



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
HEMDEAN HOUSE SCHOOL**

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Hemdean House School

Full Name of School	Hemdean House School
DfE Number	870/6003
Registered Charity Number	309146
Address	Hemdean House School Hemdean Road Caversham Reading Berkshire RG4 7SD
Telephone Number	0118 947 2590
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Email Address	office@hemdeanhouse.co.uk
Headteacher	Mr Paul Cawley Wakefield
Chair of Governors	Mrs Anne Hooper
Age Range	3 to 16
Total Number of Pupils	136
Gender of Pupils	Mixed (41 boys; 95 girls)
Numbers by Age	3-5 (EYFS): 26 5-11: 72 11-16: 38
Head of EYFS Setting	Mrs Marie Dickason
EYFS Gender	Mixed
Inspection Dates	01 Dec to 04 Dec 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 standard inspection was in January 2010.

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 and two other 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
Mrs Paula Hobbs	Team Inspector (Headteacher, ISA school)
Miss Jacquelyn Pain	Team Inspector (Headteacher, GSA school)
Ms Lucy Sumner	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Hemdean House School is an independent day school for girls aged from three to sixteen, and boys aged from three to eleven. It was founded in 1859 as a school for girls. Boys were accepted into the Junior Department in 1912. The school became an educational trust in 1972. It is governed by a board of trustees, the School Council. The membership of this group changed during the summer of 2015, and now includes a wider range of skills and expertise. The school is located on the outskirts of Caversham, and is set in its own grounds in its original, purpose-built buildings, which have been significantly extended since 1972.
- 1.2 The Nursery, Junior Department and Senior Department are all on the same site and the school operates as a single unit. Since the previous inspection the school has converted a main building classroom into an information and communication technology (ICT) suite that can be used by pupils of all ages. Administrative support for leadership has been in place since April 2015, including support for an interim headteacher role from October 2015.
- 1.3 The school aims: to ensure that all its pupils realise their full potential, value self-discipline, and emerge as mature and responsible citizens; to encourage them to develop confidence, self-esteem and consideration for others; and to foster enjoyment of work, sport and culture. It seeks to maintain commitment to high standards of pastoral care and to ensure close co-operation with parents.
- 1.4 Most pupils live within three miles of the school and are of white British origin, and a few are from a range of other cultural backgrounds. At the time of the inspection there were 136 pupils on roll, 95 of whom were girls and 41 were boys. There were 26 children in the Early Years Foundation Stage (EYFS), including 16 in the Nursery, housed in a separate building. There were 72 pupils in the Junior Department and 38 pupils in the Senior Department.
- 1.5 The ability of the pupils at entry in the Junior Department is broadly in line with the national average; in the Senior Department it is above the national average. There are 61 pupils who have English as an additional language (EAL), of whom 11 are provided with additional support. Of the 30 pupils with special educational needs and/or disabilities (SEND), including two in the EYFS, 24 receive learning support. No pupil has an education, health and care plan.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Achievement is good and the school fulfils its aims. Almost all pupils fulfil their potential. Pupils of all ages and abilities demonstrate confident knowledge, understanding and skills. Children in the EYFS make good progress in their learning and development. The highest progress is seen in the Nursery. Junior Department pupils reach high levels of literacy and numeracy; the attainment and progress of boys and girls are equally high. Specialist teaching from Senior Department staff contributes effectively to learning in the EYFS and the Junior Department. The progress made by these pupils reflects the good teaching they receive. Pupils of all ages work hard and produce good standards of work but a small amount of teaching, mainly in the Senior Department, does not sufficiently engage or stretch them and this has an adverse effect on their learning. There is also inconsistency in the use made of assessment information. Pupils with SEND or EAL achieve well and make good progress. Teachers know their pupils well and the atmosphere in classrooms is friendly and purposeful. The curricular and extra-curricular provision ensures a rich and varied educational experience for pupils, but planning does not currently include full provision for the planned and explicit teaching of British values, including in the EYFS. The curriculum is enhanced by many educational trips and by expert visitors to the school. Children in Reception do not have sufficient access to outdoor areas.
- 2.2 The pupils' personal development is good. They develop a sense of right and wrong and are keen to promote fairness and tolerance. They share their views and are confident that others will respect their right to be heard. A particularly strong feature is the way that pupils of all ages are comfortable in each other's company. Older pupils are successfully encouraged to support younger ones and they enjoy doing so. Throughout the school staff provide effective support and guidance, appreciated by the pupils. Relationships between adults and pupils are strong. As with academic development, the many strengths within pastoral care are not being identified through monitoring and implemented for the good of all. The school promotes good behaviour and guards against bullying highly effectively. Some aspects of practical arrangements for safeguarding, welfare, health and safety are managed well, but revisions to policy and procedures were required during the inspection to ensure that they meet the most recent requirements. The school has not yet implemented the required actions of a recent fire safety report.
- 2.3 Governance is unsatisfactory because it has not provided sufficient challenge to the school's leadership. Oversight has been insufficiently rigorous with regard to the effective monitoring of teaching, learning and assessment across the school, including the EYFS. Governors have not ensured that all legal requirements have been met, particularly in relation to arrangements for fire safety and safeguarding. Leadership and management, under the interim arrangements for the headteacher currently in place, are sound. Most middle leaders discharge their responsibilities in relation to policy implementation and safeguarding appropriately, but the sharing of good practice across the school is not systematic enough to ensure consistency in raising standards. Planning for improvement is limited and lacks rigorous self-evaluation. Subject managers in both the Junior Department and the Senior Department support colleagues to ensure that a good standard of work is produced by the pupils. Some progress has been made across the school in meeting the recommendations for improvement made at the previous inspection, such as better

use of ICT in pupils' learning and matters relating to the EYFS. Not all recommendations have been consistently met, such as appraisal of the headteacher, review of workload for members of the senior management team, improved marking and feedback to pupils, and monitoring of EYFS provision by leadership. Parents are satisfied with all aspects of the education and care their children receive, and are supportive of the school.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school does not meet all the requirements of the Education (Independent School Standards) Regulations 2014, and therefore it is required to take the following action.

- Implement the required actions of the recent fire safety report to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 [Part 3, paragraph 12, under Welfare, health and safety].
- Ensure that all persons with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role, and fulfil their responsibilities effectively, so that the independent school standards are met consistently in a manner that promotes the well-being of pupils [Part 8, paragraphs 34.(1)(a), (b) and (c), under Quality of leadership in and management of schools].

(ii) Recommendations for further improvement

2.5 In addition to the above regulatory action points, the school is advised to make the following improvements.

1. Strengthen governors' strategic oversight of, and challenge to, all areas of the school, including the EYFS.
2. Ensure that leaders at all levels monitor provision and outcomes for pupils, and prepare and implement plans for improvement in a consistent manner across the whole school.
3. Ensure that curriculum and other planning includes the explicit promotion of British values, including in the EYFS.
4. Improve opportunities for the children in Reception to have independent access to outdoor areas.

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 good.
- 3.2 The school is successful in achieving its aim of ensuring that pupils fulfil their full academic potential in relation to their starting points. Pupils of all ages and abilities demonstrate confident knowledge, understanding and skills. They use ICT independently to access educational programmes. This demonstrates the successful implementation of the recommendation of the previous inspection.
- 3.3 In the EYFS, all children, including the youngest and those with SEND or EAL, achieve well in relation to their starting points, making good progress in their learning and personal development. Children in the Nursery make the most rapid progress because work is well matched to needs. Across the setting, children are well supported in the acquisition and development of communication and language skills. As a result, most children are articulate and able to express themselves clearly. By the end of the EYFS, they count accurately to twenty and beyond, and complete mental calculations to find the difference between two numbers. Children are active learners. They enjoy the challenges they are set and demonstrate the ability to think critically and solve problems. In Reception, isolated instances of poor behaviour can hinder progress. However, by the end of the EYFS, most children, including those with SEND or EAL, attain a level of development typical for their age, while the more able exceed expectations in some areas.
- 3.4 Pupils in the Junior Department show particularly high levels of literacy over a wide range of genres and can articulate their understanding well. They listen well to the teacher and to each other. The attainment and progress of boys and girls are equally good and achievement in reading is strong. Pupils are happy to share the reasons why they find particular authors more enjoyable than others and they can confidently read aloud. They show well-developed reasoning and numeracy skills, such as when calculating with mixed fractions.
- 3.5 Senior pupils are hard working and perceptive, with a genuine understanding of topics they discuss. They use a good range of vocabulary in their writing, as well as during conversation or debates. The pupils showed good manipulation of number when determining percentages as fraction or decimal values in mathematics. They embrace logical thinking and enquiry skills in areas such as geography and science. On occasion, when focus is lost or the work they are given lacks sufficient demand, some older pupils become disengaged and this has an adverse effect on their learning and progress.
- 3.6 Pupils throughout the school show good levels of creativity in drama, music and art, including the use of ICT to design websites. In 2014, junior pupils won a national computer animation competition, and in 2015 senior pupils were winners of an ICT innovations project to help deaf people to hear sounds through the vibrations they make. Pupils with particular talents win local and national competitions in art. Particularly in the Junior Department, pupils engage enthusiastically in sports competitions, achieving success locally in athletics. Senior pupils gain bronze in The Duke of Edinburgh's Award (DofE) scheme.
- 3.7 The following analysis uses national data for the years 2012 to 2014, the most recent three years for which comparative statistics are available. Pupils' attainment

in national tests at the age of 7 is above the national average for maintained primary schools; at the age of 11, it is well above the national average. This level of attainment, together with inspection evidence from lesson observation and work scrutiny, demonstrates that pupils in the Junior Department make progress that is high in relation to the average for pupils of similar abilities. Many pupils leave the school at this stage. The smaller numbers in each year of the Senior Department lead to variation in attainment from year to year. Results at GCSE have been above the national average for girls in maintained schools, although those in 2014 were in line with the national average. Results in 2015 show a similar pattern to that in 2014 for the small number of pupils involved. These results, along with inspection evidence, show that pupils in the Senior Department make average progress in relation to their starting points. These judgements are confirmed by lesson observation and examination of the pupils' work.

- 3.8 At all levels of the school, pupils with SEND or EAL are identified early, monitored closely and sensitively supported. As a result, they make good progress. More able pupils in the Senior Department sometimes make less progress because teaching does not consistently provide appropriate levels of support and challenge.
- 3.9 Pupils have positive attitudes to learning. They demonstrate strong collaborative learning skills and enjoy the opportunity to work with their classmates. Pupils organise their work well, and show initiative and the capacity to work diligently on their own or in groups. They are confident and courteous, and show an obvious pride in their work. Older pupils become particularly enthusiastic when talking about subjects they enjoy.

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

- 3.10 The contribution of curricular and extra-curricular provision is good.
- 3.11 In the Nursery, activities and opportunities for learning are suitably varied according to children's needs. Children benefit from specialist teaching in a range of extra lessons, which successfully meets the recommendation of the previous inspection; these include music and ICT. The curriculum is further enhanced by a wide range of interesting trips and by visitors to school. The creative use of space and resources in the Nursery garden ensures that the youngest children gain daily direct access to planned outdoor activities. These complement the indoor provision and give children opportunities for some larger scale exploration. Reception children may only access this area at certain times during the week, limiting their learning opportunities.
- 3.12 The Junior Department and Senior Department meet the school's aim to foster an enjoyment of work through the curriculum and extra-curricular provision. The broad range of subjects offered meets the requisite areas of learning for the ages, abilities and needs of all pupils, including those with SEND or EAL. Support for these pupils is good. Valuable individual assistance is provided for pupils who need extra help. A programme of activities is in place for more able, gifted and talented senior pupils, which includes public speaking, essay writing and innovative project work. However, in a small number of cases, Senior Department subject teachers do not always challenge these pupils' thinking further.
- 3.13 Junior Department pupils benefit from specialist teaching in art, science and ICT by Senior Department staff. Cross-curricular activities, particularly in personal, social, health and economic education (PSHEE), provide pupils with the opportunity to

prepare themselves for life in modern day Britain. For example, Senior Department staff planned opportunities for pupils to discuss the need for economic awareness when purchasing large electrical items. In addition, senior pupils were provided with a balanced presentation of opposing political views during the General Election. The school organises careers conventions for older pupils. Coverage of the key aspects of British values is provided across the curriculum, but there is no explicit planning of provision to ensure that this is done in a coherent way.

- 3.14 Pupils are provided with suitable opportunities to express themselves creatively in areas such as dance, drama and art. An appreciation of the outdoors is fostered through the newly developed outdoor learning curriculum. This enables pupils to work collaboratively on short-term art projects. For example, they collected leaves, plants and other objects found around the school environment and worked successfully as a team to produce a display they designed, exhibited around the school. This provides good opportunities for all pupils to work together as a team and supports pupils with EAL in their use of creative and expressive language.
- 3.15 The school has responded well to recommendations from the previous inspection to make greater use of ICT in learning. Pupils have access to tablet computers and an ICT suite.
- 3.16 A very small minority of parents responding to the pre-inspection questionnaire indicated that pupils are not offered a sufficiently wide range of extra-curricular opportunities. The inspection evidence does not support this view. The range of the activities offered is good for the size of the school and provides chances for the pupils to enjoy working across different age groups. This makes a significant contribution to their personal development. Participation in school clubs provides further opportunities for pupils to develop their skills. This was evident in a ballet demonstration to parents and in an assembly where the choir sang and danced performance pieces in rehearsal for a local arts festival. In discussions, pupils in the Junior Department were very happy with the range of activities provided. Older pupils at the school stated that they would like more opportunities, but reasoned that they need time to concentrate on their studies.
- 3.17 Links with the community add further breadth to the curriculum. Younger pupils visit local places of interest, including an Elizabethan country house and a museum specialising in rivers and rowing. Senior pupils participate in the DofE, while all pupils take part in local sports such as football and athletics. In addition, pupils are provided with the opportunity to compete in curricular competitions such as in public speaking and reading.

3.(c) The contribution of teaching

- 3.18 The contribution of teaching is good.
- 3.19 In most respects, teaching supports the school's aims. There are many areas of strength, but the lack of rigorous monitoring of teaching means that these are not being identified and promoted at whole-school level.
- 3.20 Teaching in the EYFS inspires an enthusiasm for learning. Staff are well qualified and experienced. They show a good knowledge and understanding of how to promote the learning and development of young children and of what they can achieve. The setting provides much opportunity for active learning, enabling children to achieve well, including those with SEND or EAL. A good range of easily accessible, age-appropriate resources enables children to develop their skills effectively. Staff have high expectations of the children, and plan a good balance of stimulating and fun adult-led and child-initiated activities to engage and motivate them. Learning opportunities are occasionally limited because they are insufficiently planned, for example in challenging the older children to become independent thinkers and to solve problems for themselves. The arrangements for observation and assessment are effective; this enables staff to ensure that each child's individual interests and needs are fully met.
- 3.21 Throughout the rest of the school, the teachers' subject knowledge across all year groups is good and almost all lessons are characterised by the effective use of clear learning objectives. Most teaching maintains a brisk pace and the pupils are fully involved. In a small number of lessons, particularly in the Senior Department, the pace is slower, there is an over-reliance on a teacher-led approach and pupils are more passive. In such cases, pupils receive insufficient opportunities to think independently, exercise extended reasoning and use creativity in their work.
- 3.22 Positive relationships exist between staff and pupils, where praise and encouragement promote an environment of respect and trust. Teachers know their pupils well and the atmosphere in classrooms is friendly and purposeful. High expectations are set through the use of good questioning techniques, and in the most effective lessons pupils are encouraged to assess their own learning by using self-evaluation and peer assessment. For example, pupils in Year 6 supported Year 2 pupils with their literacy work in a mature and sensitive manner.
- 3.23 Most of the teaching is effective in meeting the needs of the range of pupils. Work is matched to needs of the pupils who have been identified as having SEND or EAL, or who are identified as more able. For example, teaching assistants are used to good effect in supporting pupils with SEND. In a small number of cases, more frequently in the Senior Department, what is delivered does not always match their needs, although teachers know which pupils require support and work may have been planned for them. For example, able pupils are not always given work that is sufficiently demanding.
- 3.24 The marking of pupils' books is frequent and almost always up to date. Improvements have been made in most areas, in line with the recommendations from the previous inspection. Most, though not all, marking is accurate and encouraging, and often provides information on how pupils can improve, including specific targets. Pupils confirmed that marking supports their learning and that their teachers help them to learn and make progress. Accurate assessment records and

details of pupils' targets are available to track each pupil's progress, but teachers do not use this information sufficiently consistently across the whole school.

- 3.25 Tolerance and respect are encouraged throughout the school and teaching is non-partisan in character.

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 good.
- 4.2 The school fulfils its aims. At all ages, including in the EYFS, pupils are well prepared for the next stage of their education. Their personal development is promoted actively. Pupils gain an appropriate understanding of the key features of Britishness, but this is the result of individual teachers' provision rather than explicit and structured planning. To date, the school has not been sufficiently systematic in its approach to this area.
- 4.3 In the EYFS, a high priority is given to children's personal, social and emotional development. Children are confident and self-assured. Staff encourage them to take turns and, as a result, they generally play harmoniously with each other and understand the need to share. Children are aware of the differences between themselves and others, and show respect for one another. This is in response to the implicit promotion of fundamental British values in the curriculum. Throughout the EYFS, children are given much opportunity to make choices and decisions in their learning and play.
- 4.4 Pupils' spiritual awareness is good. They appreciate non-material aspects of life and are able to discuss matters of inequality and injustice in the world. Senior Department pupils have written to the Government with suggestions of how to make the world more equal. In Junior Department lessons, pupils discuss different religious beliefs in a way that demonstrates tolerance and respect for others. Throughout the school, pupils have good self-knowledge, a sensitive awareness of themselves and others, and a secure self-confidence.
- 4.5 The moral development of the pupils is strong. They have a developed sense of right and wrong, and are keen to promote fairness and tolerance. Pupils have an understanding of the civil and criminal law of England. They share their views and are confident that others will respect their right to be heard. They display a sense of responsibility for those less fortunate than themselves, and during a workshop about the prevention of cruelty to children they responded maturely to sensitive subjects. Money for charity is collected at the annual carol service and during a coffee morning organised by the pupils.
- 4.6 Pupils have highly developed social skills, largely as a consequence of the very positive relationships that exist across the whole school community. Older pupils are encouraged to support younger ones as 'buddies', which they enjoy. The older pupils spoke of the family atmosphere of the school and how they feel a responsibility to support members of their school community. Pupils are keen to work collaboratively, both in the classroom and in games teams, or serving on their school council. Throughout the school, pupils willingly take on responsibility; they enjoy fulfilling many leadership roles such as form captains, house captains, prefects, head girl and deputies. In PSHEE lessons they gain a broad understanding of public institutions and services of England, and have a good sense of social, political and economic awareness.
- 4.7 The pupils' cultural awareness is well developed through the curriculum. The pupils are aware of and value their own culture and that of others. Pupils also go on visits to the theatre and museums to enhance their understanding. The pupils

demonstrate mutual respect and tolerance of those with different backgrounds, faiths and beliefs. In discussions, pupils across all age groups showed clear understanding of the nature of democracy and other values.

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

- 4.8 The contribution of arrangements for pastoral care is good.
- 4.9 In the EYFS, children of all ages form secure emotional attachments and positive relationships with their key person and other staff. Dedicated and caring adults ensure that all children are happy and confident. Older children say that they feel safe in school. They know which adults they can speak to if they are upset or hurt, safe in the knowledge that they will support and help them. The care provided ensures that all children's needs are well met. Behaviour is generally well managed, particularly in the Nursery, where strategies are used consistently to support children as necessary. High standards of courtesy are consistently and effectively promoted.
- 4.10 There are many opportunities for the children to be physically active, during specialist lessons, adult-led sessions and daily outdoor play, although those in Reception are not able to gain ready access to outdoor areas. Adults support children to develop an understanding of the importance of eating healthily. For example, children in Reception are able to explain why it is important to eat vegetables, as well as to drink water and take exercise. Children learn about hygiene through daily routines, such as washing their hands before eating.
- 4.11 Throughout the rest of the school, committed, hard-working and caring members of staff provide effective support and guidance, which are appreciated by the pupils. The school has a suitable plan for access for pupils with SEND. It has established a family atmosphere, where the needs of the pupils are paramount. The care pupils receive is in line with the school's aims to develop mature and responsible citizens and is highly effective in fostering personal development.
- 4.12 Strong and positive relationships exist between staff and pupils and amongst the pupils themselves. Pupils know to whom they would go when they are in difficulty and they feel safe and happy in school. The staff model polite and considerate behaviour and treat the pupils with respect and encouragement.
- 4.13 Care for pupils and the guidance and support given across the school by individual staff are strong. The many examples of good practice are not identified in a systematic way so that all pupils benefit from a common approach to their pastoral care. Too much is being left to chance. All pupils are encouraged to be healthy and physically active. Pupils are taught effectively about a good diet and exercise, and junior pupils recently attended a workshop on healthy eating. The younger pupils play ball games with enthusiasm during break times and older pupils play sport regularly.
- 4.14 The school is highly effective in promoting good behaviour and guarding against bullying. In questionnaire responses, a small minority of parents expressed a concern about bullying. Inspection evidence, including discussions with pupils, showed that recent cases of cyber-bullying through social media have caused this concern. When informed of these views during the inspection, the school provided evidence to show that they had brought in outside speakers and arranged assemblies to raise awareness of the unacceptability of such behaviour when using social media. Pupils say that misbehaviour is rare, and inspection evidence, including records of incidents, showed that these have decreased over the past

three years. A small minority of pupils mentioned in questionnaire responses that rewards and sanctions are not fairly implemented. Inspectors found that in practice, the latter are rarely required and that rewards are enthusiastically sought by pupils of all ages.

- 4.15 In response to the questionnaire, a small minority of pupils stated that they are not able to make their views known. Inspectors found that there is ample opportunity for pupils' views to be heard through the work of their school council, which meets regularly. The council has facilitated, for example, the introduction of hot lunches. In addition, ideas about an outside classroom, a water fountain and new items of clothing for senior pupils have been adopted.

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

- 4.16 The contribution of arrangements for welfare, health and safety is sound.
- 4.17 In the EYFS, children's welfare is promoted effectively and due attention is paid to keeping children safe. Risk assessments of all areas used by the EYFS promote a welcoming and safe environment. Staff follow established school procedures in the event of an accident or illness and when administering medication. The whole school safeguarding policy includes details of the arrangements for the EYFS regarding the prevention of radicalisation and extremism. In the Nursery, any absence or repeated late arrival are followed up promptly.
- 4.18 Throughout the school appropriate safeguarding measures are in place and staff receive regular, suitable training in child protection. Suitable induction is provided for new staff. Certificates at all levels of training are stored methodically. The single central register of appointments is well maintained. However, some references for staff were not noted on the register and were not immediately available for inspection. In addition, the school's safeguarding policy was not sufficiently up to date at the start of the inspection. By the end of the inspection all staff references were included on the register and an updated safeguarding policy, reflecting the most recent requirements, had been published to parents and staff on the school's website.
- 4.19 Risk assessments are carried out for all school activities, both on and off site, and detailed records kept. Areas of concern with regard to fire safety had been recently identified by leadership prior to the inspection. However, checks for fire hazards had not been updated for more than two years prior to that time. The school had commissioned a thorough risk assessment and received a comprehensive list of required actions. At the time of the inspection, these had not been implemented sufficiently to ensure that the school meets regulatory requirements. The school grounds, buildings and classrooms are otherwise well maintained, promoting good learning environments for pupils.
- 4.20 Pupils who are injured or feel unwell during the day are cared for appropriately. Detailed records are kept and where necessary a letter is sent home to parents about the care their children have received. The school has and implements an effective policy for the provision of first aid, and there are a good number of trained first aiders. Pupils of all ages have access to a counsellor should the need arise.
- 4.21 The school's admission registers are stored for the previous three years, but at the start of the inspection they did not, in all cases, include details of previous schools attended by pupils prior to entry. Registration is taken appropriately but systems to monitor the checking of unauthorised absences or those that were unaccounted for

were not effective. By the end of the inspection the school produced a thorough and accurate admission register, and had accounted for all absences identified by inspectors.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is unsatisfactory.
- 5.2 Governance supports the school sufficiently to enable the pupils' good achievement and personal development, in line with the school's aims. However, since the previous inspection, governance has been insufficiently rigorous in providing the necessary stimulus for growth and improvement across the whole school. It has not effectively challenged school leadership about the day-to-day monitoring of teaching, learning and assessment, an area of recommendation at the previous inspection. Governors have not discharged their responsibilities for child protection, welfare, and health and safety throughout the school sufficiently well by ensuring that all safeguarding and welfare requirements are met. The key features of British values are not promoted actively in the school's work. The governors' involvement in the EYFS is not yet fully established. Other recommendations from the previous inspection have been mostly met, but there remains no effective appraisal of the headteacher, and the workload of members of the senior management team has not been altered.
- 5.3 Recent changes in leadership of the school required strategic guidance which governors' training did not prepare them adequately to provide. For example, the lack of a school development plan for the current year had not been challenged. A newly formed governing body, constituted in the current academic year, now includes the wider range of skills and experience needed to gain the knowledge of the school required to establish suitable oversight. Governance has begun to demonstrate an understanding of what is required to discharge its responsibilities for statutory requirements, including conducting and recording the annual review of safeguarding and child protection arrangements throughout the school. By the end of the inspection the school produced a suitable child protection and safeguarding policy. To date, however, the changes are at an early stage and have yet to be seen in implementation and in improved outcomes for the pupils.
- 5.4 Financial support for staffing, accommodation and resources is adequate, but the finance committee has yet to determine the structure and remit of financial oversight. Governors regularly attend formal events at the school but it is unclear how they receive regular communications from school leadership about the school's strengths and weaknesses.

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

- 5.5 The quality of leadership and management is sound.
- 5.6 Recent changes to and inconsistency in leadership have limited the effectiveness of leadership and management. Leadership promotes the aims of the school and ensures good personal development and achievement for pupils. At a day-to-day level, the school operates in an appropriate manner. Most leaders discharge their responsibilities in relation to policy implementation and safeguarding. The sharing of good practice in teaching and learning across the school, as recommended at the previous inspection, is not systematic enough to ensure consistent approaches and thus progress for all pupils. Monitoring of the effectiveness of policies and procedures and to ensure that these are updated in a timely manner is not systematic.
- 5.7 Leadership has been successful in retaining high quality staff. Across the school, staff respect its aims and ethos regarding the recognition of diversity and the active promotion of equality. They ensure that the school is a compassionate place where pupils and their well-being are their first priority and where systems of care and pastoral support are effective. Staff have a strong sense of loyalty and commitment towards the pupils and the school.
- 5.8 In the EYFS, systems for staff recruitment and training are in place to ensure that new staff are suitable to work with young children and are well informed. All staff understand their responsibilities for safeguarding children. Leadership of the EYFS understands and implements its responsibility to monitor educational programmes and outcomes. It is developing a more systematic approach to assessment, particularly of children's starting points, and the analysis and questioning of data. Currently, the results of assessments are not verified through moderation. Staff evaluate their practice, against a vision for the future of the EYFS, and on a daily basis ensure continuous improvement to provide the best possible opportunities and experiences for the children in their care. Recently introduced initiatives have begun to bring about greater cohesion and improve provision for the older children. These developments are in their infancy and a formal development plan to improve provision in the EYFS is at an early stage.
- 5.9 The EYFS staff are supervised appropriately. Meetings provide an opportunity to discuss individual children and the professional needs of staff. Staff work hard to keep themselves up to date with current practice and innovations, but opportunities to improve teaching skills by building on the setting's good practice are limited. Since the previous inspection, the school has ensured that it provides parents with the opportunity to discuss their children's progress at the end of the EYFS, and has provided specific time for monitoring by staff. Governors have played only a limited role in the work of the setting.
- 5.10 In the school overall, there is currently no effective self-evaluation in place and no equivalent planning for development. Plans constructed in earlier years were not reflected at departmental level. A number of subject leaders have an appropriate understanding of their roles and responsibilities, and work effectively to support the personal development, achievement and pastoral care of the pupils. However, other than in the EYFS, the overview of pupils' progress and achievement is not sufficiently evaluated by leadership to ensure consistency and the identification and promotion of good practice.

- 5.11 At a day-to-day level, arrangements for safeguarding, welfare, health and safety are managed appropriately, but aspects of fire safety had been overlooked until recently, and several elements of safeguarding required attention during the inspection to ensure that they reflect requirements. There are clear policies on bullying and good behaviour, which are implemented well.
- 5.12 Links between the school and parents, carers and guardians are strong. Parents contribute to their children's learning by providing information on entry and, thereafter, from pupils' achievements at home. They receive written reports of their children's progress and are invited to consultation meetings. Information provided about the setting and its work is inconsistent across the EYFS, with more guidance available for parents of children in the Nursery than those in Reception. The recommendation from the previous inspection for Reception reports to include content from specialist teachers which is linked to the EYFS programme of learning has been met.
- 5.13 Parents' responses to the pre-inspection questionnaires were positive. Parents were satisfied with all aspects of the education and care their children receive, and were supportive of the school. They particularly appreciate the nurturing, homely environment, especially in the Nursery, the individual attention their children receive, the progress their children make, the range of the curriculum and subjects offered, the support for very able pupils, and the quality and quantity of the information that is made available to them, allowing them to feel involved in their children's education. Nearly all parents who responded would recommend the school to others.
- 5.14 The school has warm and constructive relationships with parents. Staff in all sections of the school are available to speak to parents on request. The school has an appropriate procedure for dealing with complaints, which is made openly available to parents. Records show that parents' concerns are dealt with promptly and sensitively. All required information about the school and monthly newsletters are easily accessible through the recently updated website. Further useful information is provided in the prospectus and through a series of visitor and open days and tours for families interested in joining the school. Social media is used to convey daily messages and reminders, and to share good news.
- 5.15 Parents fully appreciate the opportunities they have to be involved in the work and progress of their children and to contribute to their education. They are always welcome to attend assemblies, sports fixtures, plays, performances and other special occasions, such as a speech day and sports day.
- 5.16 Written reports are issued twice a year, and consultations at key points in the school year ensure that parents are kept well informed of their children's progress. Reports are detailed, clear and concise, and include examination results and effort and achievement grades, as appropriate for each year group. Some reports include detail of achievement in extra-curricular activities and additional subjects, and all contain areas for development and targets. Parents are invited to comment on these.

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