aims to provide a happy and caring environment, where pupils are given the opportunity to achieve their potential in academic, cultural and sporting pursuits. Pupils are encouraged from an early age to be responsible for their appearance, property and actions, as well as, taking on roles of responsibility to help them develop confidence, self-discipline and resilience. This includes promoting a sense of decency, tolerance and self-worth that enables pupils to understand the needs of others and act on them in a manner befitting sensible, thoughtful young citizens.
- 1.3 The majority of the pupils live within five miles of the school. At the time of the inspection there were 346 pupils on roll with 24 in Nursery. There are 152 members of the junior school (117 boys and 35 girls in Reception and in Years 1 to 3) while 170 are in the senior school (145 boys and 25 girls in Years 4 to 8). Most are White British with a few from a range of other backgrounds. The ability of the pupils at entry is above average. No pupil speaks English as an additional language (EAL); 34 have special educational needs and/or disabilities (SEND). No pupil has an education, health and care plan.
- 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 The school is successful in fulfilling its strategic aim of providing pupils with the opportunity to achieve their potential in academic, cultural and sporting pursuits. Achievement is good in all areas of learning and development for children in the EYFS and they make good progress from their individual starting points. Pupils' levels of achievement in the junior and senior schools are good. They express themselves clearly and eloquently because they are provided with opportunities to question each other. They read text independently and are able to discuss factual information about topics. In English and other lessons across the curriculum pupils discuss issues in class with sensitivity and an awareness of the needs of others. As a result their writing is mature and reflective, although that of pupils in Years 1 and 2 doesn't pay enough attention to grammar and punctuation. Pupils' mathematical knowledge is good about the properties of different triangles and they become adept at problem-solving and in their interrogation of number. The curriculum is well planned and provides a good all-round educational experience which covers all requisite subjects. Pupils' individual talents are developed when they take part in regional and national athletics championships, play for cricket teams at county level or when the school equestrian team take part in local and national competitions. Teaching and learning in EYFS are very strong and provide children with a good start to their education. Pupils with EAL or SEND are identified early and supported well; they make rapid progress. The able make good progress thanks to the wide range of opportunities provided to extend them. The wealth of assessment information across the school is not always being analysed well enough when seeking further improvements in progress.
- 2.2 The spiritual, moral, social and cultural development of the pupils is excellent. In the EYFS children are happy and confident and are willing to share and work co-operatively. There are many examples where the pupils in the junior and senior school show great respect for each other and the school as a community. Throughout the school, relationships between staff and among pupils themselves are of the highest quality. Pastoral care is excellent and managed by well-informed staff who show genuine concern for individuals. Pupils are consistently well behaved, responding positively to the system of rules used by the school which pupils say is consistently implemented by teachers. Highly effective systems are in place to secure appropriate support for children with additional needs through close links between staff, parents and external agencies. The well-being of all pupils across the whole school is promoted extremely well and staff and systems to check health and safety across the school are rigorous and efficiently documented.
- 2.3 Excellent governance, particularly in the past two years, has significantly influenced the strategic development of the school. Governors fulfil their roles extremely effectively, ensuring clear oversight. Leaders are held to account well by the governing body whose members are very well informed about the strengths and weaknesses of the school. The school leadership has addressed the areas for development recommended by the previous inspection and leadership roles at all levels are clearly defined, enabling leaders to carry out their responsibilities successfully. Parents have good links with the school and are happy with everything the school has to offer. A very small minority of parents voiced dissatisfaction with information on their child's progress. The inspection found room for improvement

with regard to the timeliness of the school's letters and other information, particularly in relation to the progress made by their children.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure that assessment information, including that from the EYFS, is analysed thoroughly by leadership to maximise the progress made by individuals and classes.
2. Improve performance in writing for the youngest junior school pupils, especially through grammar and punctuation.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 The school meets its strategic aim of providing pupils with the opportunity to achieve their potential in academic, cultural and sporting pursuits.
- 3.3 Children in the EYFS make good progress from their individual starting points with most reaching, and some exceeding, the Early Learning Goals by the end of the Foundation stage. Achievement is good in all areas of learning and development because they are given time to complete activities provided. For example, Nursery children have a well-developed pincer grip allowing them to use various tools and resources with care and precision when making Remembrance Day poppies. They climb, swing and slide with confidence. Children use language imaginatively to describe their experiences, such as the changes observed as they mix mud and water as well as mathematical concepts to compare different sized containers in a mud kitchen.
- 3.4 In Reception, children are highly focused as they engage creatively with imaginative resources. They enjoy opportunities to record their experiences through mark making and drawing. Achievement in literacy is a strength, particularly in reading. Children recognise individual letters and sounds and apply their knowledge effectively to sound out short words or to read short phrases. Children make good progress in mathematical development. They identify missing numbers on a number line; count accurately beyond 20; say what comes next after a given number up to ten; name two-dimensional shapes and say how many corners they have. Children move with co-ordination, control and rhythm in response to music and enjoy problem solving, such as when they experiment with different combinations of gutters and stands to create ball runs.
- 3.5 Pupils in the junior school speak confidently and contribute well, even when unsure of the answer. They read text independently and are able to discuss factual information, about topics, such as the rain forest. They are encouraged to work in groups to support each other in learning new vocabulary. The writing of pupils in Years 1 and 2 doesn't always pay enough attention to grammar and spelling. In mathematics, pupils show a good knowledge of number bonds to 20 and develop their skills of measurement with a ruler to record length in centimetres. They talk knowledgeably about a variety of topics, such as how wheels are connected to a chassis with an axle when designing a Roman chariot.
- 3.6 Older pupils express themselves clearly and eloquently because they are provided with opportunities to question each other. For example, in one Year 7 class pupils questioned one of their number about the emotions and feelings of a character during a role play from a novel by Louis Sachar. They discuss issues in class with sensitivity and an awareness of the needs of others. As a result their writing is mature and reflective. Pupils' mathematical knowledge is good about the properties of different triangles and they become adept at problem-solving and in their interrogation of number. The school has addressed an area of development from the previous inspection by developing the pupils' scientific skills in prediction, hypothesis and investigation from an early age.

- 3.7 From Year 4 onwards, pupils speak French confidently, understand geographical concepts such as the difference between weather and climate, and have well-developed creative skills in art, whether pupils are using computers for animation or montage, conveying abstract and conceptual ideas, or focusing on developing different techniques, such as three-dimensional construction, sculpture or print making.
- 3.8 Dramatic and musical skills are developed well through opportunities for each year group to take part in performances. The senior school pupils take part in a large annual musical; pupils were seen rehearsing this year's production of Annie which was of a high standard and clearly enjoyed by the pupils. Their capable physical skills are shown by good results both at individual and team level and their ability and performance is recognised outside school. For example, when they take part in regional and national athletics championships, play for cricket teams at county level or when the school equestrian team take part in local and national competitions.
- 3.9 Pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, is high in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make good progress in relation to pupils of similar ability. This is confirmed by the evidence from work scrutiny, lesson observations, the school's own records and discussions with pupils and staff. Pupils consistently gain places at their first choice of senior school, some with scholarships. Pupils in the EYFS and the junior school who have SEND or EAL are identified early and given weekly group support or individual support. As a result, they make rapid progress and are engaged, inquisitive, imaginative, and motivated to learn. For example, literacy intervention sessions use spelling patterns and sight words to help develop reading skills. Thanks to the quality of support they receive the pupils are fully involved in the life of the school and older pupils continue to access this type of support when needed in the senior school. The most able and those with particular talents make good progress because of the range of opportunities they have to develop their abilities both within and outside the curriculum.
- 3.10 Pupils across the school have positive attitudes to learning and see mistakes as a challenge to overcome rather than a barrier to success. Children in the EYFS are enthusiastic, independent learners who are highly proficient at planning, selecting and organising resources. Throughout the rest of the school pupils show good attitudes almost all of the time, though occasionally progress is limited by a little inattentiveness when teaching fails to challenge them enough.

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

- 3.11 The contribution of curricular and extra-curricular provision is good.
- 3.12 The curriculum strongly supports the school's aim to offer each child every opportunity to develop his or her talents, academic, sporting, musical and creative to a maximum. Pupils receive a good all-round educational experience which covers all requisite subjects. Planning for curriculum progression through the year groups is good and the curriculum is suitable for all ages and abilities. The curriculum does not undermine the shared values that characterise Britishness, such as democracy, individual liberty and tolerance. Provision helps to prepare pupils for their lives in modern Britain. Since the previous inspection the school has introduced critical thinking in Years 4 and 5, Spanish from Year 5 and the introduction of drama in Year 4.

- 3.13 Curricular provision in the EYFS is effective for all areas of learning and development, and meets the needs of all children. As a result children consistently reach expected levels of development for their age. Resources are easily accessible so children can use them independently. Mathematical skills, communication and language, personal, social and emotional development and fine motor skills are promoted very well through role play and well planned activity areas. Exploration, active learning and imagination are encouraged through stimulating resources and time for children to develop their own play scenarios.
- 3.14 Reception classrooms are carefully arranged to make the best use of available space, including a shared room. A woodland area and adventure playground are used effectively to extend outdoor learning with a good range of resources that stimulate child-initiated play. Overall, however, outdoor areas provide fewer opportunities across the seven areas of learning and development than inside. Children's own experiences are effectively incorporated into classroom activities to bring learning to life. For, example they were encouraged to explore tessellations with hexagons when a child brought in a piece of wasp nest.
- 3.15 The curriculum from Years 1 to 3 is mostly taught by form teachers through a variety of themes running across subjects, with specialists who teach music, physical education and games. The time spent on mathematics is appropriate in these classes, but that allocated to English in Years 1 and 2 is insufficient, leading, for example, to inadequate experience of punctuation and grammar, reducing the quality of creative writing.
- 3.16 The senior school curriculum from, Years 4 to 8 provides pupils with a good grounding in English and mathematics, as well as the expected range of other subjects. Wider provision in physical education is available, including ballet, gymnastics and girls games. The latter involves girls being taught football and playing mixed hockey and cricket, which they were keen to say they enjoyed very much. Sporting opportunities to represent the school are plentiful from Year 4 onwards with the needs of the smaller number of girls catered for sensitively. Personal, social, health and economic education (PSHE) is now delivered through specialist teaching in Years 3 to 8.
- 3.17 Computing is delivered from Reception onward using well-resourced computer suites. Information and communication technology (ICT) is used to support learning across the curriculum, as seen in a music project where the children used laptops to aid composition of music in different styles. Special technology weeks broaden the children's experiences and promote familiarity with how to use ICT in a variety of ways. Use of the junior and senior libraries is timetabled for all year groups.
- 3.18 Music forms an important part of the curriculum. Pupils have the opportunity to learn an instrument or be a member of a choir. Choirs and ensembles are well established and meet on a frequent basis, performing in school events and the local community. A suitable range of provision in creative subjects further enhances the opportunities available to pupils, particularly in art where a range of different techniques and media are used.
- 3.19 At all levels of the school, the school seeks to meet the needs of all pupils with SEND or EAL through one-to-one sessions and by support during lessons. Some lessons are set by prior attainment, allowing work to be matched more closely to pupils' needs. For example, top set pupils are given greater challenges and the need to use higher order thinking skills. Provision for the gifted and talented, particularly

amongst older pupils, consists of a programme of events and challenge days, including entrance into local and national competitions. Younger pupils who have particular talents are not provided with a similar range of opportunities.

- 3.20 The school provides many opportunities to enhance the curriculum through visits and trips, such as when Year 3 visited a museum which made their history curriculum relevant and alive when they saw how people lived in Roman times. Pupils from Year 4 onward benefit from residential trips in both the UK and abroad. These help develop their social and emotional skills through co-operative group work whether camping or representing the school choir in other countries, such as Venice, Italy. As preparation for life after schooling, pupils in Year 8 recently visited a leading international software developer, to give them an insight into the business world, and many wanted to sign up immediately. Pupils in Year 8 pupils are also provided with opportunities to develop organisational and leadership skills and charity fund raising is evident throughout the school. Drama is included in extra-curricular activities, enabling pupils throughout the school to perform a variety of productions in front of an audience.

3.(c) The contribution of teaching

- 3.21 The contribution of teaching is good.
- 3.22 Teachers enable pupils to make good progress in accordance with the school's aims; at all levels, teaching is non-partisan and even-handed in character. Teaching in EYFS demonstrates an extensive knowledge and a secure understanding of how to promote strong learning and development of young children. Staff use highly effective planning, observation and assessment systems, to build up a detailed picture of each child's development within well-maintained and informative assessment portfolios. Initial and on-going assessment results in accurate tracking of progress that allows staff to take account of children's individual needs and interests when planning meaningful next steps in their learning.
- 3.23 Teaching in the EYFS makes effective use of learning resources that are plentiful, of a high quality and changed regularly to motivate active learning and provide new challenges. Assessment is creative; a book review scrapbook records children's thoughts and feelings about the storybooks they read in class, promoting a love of reading and appreciation of literature from a young age, as well as acting as a record of what they have done. As a result all children make rapid progress in literacy. Good flexible planning includes weekly adaptations that respond to children's changing needs and interests. This ensures that there is a balance between adult led and child initiated activities. Individuals are provided with appropriate levels of support and challenge. Skilful questioning by well deployed staff encourages children to reflect on their learning. Support for children's learning is less effective when staff are too quick to show children 'how to do it' or to give them the 'right' answer.
- 3.24 Teachers in the junior and senior schools demonstrate secure knowledge of their subjects. They make effective use of teacher assessment to plan work well for individual pupils and use pupil's self-assessment alongside the school's reward system to challenge and improve performance. Pupils receive helpful oral feedback, which supports improvement. Relationships between teachers and pupils are good. Most lessons are lively and have a brisk pace with high expectations of pupils to explore facts and information, which leads to good achievement. The work provided across the school captures the pupils' interest and enables them to develop good

learning skills in a classroom atmosphere of equality, respect and tolerance. Older pupils show great pride in this aspect of their study. In their pre-inspection questionnaire responses, a few parents said that homework was not used effectively. Inspectors found that homework is used well to support learning, and the amount given is appropriate to the age and ability levels of the pupils.

- 3.25 Lessons are carefully planned and promote a good degree of competence and understanding. There is a positive classroom ethos where pupils act responsibly and actively enter into the many and varied challenges provided by their teachers. Teaching clearly promotes equality and even where there is a high percentage of boys in a class, the girls remain fully involved and an integral part of school life. The children show respect for each other, valuing different views in lessons. Excellent support is given to pupils who have SEND or EAL. Specialist support staff work closely with staff, parents and external agencies to secure appropriate support for children with such needs. Individual education plans are used by subject teachers and classroom assistants to determine the type of support provided. Able pupils and those who are gifted benefit from challenging work and they carry out investigative topics which are researched independently. Talented pupils are recognised and reach high standards through specific challenge, such as is shown in a programme of events and challenge days.
- 3.26 In contrast to day-to-day use for planning in the classroom, assessment information is not always used to track and monitor the progress of individuals and groups over longer periods of time. This means that those monitoring the school's work are not making enough use of valuable information. Much of the marking is effective since it is diagnostic, highly informative and helpful to the pupils in understanding their strengths and areas for development. In contrast, some marking simply acknowledges that the work is done or comments on the effort pupils have made. It does not promote progress in a targeted way.

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 personal development of the pupils reflects the school's aims. Characteristic British values are actively promoted, including democracy, the rule of law and individual liberty, for example in work done in history, religious studies and PSHE. This area is also covered in enthusiastically delivered school assemblies, such as those in the British values week held earlier this year.
- 4.3 The spiritual development of the pupils is excellent. Children in the EYFS have a 'thinking mat' to encourage them to reflect which enables them to exhibit kindness and consideration for others. Pupils in other year groups show their sense of spiritual awareness not only by their simple reverence during assemblies, but also by their unaffected propensity to be moved by moments of beauty, such as the singing of the four school choirs. The pupils' confidence, sense of self-worth and willingness to contribute positively in school life are evident in both formal opportunities, such as public speaking events and competitions, and also in their day-to-day behaviour in the school.
- 4.4 The pupils' moral development is excellent. From an early age, they have a very clear understanding of right and wrong and they respect the school rules. Good manners and helpfulness are evident at all times. Young children show consideration for others when they move back to make room for their friends in a sharing circle. Pupils in Years 7 and 8 show their interest in and respect for correct behaviour by creating form codes of conduct to supplement and enhance what is already put in place by the school. They develop strong moral values and both understand and appreciate the way the law of England works to create a harmonious society. Throughout the school, behaviour is excellent and forms a significant bedrock to the school's community. Pupils display honesty and integrity and greet visitors in an open, friendly and natural manner.
- 4.5 Social development is excellent. Pupils are encouraged to think about how they relate to one another and they are caring and helpful. Children in the EYFS 'vote' on which activities they would like to do the following day, introducing them to the concept of democracy. These young children show well developed social skills and a good sense of self and independence, such as when they put on their own shoes and socks after a music and movement class. Older pupils take on a variety of roles of responsibility, such as school council officers, house leaders or junior road safety officers. They see their roles of responsibility as having a direct and powerful effect upon the school in which they live. Pupils have an excellent understanding of the needs of others. For example, they raise money for various school charities including a hospice that provides palliative care for children, whilst pupils in Year 8 have the opportunity, through the Entrepreneurial Challenge, of donating to a charity of their choice by means of their own initiative and business acumen.
- 4.6 The pupils' cultural development is excellent. From a young age children develop a sensitive knowledge and understanding of different cultures. The wide range of stimulating cross-curricular activities in music and art, with regular trips to museums and galleries as well as residential trips to Venice and Rome, enables them to celebrate a variety of festivals throughout the year. Their cultural perspective is developed through well-focused PSHCE and religious studies programmes.

Through class discussions, pupils are guided to a clear knowledge of citizenship, British institutions and western cultural traditions and to a clear understanding that they live in a culturally diverse society. The school has an increasingly multicultural population and in Years 5, 6 and 8 all pupils complete a world religions based extended project. This helps to explain the warm relationships which exist between pupils at the school and helps to promote a mutual respect, harmony and tolerance of those with different faiths and beliefs.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The staff provide very effective support and guidance for pupils in accordance with the school's aims to provide a caring, sensitive environment.
- 4.9 Throughout the school, relationships between staff and pupils, and among pupils themselves, are excellent. In their questionnaire responses, a few pupils said that they did not think that teachers showed concern for them. Inspectors found that pastoral care is managed by well-informed staff who show genuine concern for individuals. Children from a young age are known as individuals by identified key people who work with them. As the pupils move through each year group, there is an atmosphere of mutual respect, and they told inspectors that they feel well supported in all aspects of school life. There are many benches available outside classrooms that offer an easy location for supportive dialogue. Pastoral needs are discussed formally at staff meetings and at meetings between the co-ordinators for different age groups from EYFS to senior school. Comprehensive pastoral and discipline records are maintained for each pupil, though these have yet to be fully utilised to best enable overall discipline patterns to be identified. Year 8 pupils undertake their roles as form representatives to younger pupils seriously, reflecting the generous spirit of care which permeates the whole school.
- 4.10 At all levels of the school, pupils learn about the importance of exercise and staying healthy. The youngest children are encouraged to wash their hands before selecting fruit at snack time, and understand the importance of personal hygiene and healthy eating. Children in the Nursery bring a packed lunch and staff discuss healthy choices with parents. Lunchtime for the rest of the school provides a very high standard of freshly cooked, healthy food with plenty of variety and options, with new foods introduced alongside more familiar dishes. Healthy eating for all age groups is strongly promoted by posters that provide a constant reminder of what is good to eat. Regular exercise is keenly encouraged and undertaken, not only during physical education and games lessons, but also during playtimes with the wide variety of resources and play activities made available for pupils to use.
- 4.11 The school has age-appropriate arrangements that are successful in promoting good behaviour. For example, a cloud/sunshine chart is used in the Nursery with good conduct awards in Reception. The rest of the school promotes excellent discipline and behaviour through a suitable system of rewards and sanctions. Pupils of all ages respond positively to the 'golden rules' and house points are keenly sought because the sanction of losing break times is assiduously guarded. The resulting excellent behaviour is marked in commendation and weekly badge assemblies. Responses to the questionnaire indicated that a very small minority of parents felt that the school did not deal well with bullying. Inspectors found that the school has, and uses, effective arrangements to guard against bullying, including cyberbullying.

In their questionnaire responses and in discussions with inspectors, the pupils are quite clear that bullying in any form is unacceptable.

- 4.12 The school has a suitable plan to improve educational access for pupils with SEND, for example recently helping pupils and staff with motor skill weaknesses by replacing trip-inducing sandy paths.
- 4.13 The school has effective methods to seek and listen to the views of pupils. Their opinions are valued and given voice in the democratically-elected and pupil-led school council composed of representatives from Years 4 to 8, whilst younger pupils have their own less formal opportunities to share their views.

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

- 4.14 The contribution of arrangements for welfare, health and safety is excellent.
- 4.15 The whole school, including the EYFS, safeguards the pupils well by the rigorous implementation of policies and procedures that reflect the most recent requirements. Appropriate staffing ratios are maintained at all times within the EYFS. Regular risk assessments and an efficient system for reporting, rectifying or removing potential hazards, contribute to creating a safe, secure and welcoming environment within the setting. A high number of paediatric first aiders in the EYFS ensures there is always at least one on site, or on an outing when children are present. Daily safety checks are completed, although these are not currently recorded for possible subsequent analysis.
- 4.16 Two members of staff are trained at the appropriate level as designated safeguarding officers who ensure all staff receive an induction programme on appointment and annual follow-up training that includes regular updates on the requirements of *Keeping Children Safe in Education*. Recruitment checks, including those for governors, supply staff and volunteers, are conducted in a timely manner and the central record of appointments is maintained accurately. Safeguarding arrangements are reviewed on an annual basis by the full governing body.
- 4.17 The health and safety arrangements meet requirements. Comprehensive risk assessments are carried out for activities undertaken by the pupils or in relation to buildings or equipment they may use. Any deficiencies identified are swiftly put right. External visits and trips are thoroughly reviewed to evaluate potential risks at appropriate intervals.
- 4.18 The school seeks to minimise the risk of fire, using the advice and support of the fire brigade. Effective and well-monitored systems are reviewed regularly. Equipment is checked and appropriate training of staff takes place. Arrangements to ensure pupils are well cared for when they are ill are very good. Pupils who need regular medical attention or feel unwell during the day are looked after in two well-equipped and conveniently located medical rooms in the junior and senior schools. The security of medicines is appropriately managed and meticulous records kept. The school has very effective provision for first aid.
- 4.19 Admission and attendance registers are suitably maintained and stored for the previous three years. Registration of pupils is undertaken electronically in an efficient manner and any absences are followed up quickly with efficient procedures. Unexplained absences are checked by timely contact with parents.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Governance has a significant influence on the school, particularly during the last two years. The governing body provides excellent oversight of all sections of the school, ensuring that each of its committees, covering education, marketing and finance & general purposes, work towards the success of the school. The full governing board ratifies all decisions and policies reviewed by the committees and considers all matters which do not fit within a specific committees' terms of reference. This includes establishing temporary committees, such as the development committee which can co-opt non-voting members with specific skill sets required for particular projects. This mix of stable and flexible ways of working provides a valuable source for discussion and reflection, strengthening the governance arrangements in the school.
- 5.3 Governors know the school well. They have secure knowledge and understanding of EYFS requirements and take an active interest in the ongoing development and success of the setting. The governors make frequent visits to different year groups across the school and school leaders are required to make frequent presentations to committees. This excellent sharing of information ensures that governors are very well informed about the strengths and weaknesses of the school. As a result, governors are effective in exercising their monitoring role in education and pastoral care, and provide effective strategic guidance to leaders at all levels in the school. Governance is maintained by a wide range of experience and expertise and through careful succession planning.
- 5.4 The governors, ably supported by the bursar who is also clerk to the governing body, are highly effective in discharging their responsibilities for statutory requirements, including 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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians is good.
- 5.6 The recently restructured and highly experienced team within the EYFS shares an ambitious vision for continuous development. This includes using appropriate external moderation, through local authority and networking groups, to verify the accuracy of EYFS profile scores. Leaders have successfully addressed issues raised by the previous inspection, relating to the development of opportunities for outdoor learning. Monitoring of EYFS profile data collected by leaders is not analysed effectively enough to evaluate the success of educational provision.
- 5.7 The shared aims and ethos, at all levels of responsibility, provide a clear educational direction for the staff, parents and pupils. Leadership roles are clearly defined, and leaders are effective in carrying out their responsibilities. High staffing levels and small class sizes ensure the pupils are looked after and cared for well.

- 5.8 The strategic development of the school has improved recently; departmental plans mirror whole-school priorities. This response to strengthening middle and senior management, identified in the previous inspection report, has also led to improvements in the way staff identify and share practice across the school. For example, different ways to develop pupils' analytical skills through more enquiry-based practical work in geography and more investigative work in science means that pupils are able use thinking skills much more confidently in unfamiliar situations, as recommended at the previous inspection.
- 5.9 Although regular programmes of work scrutiny, lesson observation and data collection take place in both junior and senior schools, the resulting information is not always analysed well enough to spot emerging patterns. For example, the limited amount of time allocated to the teaching of English grammar in the junior school does not enable pupils to deepen their knowledge about English language and sentence structure. Highly effective systems are in place to secure appropriate support for children with additional needs through close links between staff, parents and external agencies.
- 5.10 Since the previous inspection, improved job descriptions and appraisal arrangements have been put in place. Training is linked to the outcomes of appraisal as well as to the school's priorities.
- 5.11 Links with parents and carers throughout the school is good. Parents who spoke to inspectors are very supportive of the school and extremely satisfied with the education and care that their children receive because staff are readily available to speak to parents at the start and end of each day, particularly the teachers of younger pupils.
- 5.12 Information evenings, e-mail communications and a comprehensive parent portal on the school website provide useful information regarding events and activities within the school. There are regular consultation evenings and, in addition, parents are informed when their child has done particularly well. A very small minority of parents' responses to the questionnaire expressed dissatisfaction with the information provided about their child's progress. Inspectors found that in some cases, matters could be improved. Reports, including those at the end of the EYFS, are detailed and informative, covering all subjects and areas of learning and development for the younger pupils, with test results and achievement grades for older pupils. For some year groups, these are not provided until after the end of term and give no indication of next steps, areas for improvement or how parents can support learning at home.

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