



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
KNIGHTSBRIDGE SCHOOL**

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Knightsbridge School

Full Name of School	Knightsbridge School
DfE Number	207/6316
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Email Address	office@knightsbridgeschool.com
Principal	Mr Magoo Giles
Head	Ms Shona Colaço
Proprietor	Mr William Russell, representing Knightsbridge School Limited
Age Range	3 to 13
Total Number of Pupils	398
Gender of Pupils	Boys and Girls (204 boys; 194 girls)
Numbers by Age	3-5 (EYFS): 73 5-11: 304 11-13: 21
Head of EYFS Setting	Miss Louisa Swallow
EYFS Gender	Boys and Girls
Inspection Dates	09 Feb 2016 to 12 Feb 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 standard inspection was in April 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 proprietor and members of the advisory board, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Richard Johnson	Reporting Inspector
Mrs Pauline Christodoulou	Team Inspector (Assistant Head, IAPS school)
Mr Ian Griffin	Team Inspector (Head, IAPS school)
Miss Kaye Lovejoy	Team Inspector (Head, ISA school)
Mrs Frances Mwale	Team Inspector (Head of Prep, IAPS/GSA school)
Mr Richard Yeates	Team Inspector (Head, IAPS school)
Miss Valerie Craven	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Knightsbridge School is a proprietorial day school, educating boys and girls between the ages of three and thirteen. Founded in 2006 by Knightsbridge School Limited, it occupies two inter-connecting buildings in a residential area of Knightsbridge in London. There are specialist teaching facilities for science, art, music and information and communication technology (ICT). The school also uses facilities at two nearby churches for performances and some teaching, including drama and physical education, as well as local parks and sports venues.
- 1.2 Since the previous inspection, the school has extended its age range and now takes pupils up to the age of thirteen. The senior leadership team has been restructured. The current head was appointed in September 2015, and the previous headmaster has subsequently taken over the role of principal, overseeing the work of the head. The proprietors, who are directors of Knightsbridge School Limited, have legally delegated proprietorial responsibility to one of their number. He is supported in this task by an advisory board.
- 1.3 The school has devised the Knightsbridge Code, within which its values are described. It endeavours to be a vibrant and friendly community, in which pupils enjoy a broad range of opportunities designed to inspire and motivate, whilst nurturing individual talents and values. It aspires to provide its pupils with the guidance and support to become confident, responsible individuals, with the resilience and integrity to be the best they can be, making a positive contribution as global citizens.
- 1.4 There were 398 pupils on roll at the time on the inspection, 204 boys and 194 girls. In the Early Years Foundation Stage (EYFS) there were 73 children, all of whom attended full-time. The ability profile of the school is above the national average. The school has identified 27 pupils as having special educational needs and/or disabilities (SEND), all of whom receive specialist learning support. There are no pupils with an education, health and care plan or a statement of special educational needs. In total, 244 pupils speak English as an additional language (EAL); 35 of these require and receive additional support. Most pupils live in the local area, and come from business, professional or diplomatic families who reflect the diverse ethnic and national backgrounds to be found there. Given the transient nature of this population, a significant proportion of pupils do not remain at the school for their full preparatory education.
- 1.5 National Curriculum (NC) nomenclature is used by the school for the EYFS and throughout this report to refer to year groups. The year group nomenclature used by the school from Year 1 and its NC equivalence are shown in the following table.

School	NC name
J1	Year 1
J2	Year 2
J3	Year 3
J4	Year 4
S5	Year 5
S6	Year 6
S7	Year 7
S8	Year 8

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Knightsbridge School is highly successful in meeting all of its aims. The achievements of its pupils, including those of children in the EYFS, are excellent. Pupils of all abilities, including those with SEND or EAL and the more able, make rapid progress. Many older pupils are successful in gaining entry to highly selective senior schools. Pupils benefit from an excellent curriculum, which includes an introduction to several modern foreign languages, and a wide range of extra-curricular activities. Effective use is made of subject specialist teachers to promote the achievements of the older pupils. Children in the EYFS benefit from activities that engage their interest and stimulate their imagination. However, curriculum planning does not fully exploit opportunities for pupils to apply their ICT skills. Links with the community are outstanding. Teaching is excellent, and lesson planning includes a range of activities well matched to the needs of all pupils. Teachers make effective use of assessment data, and take advantage of opportunities to share good practice.
- 2.2 The spiritual, moral, social and cultural development of the pupils is excellent. They are self-confident and polite, and show strong mutual respect and tolerance. Children in the EYFS are well prepared for their transitions. All pupils enjoy celebrating the international character of their school, and show a clear understanding of the values inherent in British society. Pastoral care is excellent. Standards of behaviour are high, pupils feel well supported and there are outstanding relationships throughout the community. The arrangements to ensure the welfare, health and safety of pupils are excellent. Safeguarding has a high priority, and staff are well trained. Procedures to minimise risks and hazards are strong. The school has an outstanding counselling service to meet the emotional needs of pupils.
- 2.3 The governance, leadership and management of the school are excellent. There is a strong partnership between the proprietor and the leadership, with a shared ethos and determination to achieve high standards. Leaders are well known by the whole community, and are strong role models. The recommendations of the previous inspection have been addressed, including those relevant to the EYFS. The new leadership structure ensures the effective monitoring of all aspects of school life. Parents are highly positive about many aspects of the school. They are well informed and appreciate the many opportunities to be involved in the life of the school.

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. Increase the opportunities for pupils to use ICT to support independent learning in a range of subjects.

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 Through these high levels of achievement, the school fulfils its aim to nurture pupils' individual talents and values. In the EYFS, children's achievements are excellent. Almost all meet or exceed expected levels of development in the seven areas of learning, and make rapid progress relative to their individual starting points. Those with SEND or EAL and those who are more able also make strong progress. All children enjoy exploring and investigating; for example, they discussed how to deter a fictional invasion by aliens intent on stealing clothing. Frequent letter and sound activities foster excellent speaking, listening, reading and writing skills. The older children are able to write full sentences independently. Younger children can count everyday objects, such as pieces of cutlery on a table. Older children can count up to 50 and beyond, and are able to count backwards from 20. They use advanced mathematical language for their age, and are skilful at manipulating a range of everyday objects to assist with complicated additions. They think critically in problem-solving and creative activities and are active learners, able to concentrate well and work independently.
- 3.3 Throughout the school, pupils demonstrate excellent knowledge and understanding across all areas of their learning. Many have a wide vocabulary. Reading both for knowledge and for pleasure is embedded from a young age. Pupils are highly articulate, as seen in a poetry class discussing British values during the First World War. Many pupils have exceptional linguistic skills and some can converse confidently in up to three languages. They achieve an excellent level of mathematical competence and show a genuine enjoyment for the subject. They can apply these skills in subjects such as science, as seen in a poster describing an atom. Pupils' ICT skills are good, and they tackle problem-solving activities confidently. Well-developed creative skills are evident in pupils' artwork; there are attractive and interesting displays demonstrating the use of a wide variety of media. High standards are achieved in creative and performing arts, as seen during the creative arts week at the time of the inspection. All pupils have a good level of physical development.
- 3.4 Pupils achieve well throughout the school in all sports, both individually and in teams. School fencing and indoor rowing teams have reached the finals of national competitions, and individuals have gained places with major football academies. Many pupils play a musical instrument and achieve excellent results in external examinations. They perform well, both individually and in ensemble groups, in concerts and assemblies. Pupils are also highly successful in public speaking examinations.
- 3.5 Pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available from standardised tests, it is judged to be excellent throughout the school in comparison with national age-related expectations. Evidence from lesson observations, curriculum interviews and a scrutiny of the pupils' written work confirms this judgement. Many pupils achieve entry into highly selective senior schools.
- 3.6 This level of attainment, as judged, means that pupils make rapid progress in relation to the average for pupils of similar abilities. Pupils with SEND or EAL and

more able pupils also make excellent progress due to effective individual support and teachers' high levels of awareness of their needs when planning activities.

- 3.7 Pupils have highly positive attitudes to their learning. Behaviour in lessons is excellent. They take pride in their own achievements, and those of others. Their work is well presented and organised. They work well in pairs or groups, show excellent initiative and sustain high levels of concentration in their lessons.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 This supports the school's aims to provide pupils with the opportunity to enjoy a broad range of opportunities designed to inspire and motivate. The detailed EYFS educational programmes cover all seven areas of learning, enabling children to reach their full potential. An appropriate balance between adult-led and child-initiated activities results in a wide range of exploration and investigation opportunities, meeting a recommendation of the previous inspection. This high quality provision enables all children, including those with SEND or EAL and the more able, to make excellent progress in relation to their starting points. Specialist teaching in French, music and movement contributes to the excellent outcomes for children. By the end of Reception, children's learning becomes more formal; there is greater emphasis on literacy and mathematics, ensuring that children are fully prepared for transition to their next stage of learning, and they are encouraged to become independent learners. All children have access to a wide range of extra-curricular clubs, such as 'peewee karate'.
- 3.10 For older pupils, the school offers a broad and balanced curriculum, with a strong emphasis on National Curriculum subjects. It is suitable for the ages and needs of all pupils. In response to the questionnaires, the vast majority of pupils and parents said that they are satisfied with the range of subjects and extra-curricular activities provided.
- 3.11 The breadth of the curriculum comes from the diversity of topics within the core subjects and also from lessons in, for example, Mandarin, Latin and dance. Creativity is encouraged and fostered in many lessons. Philosophy is taught in Years 7 and 8. The use of subject specialists for the older pupils promotes excellent achievement. Frequent lectures inspire them and broaden their horizons, and help to inform future career choices. Cross-curricular links are well developed; inspectors noted some excellent examples in music and history. All pupils benefit from discrete lessons in ICT. However, in other lessons, planned opportunities for pupils to use ICT in their learning and to support independent research are not fully exploited.
- 3.12 Personal, social, health and economic education (PSHEE) is given a high profile within the curriculum, and the school has developed its own scheme. The excellent relationships which the pupils have with their peers are evidence of its success. Opportunities throughout the curriculum and in displays around the school ensure that the values associated with Britishness are not undermined. This aspect has a suitably high priority. A balanced view of political issues is evident in curricular and extra-curricular activities.
- 3.13 In curriculum planning, activities are well matched to the individual learning requirements of pupils. Staff have a clear understanding of the needs of pupils with SEND or EAL and those who are more able. Through detailed and highly focused planning they are able to give all pupils opportunities to make excellent progress.

There is a thorough process to monitor this provision. Senior leaders and learning support staff give highly effective guidance to teaching staff, and seek the views of pupils in a series of pupil conferences.

- 3.14 The curriculum is further enhanced by a wide range of highly popular extra-curricular clubs and activities, which include street dance, textiles, cooking and chess. They also encompass academic subjects, the arts and sports, and take place after school and at weekends. Ideas for clubs from the school council, individual pupils and parents are encouraged. Further breadth is added with many trips and visits including those to nearby London venues and a geography trip to Iceland for pupils in Year 8. This is further enhanced by an extensive programme of visiting speakers and workshops.
- 3.15 Links with the local community are a notable strength of the school. The school has excellent relationships with nearby churches and businesses, and it is closely involved with local charities. The school's own charitable foundation raises money for a number of local children to attend the school, and supports their subsequent schooling in independent education. A 'walk to school' initiative makes a positive contribution to traffic issues in the local area. The school has been instrumental in developing local parks and gardens. Nearby primary schools make regular use of the school's facilities and attend events, such as the creative arts week.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is excellent.
- 3.17 The high standard of teaching enables the school to achieve its aims successfully. Within the EYFS, staff plan stimulating creative and practical activities that foster children's ability to investigate and their imagination. This was seen in a lesson where older children made excellent use of ICT to design a character in a story. These activities are enhanced by high quality resources and the frequent use of local parks to foster children's physical development. Staff are well qualified, experienced and highly knowledgeable, and actively promote respect and tolerance by raising children's awareness of other cultures and religions. Staff have high expectations, and frequently challenge children through open-ended questioning and problem-solving opportunities that successfully extend children's knowledge and understanding. Information gained through accurate assessments is used effectively to identify their next steps in learning, supported by the use of a newly introduced digital system to capture individual learning moments. This meets a recommendation of the previous inspection.
- 3.18 Throughout the school, teaching is consistently based on a thorough understanding of pupils' needs. Highly effective use is made of assessments to plan lessons matched to the needs of pupils. Teachers have high expectations and excellent subject knowledge. They use varied methods to engage pupils' interest and teach at a pace that encourages full participation in lessons. In a mathematics lesson, older pupils worked both independently and collaboratively to complete a challenging GCSE question by rotating a square with triangles on the board to work out equations.
- 3.19 Excellent planning ensures that individual pupils' learning needs are met through activities matched to their abilities. Resources are used well, and pupils with SEND or EAL receive outstanding support, such as changing background colours for dyslexic pupils and providing visual images to help pupils access complicated

concepts. Teaching assistants provide highly effective individual support in many lessons. Highly successful team teaching was observed in a music and drama lesson.

- 3.20 Teaching is often most successful when the learning objectives and how to achieve them are discussed fully with pupils. Teachers use questioning effectively to encourage pupils to reason and develop their own opinions, so increasing their understanding, and challenging the more able pupils. Marking and assessment are constructive, in line with school policies. Feedback takes into account individual pupils' abilities and needs. Older pupils respond to the guidance written in their books, so that marking effectively furthers their progress. In the younger classes such guidance is given to the pupils verbally. Pupils are encouraged to work independently and evaluate their work, setting their own targets.
- 3.21 In questionnaire responses, a small minority of pupils felt that the homework set is not appropriate. A check of homework set and a scrutiny of work indicated to inspectors that homework is generally well set and appropriate to the demands of pupils' future senior schools.
- 3.22 The school tracks and monitors pupils' progress very efficiently. It has responded successfully to a recommendation from the previous inspection to develop the assessment process by relating it more closely to age-related standards and using it more consistently to plan to meet the needs of all pupils. Standardised tests of attainment are compared with teacher assessments to adjust the work for pupils. This data is shared and discussed amongst staff and has a positive impact on teaching and learning.
- 3.23 Teachers successfully foster high levels of application so that in almost all lessons pupils work diligently. Pupils spoke very positively about their teachers and almost all feel that they help them to learn. Teachers promote tolerance and respect and the values associated with Britishness, and they are non-partisan in the coverage of political issues.

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 EYFS children are able to co-operate, share and take turns. They show courtesy and respect towards each other, staff and visitors at all times. Children are confident and happy in their work and play, and demonstrate a high level of self-esteem. They are tolerant of others, and respect their differing cultural and religious backgrounds. This is enhanced through the celebration of a range of festivals, such as the United States Independence Day. Staff promote Britishness through activities such as democratic voting. Children are involved in decision making when staff include their ideas and preferences during the planning of activities. The sharing of information between staff in the Nursery, Reception and Year 1 ensures that transitions are smooth, and children's specific needs and interests are taken into account. Children are able to work and play together in a purposeful way, such as when those in Reception were involved in making a pretend trap for a monster.
- 4.3 The proprietor actively promotes principles that result in pupils who demonstrate strong values, firmly underpinned by the school's behaviour code. Their personal qualities are well developed, fully in accordance with the aims of the school. Pupils are confident and happy to come to school. They understand what constitutes Britishness, such as the meaning of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. They can relate these themes to the weekly focus for assemblies.
- 4.4 The quality of pupils' spiritual development is excellent. In assemblies, pupils focus on the less material aspects of life; they explore these further in religious studies and PSHE lessons. Pupils show empathy, for example making sure that everybody has a chance to take their turn. They are self-confident, responsible and aware of their own talents; they can reflect on their successes, setting themselves ongoing targets.
- 4.5 Pupils' moral development is excellent. They are highly motivated by rewards and have a keen sense of right and wrong. This was seen in a PSHE lesson about the importance of telling the truth. Pupils listen well to one another and accept differences of opinion, showing their mutual respect. There is no evidence of discrimination in their attitudes. Pupils appreciate diverse views on social, political and moral issues; this is reflected in a display of their work about the European Union referendum and the Syrian air strikes. Pupils draw up class charters with their own sets of rules and consider ethical situations, such as in history, in learning about the Tudors. They have a developing understanding of English laws and appreciate the consequences of breaking them.
- 4.6 Pupils have a highly developed sense of social responsibility. They understand what it is to be a good citizen of the school. They care passionately about their community and the wider world. For example, the 'eco-team' monitors plastic bottle recycling and senior pupils recently learned about African village life through a talk from a Maasai warrior. Pupils show their consideration for others who are less fortunate than themselves through charity fund raising; junior pupils created some collaborative artwork for auction, to raise money for causes voted on by their peers. Older pupils are keen to take on positions of responsibility as prefects and house

captains, and lead the school council, which debates issues raised by the wider community.

- 4.7 The cultural awareness of pupils is excellent. They mark major religious festivals and forge links with British public institutions such as the police and armed forces. Parents are invited to share their different cultures and faiths, for example in celebrating Diwali. Pupils are genuinely interested in one another's different nationalities and languages.
- 4.8 By the time they leave the school, pupils' personal development is excellent. They have high levels of self-worth and enjoy harmonious relationships with their peers. Pupils are thoroughly prepared for transfer to their senior schools.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 Within the EYFS, the staff work closely together to provide a nurturing, happy and stimulating environment in which children thrive. Strong relationships are firmly established with their key people and enable the forming of lasting bonds with the children and their families. All adults consistently work together to promote high standards of behaviour. Children learn about the importance of healthy eating during snack time routines, when they are encouraged to make healthy choices such as pieces of fruit. They understand the importance of personal hygiene. All children are involved in regular exercise during supervised visits to the local park and physical activities in the nearby church hall.
- 4.11 Throughout the school, outstanding pastoral arrangements ensure that each pupil is well known by staff and any issues are effectively addressed. The school achieves its aim of providing pupils with the guidance and support to be confident and responsible individuals. Pupils say that their tutors are highly approachable and that staff deal swiftly with any concerns. Relationships amongst the pupils and between staff and pupils are highly positive. Pupils are encouraged to eat healthily from well-prepared options at lunch and through PSHEE topics. Extensive sport and physical activities ensure that they take regular exercise.
- 4.12 Behaviour is excellent; this supports pupils with their learning. The school behaviour code is a powerful factor in making expectations clear to those pupils new to the school. Pupils move around the school, cross roads and walk to the various local facilities in a calm and orderly manner. Effective reward systems which include 'traffic lights' and 'supers' motivate pupils and allow staff to monitor attitudes carefully and correct occurrences of misbehaviour promptly. A few pupils stated in questionnaires that they did not feel that teachers are fair with sanctions. This was not supported by inspection evidence, including discussions with pupils. Inspectors found that on the rare occasions when serious offences occur, robust policies and procedures are followed consistently, with excellent record keeping and clear communication with parents. An overwhelming majority of parents stated that their children feel safe and that the school achieves high standards of behaviour.
- 4.13 The school also has strong measures to prevent bullying, including cyber-bullying. A small minority of pupils and a very few parents indicated in response to the questionnaires that the school does not always deal with bullying when it occurs. Inspection evidence showed the school's measures to be effective in addressing the rare instances. This was supported by discussions with pupils themselves and a scrutiny of behaviour records.

- 4.14 The school actively seeks the views of pupils. Older pupils are elected to represent their tutor group on the school council. In questionnaire responses a few pupils felt that their views are not taken into account. Inspectors found that pupils' requests have resulted, for example, in a broader range of food, including a salad bar and additional clubs and activities, which they enjoy. There is a suitable plan to increase educational access for pupils with SEND.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 The outstanding arrangements for safeguarding meet all current requirements. All staff, including those in the EYFS, have regular safeguarding training, which has recently included sessions to increase their understanding of the risks posed by extremist views. The designated senior lead for safeguarding has established close links with local safeguarding agencies, and has suitable additional training for the role. Records of concerns are kept securely, and communicated appropriately. The school follows a thorough recruitment process, ensuring that the necessary checks are undertaken, and these are accurately recorded. Pupils are well informed about possible risks online.
- 4.17 Potential hazards on site are identified conscientiously, and thorough risk assessment procedures are in place for all trips and visits, including for the EYFS. Excellent security arrangements are in place for school premises, and all visitors are carefully monitored. Early Years staff help to raise children's awareness of the need to keep safe at school and of possible risks. Pupils are supervised very efficiently as they move between sites. All plant and machinery are serviced at suitable intervals and carefully maintained. There are rigorous procedures to reduce the risks from fire. All exit routes are clearly marked, and regular tests and evacuation practices take place.
- 4.18 Highly effective arrangements ensure that the medical needs of pupils are met. There is a suitable medical room. Numerous staff have current paediatric or higher level first-aid training, and they are well informed about the medical conditions of pupils. Medications are correctly stored, recorded and administered. Well-stocked first-aid boxes are located around the site, and any accidents are carefully recorded and monitored. The school has outstanding provision to support the emotional needs of both pupils and staff through its dedicated counselling service.
- 4.19 Admission and attendance registers are correctly maintained and stored. Prompt and thorough procedures are in place to follow up and monitor pupil absences.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The proprietor with responsibility for governance has a highly effective oversight of the school, ensuring that it is successful in meeting all of its aims. He has established a strong partnership and shared ethos with the school's leadership. Excellent educational standards are ensured through prudent financial planning that has led to high levels of investment in staff, accommodation and resources. This has enabled educational standards to rise to an excellent quality. The proprietor is supported in his role by an advisory board, whose members bring an outstanding range of expertise in the fields of education, marketing and finance, ensuring an awareness of changes in the educational world. The board includes an EYFS specialist, allowing informed and effective monitoring of the quality of education within the setting.
- 5.3 These arrangements ensure that senior leaders are both strongly challenged and supported. The proprietor and members of the advisory body make frequent visits to the school, and are well known to both staff and pupils. They visit lessons and interview leaders, enabling them to provide well-informed advice and to highlight areas for improvement.
- 5.4 The proprietor's oversight of safeguarding is excellent. A trained safeguarding lead, he receives weekly reports from the designated senior lead and deputies, and ensures a thorough annual review of safeguarding arrangements. He makes effective use of specialist advisors to ensure that he is abreast of current regulatory requirements. All policies and procedures for welfare, health and safety are carefully scrutinised, and deficiencies are swiftly addressed.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 The leadership of the school ensures that it is highly successful in meeting its stated aims and instils within all staff and pupils an understanding of its ethos and educational vision. In the EYFS, the leadership has an effective process of self-evaluation, leading to clear priorities for improvement and an ambitious vision for future development. Children's well-being and safeguarding are of great importance, and the setting provides a secure environment for them to grow and learn. Staff show a genuine concern for the welfare and personal development of the children. All staff receive regularly updated training in safeguarding. Staff are regularly appraised, and benefit from supervision sessions which clearly identify individual training needs and professional development opportunities. The leadership effectively monitors and evaluates the effectiveness of the educational programmes, ensuring the promotion of equality and a respect for diversity and the principles of being British. Effective links with outside agencies ensure that the needs of all children can be met. Since the previous inspection, the leadership has made good progress on recommendations and actions required, so that staff qualifications, assessment and planning have all improved.

- 5.7 Leadership throughout the school sets and maintains high standards in all aspects of the school's life, thus ensuring that pupils' achievement and personal development are excellent. The informality and approachability of the leaders ensure that they enjoy outstanding relationships with both staff and pupils. They are excellent role models, embodying the principles of respect and democracy in their approach to school life. As a result, there is a strong sense of teamwork, and all staff, including those in support roles, are highly committed and proud of their school. In response to the questionnaire, the vast majority of parents felt that the school is well led and managed, and would recommend it to another parent.
- 5.8 The recent restructuring of the senior leadership team enables it to meet its responsibilities highly effectively. This supports the excellent standard of pastoral care, and allows for the effective monitoring of teaching. Heads of department now play a stronger role in the development of their subjects, and provide monitoring and support. Weekly staff meetings, supplemented by regular email contact, allow staff to share pastoral issues. Changes to daily routines are communicated efficiently, ensuring the smooth operation of a complex timetable across different sites.
- 5.9 The school development plan is based upon an accurate self-evaluation, which takes into account the views of staff, pupils and parents. In line with the recommendation of the previous inspection, this has been reviewed and gives detailed information of how the school could improve its provision, with clearly identified priorities. The other recommendations of the previous inspection have also been fully met. New measures to improve the quality of teaching by disseminating outstanding practice have been introduced through a peer-mentoring scheme, allowing teachers to observe each other and share strategies. Assessment information is used much more effectively to plan for the needs of all pupils. This was seen in the detailed analysis of the progress made by pupils with SEND in order to monitor and improve the quality of provision.
- 5.10 The leadership is highly successful in securing, supporting, developing and motivating sufficient high quality staff. A thorough recruitment process is in place to ensure their suitability, and all the required checks are carried out and conscientiously recorded in the single central register. A detailed induction process ensures that staff are fully informed about the school's ethos and expectations, as well as its routines. All staff are appraised regularly and targets are set to enhance their professional practice, supported by frequent opportunities to attend training and development courses.
- 5.11 Effective training enables staff to be fully equipped for their roles in meeting the needs of all pupils, including safeguarding, and welfare, health and safety. School policies are regularly updated and provide clear and detailed guidance to staff. They are implemented with care, ensuring that high standards are maintained. Safeguarding training is comprehensive, so that staff show an excellent awareness, including an understanding of the risks posed by extremist views.
- 5.12 Almost all parents who responded to the questionnaire felt that the school encourages them to be involved in its activities, and that they are supplied with sufficient information. There is a thriving parent association, which organises an excellent range of social and sporting events. The association's role in welcoming new families, many of whom have recently moved to this country, is valued highly by the school community. Representatives meet regularly with the senior leadership team to discuss suggestions and communicate parent views. In conjunction with the

school it organises numerous fund-raising events for local and national charities, including those for mental health and wounded veterans.

- 5.13 In the EYFS strong links have also been established with parents, who are well informed about their children's achievements and progress, and are encouraged to share their own observations from home. Parents are also involved in the celebration of festivals and other activities and trips.
- 5.14 All parents receive detailed and informative reports at least twice a year. These are supplemented by parent consultations, transition meetings and regular opportunities to review their children's work. In addition, the school organises information sessions covering topics such as future school choices, curriculum developments and how to support pupils' learning.
- 5.15 A suitable complaints policy is available, and a scrutiny of records shows that the school responds promptly to concerns. This is supported by almost all of the responses to the parents' questionnaire. The school provides extensive information to the parents of current and prospective pupils, including the requisite policies. The school website is an excellent resource, supplemented by highly informative parent handbooks and detailed weekly newsletters, celebrating pupils' experiences and achievements, and providing information on forthcoming events.

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