



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

GREENFIELD SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Greenfield School

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| Full Name of School | Greenfield School |
| DfE Number | 936/6401 |
| Registered Charity Number | 295145 |
| Address | Greenfield School Brooklyn Road Woking Surrey GU22 7TP England |
| Telephone Number | 01483 772525 |
| Email Address | tbotting@greenfield.surrey.sch.uk |
| Head | Mrs Tania Botting |
| Chair of Governors | Mrs Janet Day |
| Age Range | 3 to 11 |
| Total Number of Pupils | 206 |
| Gender of Pupils | Mixed (122 boys; 84 girls) |
| Numbers by Age | 3-5 (EYFS): 69 5-11: 137 |
| Number of Day Pupils | Total: 206 |
| Head of EYFS Setting | Mrs Jan Hardy |
| EYFS Gender | Boys and Girls |
| Inspection Dates | 15 to 18 March 2016 |

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 interim inspection was in March 2010.

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 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, 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

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|---------------------|---|
| Mr Graham Sims | Reporting Inspector |
| Mrs Jane Grubb | Team Inspector (Head, IAPS school) |
| Mrs Audrey Marsden | Team Inspector (Former Head of Pre-Prep, IAPS school) |
| Mrs Rosamund Walwyn | Co-ordinating Inspector for Early Years |

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Greenfield School is a co-educational day school for pupils from the ages of three to eleven. Founded in 1935, the school became a charitable trust in 1986. The trust's board of directors, referred to as the governing body, oversees the operation of the school. In 1992, the school moved to its present site in Woking, an extended Victorian building which was originally the home of one of the founders. A new headmistress was appointed shortly after the previous inspection in 2010, and most of the school's senior leaders have been appointed in the last three years.
- 1.2 The school aims to develop the full potential of every pupil, by fostering enjoyment of learning and good work attitudes, and by encouraging independent thought, self-discipline and initiative. The school seeks to develop pupils' social skills by encouraging a caring attitude, consideration for others, respect and tolerance, by helping pupils to demonstrate openness to spiritual values, and by fostering a sense of responsibility and the ability to distinguish right from wrong.
- 1.3 At the time of the inspection, there were 206 pupils on roll. The school is divided into three sections. The EYFS had 69 children, with three classes for children aged three to four, known as pre-prep, and one class for children in the Reception year. The lower school, comprising Years 1 and 2, had 43 pupils, and the upper school, comprising Years 3 to 6, had 94 pupils. There is one class for each year group from Reception to Year 6. Pupils come from a wide range of backgrounds and ethnic groups, in which over 30 different languages are spoken.
- 1.4 The school does not use academic tests to select pupils on entry. The results of standardised testing indicate that the ability profile of the school is above the national average. The school has identified 52 pupils who are particularly able, gifted or talented. It provides additional learning support for 48 pupils, of whom 11 have been identified as having special educational needs and/or disabilities (SEND). One pupil has a statement of special educational needs. No pupil has an education, health and care plan. Seventy-three pupils speak English as an additional language (EAL), although only one pupil requires additional support for English.
- 1.5 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 extremely successful in fulfilling its aims to foster an enjoyment of learning and good work attitudes and to provide a curriculum that promotes the spiritual, moral, cultural, mental and physical development of all pupils. Children make an excellent start to their education in the EYFS and continue to make excellent progress throughout the school, showing high levels of attainment. This is as a result of teaching which is generally excellent; the teaching in a very small minority of lessons does not fully extend pupils or allow them enough opportunity to exercise their initiative. For the last few years, almost every pupil has gained a place at a secondary school of their choice, many of which have high standards of entry. Pupils with SEND, those with EAL together with those identified as able, gifted or talented, all make excellent progress as a result of the close attention given by the learning support department and teaching which is generally adapted well to meet their needs. An enriching curriculum, which offers far more than the normal range of subjects, a wide-ranging extra-curricular programme and many visits and residential trips provide plenty of interesting learning experiences for pupils throughout the school.
- 2.2 The school is highly successful in developing pupils' social skills and promoting courtesy and consideration for others, as stated in its aims. Excellent relationships between staff and pupils help pupils to develop into confident, caring individuals, who have positive attitudes to work. Pupils from many different ethnic backgrounds display tolerance and mutual respect and develop a very good understanding of the principles and values which should underpin British society. The school pays very careful attention to all aspects of pupils' welfare, health and safety. By the end of Year 6, the pupils are extremely well prepared for their transition to secondary school.
- 2.3 The governing body has strengthened its oversight of the work of the school in line with a recommendation from the previous inspection. It ensures that the school is well managed, that the premises are extremely well maintained, and that the teaching is supported through a very favourable staffing ratio and plentiful resources. It ensures that all legal responsibilities are met and pays careful attention to the safeguarding of pupils. Excellent leadership has implemented recent changes to the timetable, the curriculum and the system for homework, all of which have enriched pupils' learning. The school has responded very effectively to the recommendations of the previous inspection to increase the range and use of activities and equipment in the outdoor area and to develop role-play opportunities for children in the EYFS. Links with parents are strong, and the very large majority of parents have positive views about the quality of the education and the support provided for 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) Recommendation for further improvement

2.5 The school is advised to make the following improvement.

1. Ensure that all teaching provides maximum opportunity for pupils to extend their learning, use their initiative and exercise their independence.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 The pupils are well educated in accordance with the school's aims to foster the enjoyment of learning, develop good work attitudes and achieve each child's potential. Academic standards have risen in recent years, and the vast majority of parents and pupils who responded to the pre-inspection questionnaires are pleased with the progress pupils are making.
- 3.3 The outcomes for children in the EYFS are excellent. The children make rapid progress relative to their individual starting points. They concentrate well on their given tasks. They enjoy investigating the extremely rich range of resources and use their imagination well when exploring both their indoor and outdoor environments. They are extremely active learners and are creative and critical in their thinking. During the inspection, for example, they co-operated in a group to remodel the role-play area, putting forward interesting ideas to change it from a baker's shop to a pet shop. Children learn to recognise different letters and letter combinations and to blend sounds to read and write words independently. Many children spell simple sentences correctly by the time they leave Reception. They recognise numerals and count to 20 accurately; some can count independently to 100. They show excellent skills in information and communication technology (ICT), confidently controlling a mouse and using a keyboard to log on, mostly without support. The children express themselves creatively in the role-play areas and show sustained engagement and enjoyment when using resources. Intervention programmes help those who require additional support in certain areas of their learning to make rapid progress, so that, by the end of their time in Reception, most children, including those with SEND and EAL, have made more than expected progress for their capabilities, and the large majority exceed the Early Learning Goals.
- 3.4 In Years 1 to 6, pupils of all abilities achieve high levels of knowledge, understanding and skills in many subjects. By the time they reach Year 6, pupils have excellent speaking, listening, reading and writing skills. They listen thoughtfully to the views of others and produce well-crafted written assignments which indicate good levels of independent and creative thought. Pupils apply their mathematical understanding quickly and skilfully, and are keen to see their name rise up the 'tables chart' by improving their time to complete mental mathematics challenges. Pupils use ICT competently and creatively, for example when producing high-quality homework assignments. For the last few years, all pupils leaving Year 6 have secured places at senior schools of their choice, many of which have high standards of entry, with a high proportion gaining scholarships.
- 3.5 The pupils' achievements in their extra-curricular activities are extensive. Many pupils play musical instruments, and a high proportion achieve merits and distinctions when taking external music examinations. The orchestra performs in concerts in the local area and the choirs are very successful in local competitions and festivals. Pupils have well-rounded physical skills and, as a result, achieve success both individually and in teams; for example, a number of boys and girls represent local teams and have been selected for the development squads of professional football clubs. The wide range of extra-curricular activities enables pupils to explore new interests and practise skills in many different disciplines. Pupils have enjoyed success in model-making and public speaking competitions,

and in the area heats for the national inter-school quiz championship. Pupils enjoy performing in drama productions, and have won a number of scholarships recently for drama, art and music.

- 3.6 Pupils' attainment cannot be measured in relation to performance against a fixed national average but, on the evidence available, it is judged to be high in relation to national age-related expectations. Pupils have achieved excellent results in their entrance examinations to senior schools in recent years. This level of attainment, as judged by observation of lessons, scrutiny of pupils' work, curriculum discussions with pupils and the school's own assessment data, indicates that they make excellent progress over time in relation to the average for pupils of similar ability.
- 3.7 Pupils with SEND and those with EAL also make excellent progress as a result of the small size of most teaching groups, the close attention they receive from teachers, the support provided by teaching assistants and individual tuition for some pupils to help them overcome specific difficulties. Those identified as able, gifted or talented achieve high standards of literacy and numeracy, benefiting from individual programmes which suit their strengths.
- 3.8 The pupils display excellent attitudes to their work and in their involvement in other activities. Within the classroom, they behave extremely well, co-operating with adults and collaborating with their classmates. They answer questions eagerly and engage enthusiastically in activities, particularly when working with a partner or in small groups. They demonstrate good levels of concentration. By the time they leave the school, the pupils have acquired excellent skills for learning which equip them extremely well for the future.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 The curriculum strongly supports the school's aims of fostering an enjoyment of learning and the opportunity to encourage independent thought, good work attitudes and an openness to spiritual values. The curriculum is effective in its coverage of the requisite areas of learning. At all stages, pupils have the opportunity to follow an appropriate curriculum which aids the development of their skills and knowledge. When dealing with issues on which people might have widely differing viewpoints, staff ensure there is balanced consideration of opposing views in both curricular and extra-curricular activities. In their response to the questionnaires, the vast majority of pupils and parents are pleased with the range of curricular and extra-curricular opportunities provided.
- 3.11 In the EYFS, the imaginative and very well balanced curriculum helps most children to reach at least expected levels of development. It is extremely carefully planned to provide an extensive range of activities both outdoors and indoors, all designed to challenge the children, arouse their curiosity and to meet individual learning needs. Thoughtfully constructed intervention programmes provide extra support for certain children. Specialist teaching is provided for Mandarin, music, dance and PE lessons. Since the previous inspection, and in response to recommendations made, there have been marked improvements to the range of activities and opportunities provided for outdoor learning, and these are now extremely rich and engaging.
- 3.12 The timetable and curriculum for pupils in Years 1 to 6 have been adapted after consultation with staff, pupils and parents to provide a much broader range of subjects which goes beyond the requisite areas of learning to include subjects such

as understanding the world, cookery, theatre set design, photography, current affairs and philosophy. All pupils learn Mandarin and French. These changes have been thoroughly embraced by all the staff and enhance the pupils' experience throughout the school. Emphasis on the acquisition of specific skills, in particular for reading and mental mathematics, has had a significant impact on pupils' development as learners. A comprehensive programme for pupils' personal, social, health and economic education (PSHE) and well-planned assemblies make a highly valuable contribution to pupils' personal development. A well-stocked and comprehensive library enhances learning and is much appreciated by pupils. Vibrant displays throughout the school provide additional motivation and support for pupils in the classroom and reflect the high-quality learning which takes place. Across the school and in many subjects, pupils are able to make use of laptop computers to develop their ICT skills and to aid and enhance their learning.

- 3.13 The curriculum is suitable for pupils of all ages and abilities and, in particular, makes excellent provision for pupils with SEND and EAL and any pupil who has a statement of special educational needs. Individual educational plans are disseminated effectively amongst teaching staff, and there is comprehensive use of additional staff throughout the school to support all pupils. In addition, some specialist external support is available for pupils with specific needs. The curriculum also makes good provision for pupils identified as able, gifted or talented. These pupils have the opportunity to extend their learning and also to work together in a focused activity time.
- 3.14 A wide range of extra-curricular clubs makes a welcome and enriching contribution to the pupils' development and to their overall school experience. These take place at lunch times and after school and include activities such as ballet, choir, computer, jazz dance, judo, and news and media. Some, such as the chess club, offer the opportunity for pupils to take part in competitions and tournaments, whilst the choirs perform not only in school but also for the wider community. Pupils have many opportunities to enhance their creativity and performing skills through taking part in a variety of school performances or can choose to be part of a school ensemble such as the orchestra or a rock band.
- 3.15 Links with the community, through the many visits and visitors to the school, are most effective in their contribution to the pupils' overall development. A variety of residential trips, introduced for pupils from Year 3 onwards, makes an excellent contribution to the development of pupils' social skills and help to foster respect, tolerance and a sense of responsibility.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is excellent.
- 3.17 The teaching makes a positive contribution to the school's aim of developing the full potential of all pupils, enabling them to enjoy wide-ranging and rigorous learning experiences throughout the school.
- 3.18 In the EYFS, lessons are very well planned and skilfully promote the learning and development of all children. Extremely thorough systems to assess children's knowledge and understanding and to track their progress ensure that each child's learning needs can be identified and addressed in an effective way. Adults demonstrate an excellent understanding of the EYFS curriculum and use an extensive range of imaginative resources to inspire and challenge the children.

They promote the children's learning and critical thinking through their excellent questioning and conversations, their sensitive and imaginative role modelling, and by challenging the children to experiment, work independently and make their own investigations. Since the previous inspection, adults now provide more extensive opportunities for imaginative role play, and these are helping to promote learning in many aspects of the EYFS curriculum.

- 3.19 Teachers know their pupils well and, in all subjects, the teaching ensures that pupils of all abilities make rapid progress. The large majority of lessons are well planned and make excellent use of a wide range of teaching activities and challenges. The slightly shorter lessons and greater subject breadth introduced in September have had a positive impact on the quality of teaching and motivate the pupils to work to the best of their ability, to broaden their interests and to develop excellent knowledge, understanding and skills.
- 3.20 Across the school, the marking of pupils' work is generally constructive and effective. It helps to guide pupils in their next steps and gives clear guidelines of ways to improve, challenging them to reflect on their work and to move forwards in their learning. The systems for assessment are highly effective in monitoring pupils' progress, and the teaching skilfully uses this information to ensure pupils build on their previous learning.
- 3.21 The teachers' expertise and subject knowledge ensure that lessons are engaging and interesting. The teaching in many lessons is stimulating and creates an atmosphere of challenge and enthusiasm. The teaching makes excellent use of the time available and is enriched by a wide range of class resources. A wide variety of teaching methods helps to maintain and foster pupils' interest, supporting the school's aims of enabling pupils to enjoy their learning and to acquire good work attitudes. Many, though not all, lessons encourage independent thought as well as providing rich opportunities for collaborative learning. The use of differing and challenging questioning techniques also helps to deepen understanding. Throughout the school, the teaching promotes tolerance and respect, and is non-partisan in the coverage of political issues.
- 3.22 Following a survey of parents' views, which revealed that a small minority of parents felt pupils received too much homework, and a similar proportion felt they received too little, the school has implemented a highly effective new system for homework. This has been well received by both parents and pupils and is helping to support the learning process. While the compulsory elements of English, mathematics and science continue to reinforce pupils' learning in these subjects, some of the homework produced voluntarily by pupils is of exceptional quality.
- 3.23 Teaching assistants play a significant part in many lessons and ably support the teachers in all aspects of school life. They collaborate extremely well with their teaching colleagues and have a significant impact on the learning experience of all the pupils. A highly effective learning support department ensures that all pupils' needs are met and makes appropriate provision set out in any statement of special educational needs. Teachers are well informed by the department and effective communication between colleagues ensures that plans are well suited to every individual pupil. Pupils identified with a particular need receive individual plans which are constantly reviewed and adapted as their learning progresses. Caring and supportive staff build positive relationships with their pupils and provide sympathetic and systematic support sessions for individual pupils or small groups as required. Pupils identified as able, gifted or talented are given challenging extension

work and the opportunity to be part of a group activity which helps to stimulate their curiosity and passion for learning and extend their understanding.

- 3.24 Although the overall quality of the teaching is excellent and enables pupils to reach high standards by the end of Year 6, the teaching in a small minority of lessons, whilst still helping pupils to develop their skills and acquire new knowledge, is too prescriptive and rigid. This prohibits pupils from realising their full potential in the lesson by denying them opportunities to use their initiative, exercise their independence and extend their learning.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The school actively promotes values which are fundamental to British society. Pupils are encouraged to respect each other and to show tolerance of those with different faiths and beliefs. Democratic principles are followed when pupils elect representatives for the school council and for their house, and when they vote for the charity the school will support. The curriculum provides a broad range of opportunities to explore British history and culture, different faiths and beliefs and concepts such as individual liberty. It also enables pupils to develop a broad general knowledge of public institutions and services.
- 4.3 In the EYFS, the children enjoy coming to school and make independent choices about their play, their learning and their behaviour. Adults help to instil important values by, for example, helping children to take responsibility for their actions and for helping with classroom routines in their roles as special classroom helpers or monitors. The children spontaneously follow basic courtesies, such as saying 'please' and 'thank you', taking turns, sharing and showing consideration towards others. They start to develop an appreciation of the rich diversity of different cultures, and parents are often invited into school to share their different faiths and customs. Children learn to tolerate and respect each other's differences. They co-operate extremely well with each other in their learning activities and follow the school rules. They are very well prepared for their transition into Year 1.
- 4.4 In Years 1 to 6, the school successfully fulfils its aims of encouraging a caring attitude towards people and property along with courtesy and consideration for others. Pupils are confident and articulate and noticeably proud of their school community, which provides a nurturing and supportive environment. Strong friendships exist within peer groups and between older and younger pupils. The pupils are emotionally mature for their age, and show an appreciation for non-material aspects of life. This is particularly noticeable in their appreciation of music, where their enjoyment and sensitivity to the range of music available to them is palpable.
- 4.5 Pupils demonstrate an excellent standard of moral development. They have a very firm sense of right and wrong, demonstrated, for example, through their explanation of initiatives such as the 'power of one' anti-bullying campaign. They fully support the school's high expectations with regard to behaviour. Through their PSHE lessons, they develop an excellent awareness of moral and ethical issues. They have a clear understanding of the need for rules and the law in English society, and show great respect for democracy and individual liberty. Throughout the school, pupils demonstrate exceptional manners, kindness and respect for each other, visitors and their teachers.
- 4.6 Pupils' social development is excellent. Throughout the school, the pupils demonstrate a great sense of responsibility and social, political and economic awareness. For example, many acts of kindness were seen during the inspection, both around the school and at lunch as older pupils provided friendly and considerate support for younger pupils. Pupils relish the increasing roles of responsibility that are available to them as they progress through the school. They carry out their responsibilities with great confidence and enthusiasm, such as

supervising the lunch queue and clearing chairs after assembly. They are active in raising money for charities and people less fortunate than themselves through whole-school charity days, such as pyjama day, and also through individual initiatives, such as a pupil organising a fair trade breakfast fundraiser.

- 4.7 Pupils' cultural understanding is excellent. Pupils demonstrate a mature respect for and interest in the beliefs of others. Pupils from a variety of faiths and cultures are happy to discuss and share with their peers and listen to each other respectfully and with genuine interest. They develop an excellent understanding of other cultures and their achievements, particularly those of the Western cultural tradition, as they explore issues from around the world through an enriching curriculum, their study of languages such as Mandarin, and through their many trips and visits.
- 4.8 The diligence of staff and careful monitoring of individual requirements enables pupils of all abilities and backgrounds to reach an excellent standard of personal development by the time they leave the school. Pupils feel very well prepared for and excited about the next stage in their education.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 The school is highly successful in providing an excellent level of pastoral support for all the pupils, fully meeting the school's aims. In their response to the questionnaire, the overwhelming majority of parents are pleased with the way the school looks after their children.
- 4.11 Adults work closely and sensitively with the families of children in the EYFS to ensure a smooth and secure start to school life. Children quickly establish positive relationships with the adults who care for them so that they soon feel safe, are positive about coming to school each day and learn to behave with consideration towards each other. They learn to enjoy eating a healthy and balanced diet and benefit from the many opportunities they are given to learn outdoors. Parents are encouraged to communicate with their child's key person about their child's individual needs via email or by speaking to them at either the beginning or the end of the school day.
- 4.12 The pupils are extremely happy at school. Relationships between staff and pupils are generally excellent, showing high levels of mutual respect. Pupils speak with great affection about their teachers and the support they receive. The school has an excellent system to record any concerns about an individual and class teachers use this highly effectively to gain a comprehensive picture of pupils' behaviour and development.
- 4.13 The importance of healthy eating and healthy lifestyles is promoted through PSHE, science and PE lessons. Displays around the school encourage pupils to make good choices, to adopt good table manners and to enjoy their food. Younger pupils are supported by teachers and pupils in Year 6 to ensure they eat healthily. A wide selection of fresh food is available for breakfast, breaktimes and lunch. Pupils understand the benefits of regular exercise and have excellent opportunities to keep fit through dance, games, outdoor play and sports activities.
- 4.14 The school is highly effective in promoting excellent behaviour and dealing with bullying or harassment, whilst being sensitive to any related difficulties or disabilities. Codes of conduct are prominently displayed and signed by pupils. In their response

to the questionnaire, a very small minority of parents felt the school does not deal well with cases of bullying. This view was not supported by the very large majority of pupils in response to their questionnaire. The inspection found that the school implements rigorous systems for recording, dealing with and monitoring any incidents of unacceptable behaviour.

- 4.15 The vast majority of pupils feel that the school asks for their opinions and responds to them. School council meetings and the house system provide excellent opportunities for pupils to talk to senior leaders. In addition, pupils feel they can talk to any teacher if there is anything wrong or something that needs their attention. Alternatively, they can leave a message anonymously in a suggestions box if they feel this is more appropriate.
- 4.16 The school has a suitable accessibility plan to improve educational access for pupils with SEND.

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

- 4.17 The contribution of arrangements for welfare, health and safety is excellent.
- 4.18 In the EYFS, safeguarding procedures are adopted carefully and sensitively, and adults are vigilant in supporting the school's policies and procedures. Children's welfare is promoted extremely effectively, and there are excellent systems to monitor the attendance and welfare of all children. Rich opportunities for role play demonstrate that the children are learning to respect each other's differences, keep each other safe from harm and empathise with the feelings and needs of others. The broad curriculum includes a range of activities and experiences which encourage children to be tolerant and respectful of others and help to prevent extremism and radicalisation.
- 4.19 In Years 1 to 6, the school's thorough safeguarding procedures have due regard to official guidance. The policy is reviewed annually by the governing body. The school is diligent in ensuring that staff keep abreast of any updates, and staff are fully conversant with the school's policies and procedures. Staff receive regular training in child protection and safeguarding, and have also had training in the *Prevent* strategy in relation to extremism and radicalisation. The school has appropriate links with the local safeguarding board. The school has thorough procedures for recruiting staff, and the single central register of appointments has been accurately maintained. The school teaches pupils about how to keep safe when using computers, the internet and social media.
- 4.20 The school has thorough procedures to reduce the risk from fire and other hazards. Fire prevention and protection equipment is well maintained. Fire drills are carried out regularly at different times of the day and using different scenarios.
- 4.21 Arrangements to ensure the health and safety of pupils are highly effective. Thorough risk assessments are carried out for activities both on and off the school site. The regular walks to the nearby sporting facilities are meticulously supervised by conscientious and caring staff. Playground equipment and other areas of the school are inspected weekly. Arrangements for sick or injured pupils are managed well, and the accommodation is satisfactory. All staff have had basic first-aid training and an ample number of staff have undertaken more advanced or paediatric first-aid training. The school's learning support department provides excellent support for pupils with SEND.

- 4.22 The admission and attendance registers, which contain the required information, are suitably maintained and correctly stored for the statutory period. Pupils' attendance is checked at the start of each morning and afternoon session, and procedures for following up absence are thorough.

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 governing body has excellent oversight of the school and ensures the successful fulfilment of the school's aims. It discharges its responsibilities for educational standards well through the support provided for the school's leaders which enables them to provide extremely favourable staffing ratios and excellent educational and pastoral support for all pupils. The governing body's astute financial management has resulted in accommodation which is attractive, exceptionally well maintained and efficient in its use of space. It has also ensured that all areas of the school are well resourced and that additional support for pupils with SEND or EAL and the wide range of curricular trips and visits are provided at no additional cost to parents.
- 5.3 The governing body gains an excellent insight into all aspects of the school and exercises its monitoring role effectively through the reports provided by the headteacher and other school leaders, the work of the various committees and governors' visits to and involvement in the life of the school. The governing body has responded well to the recommendation from the previous inspection to review the structure of the governing body by: establishing an annual audit of governors' skills and expertise; constituting two new committees to oversee educational matters and capital expenditure; appointing new governors with educational expertise; and assigning specific responsibilities to individual governors. The governing body provides effective support, and challenge, for the school's leaders which has ensured wide-ranging improvements to the school since the previous inspection and stimulus for future growth.
- 5.4 Governors receive training to help them carry out their roles effectively. The governing body discharges its statutory responsibilities well and ensures the school meets all statutory requirements. It monitors the child protection and safeguarding arrangements and their implementation carefully, and ensures that the policy is reviewed and updated annually. The governing body maintains effective oversight of the EYFS and has ensured that the recommendations of the previous inspection with regard to outdoor play and role-play activities have been implemented well.

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, is excellent.
- 5.6 In the EYFS, leaders are highly effective in monitoring provision, supervising staff, self-evaluating outcomes and setting priorities for improvement. In response to recommendations made during the previous inspection, there have been substantial improvements to the outdoor learning environment as well as to the opportunities presented for imaginative role play. There are ambitious plans for further enriching the curriculum and resources. All members of staff receive an annual appraisal and are appreciative of the many opportunities they are given for professional development. The safeguarding of children is actively promoted through the supervision of the staff, the safety and security of the site, staff training programmes and staff meetings as well as through the EYFS curriculum. Strong links have been

established with other settings and external agencies, so that children are supported in their transitions to and from the school and can access appropriate interventions to support their needs. The curriculum actively promotes equality and diversity and ensures that fundamental British values are promoted.

- 5.7 At all levels of responsibility, the leadership and management of the school are highly effective in ensuring the school fulfils its aims to foster the enjoyment of learning and the development of good work attitudes, to encourage a caring attitude for people and property, and to provide a curriculum that promotes the spiritual, moral, social, cultural, physical and mental development of the pupils. In particular, the leadership ensures that staff have an excellent understanding of the school's policies for child protection and safeguarding and that all procedures to ensure the welfare, health and safety of the pupils are implemented effectively. The school ensures that all staff, governors and other adults who work with the pupils have been properly checked in accordance with latest official guidance.
- 5.8 The leadership provides very clear educational direction for the staff, as reflected in the excellent quality of pupils' work and the standard of their personal development. The staff greatly appreciate the fact that their views are taken into consideration at half-termly training and planning sessions when changes are proposed, discussed and amended before being introduced. New initiatives, such as the implementation of a new structure for the school day, a broader curriculum and new homework procedures, are monitored to ensure they are effective. Careful management has ensured excellent teamwork and relationships among staff, and contributed to the staff's willingness to play an active part in the school's further development.
- 5.9 The leadership has an excellent understanding of the effectiveness of the school and of the quality of teaching, both of which have improved since the previous inspection. A new system for reviewing the performance management of staff has been introduced to bring further improvement to the quality of educational provision.
- 5.10 Management has been successful in securing sufficient high-quality staff to ensure excellent educational provision for the pupils and an extremely favourable ratio of staff to pupils. Although the nominal size for each year group is 24 pupils, classes are split into two groups for the majority of lessons, ensuring a high level of personal attention. Staff are keen to improve the quality of their teaching and value the opportunities provided to share good practice and to learn from each other. In addition, regular training ensures that all staff are very well equipped to meet the needs of all pupils and to ensure their welfare, health and safety. Careful attention is given to analysing the needs of individual pupils, especially those with SEND, those with EAL and those who have been identified as able, gifted or talented. Administrative and support staff provide excellent support for teaching staff and contribute significantly to the high standards of care evident throughout the school.
- 5.11 Highly effective partnerships have been established with parents of children in the EYFS, and they are given plenty of opportunity to support their children's learning. The strong links established with parents and outside agencies help to secure appropriate intervention programmes and additional support for children who need them. New software which helps staff to track children's progress has also improved communication between home and school and helps parents to engage in their children's learning. Termly parents' evenings and written reports keep parents very well informed about their children's progress. A written summary reporting each child's progress against the Early Learning Goals and assessment scales is sent

home before the end of the Reception year, and parents are provided with an opportunity to discuss these with their child's teacher.

- 5.12 In Years 1 to 6, response to the questionnaire indicates that parents are extremely happy with both the educational opportunities provided and the individual care and support provided. The leadership team seeks parents' views and is responsive to the feedback offered. Senior staff provide a visible presence, welcoming the pupils and their parents into school at the start of each day. This 'open-door' policy provides parents with plenty of opportunities to speak informally to the leadership team or their children's teachers. The school also provides parents with staff email addresses to facilitate communication. A weekly newsletter keeps all parents informed about the week's events as well as plans for the future, and further information is made readily available through the parents' portal on the school's website. All parents are warmly encouraged to view their children's work during 'open classroom' events and to support their children in matches, drama productions, concerts and class assemblies. Parents who were interviewed spoke about how well the teachers know their children, and how much they appreciate the individual care, encouragement and support that their children receive, views which are in accordance with the findings of the inspection.
- 5.13 The school maintains a constructive relationship with parents in accordance with its aims and has comprehensive procedures to deal with parental concerns. In response to the questionnaire, the overwhelming majority of parents said that their queries are answered promptly, and a large majority feel that their concerns are dealt with sensitively and in line with policies. All recent concerns have successfully been resolved at the informal stage in accordance with published procedures.
- 5.14 Parents are given many excellent opportunities to be actively involved in the work and progress of their children. They are invited to attend special workshops and information evenings throughout the year which keep them well informed about curriculum developments and events. They are also frequently invited to visit the classrooms to see their children's work, and to help and support special class events. The newly devised 'take-away homework', available on the parents' portal on the school website, provides plenty of imaginative opportunities for parents to support their children's learning and for pupils to use their initiative and follow their interests.
- 5.15 Parents of current and prospective pupils receive all the information that they need about the school. Before their child joins, parents receive a comprehensive pack of information and are offered special induction sessions appropriate to the age of their child, to introduce them to the life of the school. Parents have access to all the school's policies, information about the curriculum, newsletters and workshop notes.
- 5.16 Parents receive clear and useful reports about their children's progress. Parents evenings are held every term, giving them frequent opportunities to meet with their children's teachers and to hear about their progress, although a few parents commented that the time allocated to speak to their child's teacher at parents' evening is too short. Written reports are also provided twice every year. These carefully describe each child's rate of progress in the various subjects and are most informative.

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