



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
HEREWARD HOUSE SCHOOL**

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Hereward House School

Full Name of School	Hereward House School
DfE Number	202/6179
Address	Hereward House School 14 Strathray Gardens London London NW3 4NY England
Telephone Number	020 77944820
Email Address	office@herewardhouse.co.uk
Head	Mr Pascal Evans
Chair of Governors	Mrs Leonie Sampson
Age Range	4 to 13
Total Number of Pupils	170
Gender of Pupils	Boys
Numbers by Age	4-5 (EYFS): 12 11-13: 34 5-11: 124
Number of Day Pupils	Total: 170
Head of EYFS Setting	Mrs Rosie Batchelor
EYFS Gender	Boys
Inspection Dates	2 to 5 February 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 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 school is exempt from the learning and development requirements for children in the EYFS.

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

Mr Graham Sims

Mr Eddy Newton

Mrs Val Holloway

Reporting Inspector

Team Inspector (Former Head, IAPS school)

Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	3
(a) Main findings	3
(b) Action points	4
(i) Compliance with regulatory requirements	4
(ii) Recommendations for further improvement	4
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	5
(a) The quality of the pupils' achievements and learning	5
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	6
(c) The contribution of teaching	7
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	9
(a) The spiritual, moral, social and cultural development of the pupils	9
(b) The contribution of arrangements for pastoral care	10
(c) The contribution of arrangements for welfare, health and safety	11
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	12
(a) The quality of governance	12
(b) The quality of leadership and management, including links with parents, carers and guardians	12

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Hereward House is a day school for boys from the ages of 4 to 13. Founded in 1951, the school moved to its present site in Hampstead in the London borough of Camden in the late 1950s. The school was purchased by the current proprietors in 1980 and is now a limited company, whose board of directors, referred to in the report as the governing body, oversees the operation of the school. The board is led by the chair of governors, a former headmistress of the school, and comprises other members of her family and a former headmaster. One member of the board is also employed as bursar. Since the previous inspection, there have been two changes of head, the current headmaster joining the school in January 2015, a new deputy headteacher who joined in 2014 and other changes of teaching staff.
- 1.2 The school aims to provide a warm, welcoming and safe atmosphere in which every pupil is valued, feels secure and thrives. The school strives to create a stimulating, purposeful and happy community, within which pupils are encouraged and assisted to develop academically, morally, emotionally, culturally and physically. A high priority of the school is for pupils to enjoy their school days and be well prepared not just for senior school but for life.
- 1.3 At the time of the inspection, there were 170 pupils on roll, of whom 12 were in the transition class, the school's EYFS setting for four-year-olds. The school is divided into three sections. The junior school, for those in the EYFS, Year 1 and Year 2, has 48 pupils. The middle school, which caters for those in Years 3 to 5, has 72 pupils, and the senior school, for those in Years 6 to 8, has 50 pupils. There is one class for each year group, except for Year 5 which has two classes. Most pupils come from professional families, and many have parents who come from a wide range of ethnic backgrounds.
- 1.4 The school does not use academic tests to select pupils on entry, and does not enter pupils for national tests at ages 7 and 11. The results of standardised testing indicate that the ability profile of the school is above the national average. The school has identified 53 pupils who are particularly able, gifted or talented. It provides additional learning support for 31 pupils, of whom 15 have been identified as having special educational needs and/or disabilities (SEND). No pupil has a statement of special educational needs or an education, health and care plan. Although the school has 15 pupils who speak English as an additional language (EAL), only one requires additional support for English.

- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following tables.

Junior School

School	NC name
Transition	Reception
Form 1	Year 1
Form 2	Year 2

Middle School

School	NC name
Form 3	Year 3
Form 4	Year 4
Form 5	Year 5

Senior School

School	NC name
Form 6	Year 6
Form CE2	Year 7
Form CE1	Year 8

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is highly successful in fulfilling its aim to provide an environment in which pupils can develop academically, morally, emotionally, culturally and physically. As a result of excellent teaching throughout the school, pupils make extremely good progress, achieve particularly high standards in their common entrance examinations and gain places at secondary schools with high standards of entry. Pupils with SEND, those with EAL and the most able pupils all make excellent progress, as teaching is generally adapted well to meet their needs. A good curriculum ensures pupils experience teaching in a broad range of subjects from the EYFS through to Year 5, but provides limited opportunity for music, ICT, drama and physical education in Years 6 to 8. It does, however, help pupils to prepare exceptionally well for their entrance and scholarship examinations. Pupils enjoy a variety of extra-curricular activities, but the range is not particularly wide.
- 2.2 The school provides a warm, welcoming, safe and happy atmosphere, as stated in its aims and as seen through the excellent relationships between staff and pupils. The strong emphasis placed on pupils' spiritual, moral, social and cultural development from the EYFS through to Year 8 results in pupils who are confident and self-assured and who have positive attitudes to work. Pupils from many different ethnic backgrounds live together in a spirit of friendly harmony, and their behaviour is generally excellent. Very careful attention is given to all aspects of pupils' welfare, health and safety. The pupils are extremely well prepared for moving on to the next stage of their education.
- 2.3 The governing body ensures that the school is well managed, but the distinctive roles of proprietor, governor and employee are not sufficiently clearly defined to ensure impartial and objective oversight of the running of some aspects of the school. Nevertheless, it ensures that all legal responsibilities are met and careful attention is given to the safeguarding of pupils. It provides excellent staffing and plentiful resources, although some aspects of the accommodation and the unreliability of some ICT resources impose limitations on a few areas of the curriculum. Excellent leadership ensures a clear sense of direction and has created a team of staff who work extremely well together and are keen to play their part in the development of the school. The school has responded effectively to the recommendations of the previous inspection. Links with parents are strong, and the overwhelming majority have extremely 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) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Improve the breadth of the curriculum for pupils in Years 6 to 8 and the range of extra-curricular activities offered to all pupils.
2. Seek ways to eliminate restrictions on the curriculum imposed by accommodation and unreliable resources.
3. Define the roles of proprietor, governor and employee clearly in order to provide impartial oversight of all aspects of the school.

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 school meets its aim, to embrace the highest academic aspirations for the pupils, extremely well. 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 In the EYFS, children greatly enjoy their learning and achieve extremely well. They are active learners who are keen to explore and investigate. For example, the 'Space' area, which has been constructed in response to children's interests, encourages them to be creative and independent explorers. By the end of Reception, they have made excellent progress across all areas of learning in relation to their starting points. The very large majority exceed the Early Learning Goals. Children concentrate well. They recognise individual letter sounds, build words and write simple sentences. They work confidently with numbers to 20 and understand the concepts of 'more' and 'less'. They demonstrate exceptional communication skills in conversations with each other and staff during activities. By the end of the year, they write simple accounts, and add and subtract single-digit numbers. They are extremely motivated and confident learners, who respond to school life with great enthusiasm. The least able pupils and those with SEND and EAL make extremely good progress.
- 3.4 Pupils of all abilities achieve excellent levels of knowledge, understanding and skills in many subjects. By the time they reach Year 8, the pupils have excellent speaking, listening, reading, and writing skills. They listen thoughtfully to the views of others, and analyse difficult texts with skill. They produce well-crafted written assignments which indicate good levels of independent and logical thought. They apply their mathematical understanding quickly and skilfully. For example, in a personal, social, health and economic education (PSHEE) lesson on taxation, pupils were quick to calculate the amount of tax payable on a specific salary. Although somewhat hampered by the accommodation and occasionally unreliable resources, pupils nevertheless use information and communication technology (ICT) competently, for example when producing presentations. For the last few years, the very large majority of pupils leaving Year 8 have secured places at secondary schools which have high standards of entry, with just under one-quarter gaining scholarships.
- 3.5 The pupils' achievements in their extra-curricular activities are not as extensive, but are nevertheless noteworthy. Most pupils play a musical instrument, performing in ensemble groups, termly class concerts, and frequent school concerts. They achieve well in instrumental music examinations. Creative talents are beginning to blossom as greater opportunity for pupils to participate in art activities have been provided over the last year. The pupils enjoy participating in physical activity and, for a small school, gain creditable results in cross-country running and in football and cricket matches against other schools. Chess is emerging as a major strength, and pupils have achieved strong chess results in local events.
- 3.6 The pupils' attainment cannot be measured in relation to average performance against national tests 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 Common Entrance examinations in most subjects over the last two years, showing a marked improvement on previous 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 teachers' excellent knowledge of individual pupils, the support provided by the learning support centre and individual tuition for some pupils to help them overcome specific difficulties. The most able pupils, although not always challenged to the fullest extent, also make excellent progress, particularly in Year 8 where the programme for potential scholars provides them with a very high level of challenge in their academic work.
- 3.8 The pupils develop extremely positive attitudes to their academic work and show commitment and perseverance in other activities. Within the classroom, they generally behave well and show good levels of concentration. They co-operate with their teachers, answer questions willingly and engage enthusiastically in activities. They collaborate well with their classmates, particularly when working in pairs or small groups. Through their time in the school, the pupils acquire excellent skills for learning which equip them extremely well for their transfer to secondary school.

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

- 3.9 The contribution of curricular and extra-curricular provision is good.
- 3.10 The curriculum generally enables the school to fulfil its aim for pupils to enjoy their school days and to be well prepared for their senior schools and for life. It is suitable for all ages, abilities and needs. It covers the requisite areas of learning and enables pupils to be successful in entrance examinations into a range of senior schools. In addition to the normal range of subjects, pupils learn French from Reception and Latin from Year 5. The curriculum in the junior school and the middle school is suitably wide ranging, but is less so in the senior school where opportunities for drama, ICT and music are limited. Although pupils use external facilities, lack of indoor facilities and limited outdoor space restrict opportunities for physical education (PE), and the range of sports within the curriculum is not particularly wide, especially for the older pupils. This inspection finding is reflected in the views of a small minority of pupils expressed during interviews who would welcome a wider variety of sports to choose from, either within the curriculum or as an activity. A very large majority of parents, however, are pleased with the range of extra-curricular activities provided by the school, and almost all are pleased with the range of subjects.
- 3.11 The curriculum in the EYFS is centred on structured play and learning. It ensures that all children are supported to reach their expected levels of development. The school's exemption from the EYFS learning and development requirements has resulted in a cross-curricular approach to learning. Planned and purposeful activities provide stimulating and challenging experiences for teaching and learning in the classroom and a good range of outdoor activities, fulfilling a recommendation from the previous inspection. Children with SEND and EAL get a particularly good start to their education because staff focus on their needs by providing extra support and resources. The curriculum is enhanced by specialist teaching in French and music. Comprehensive tracking systems show that all children make effective progress across the seven areas of learning.

- 3.12 The curriculum enables excellent progress in literacy and numeracy, encourages initiative and independence and ensures balanced presentation of opposing views. It develops the pupils' creative, sporting and technical skills effectively. During the inspection, for example, pupils performed in both the orchestra and a form concert to a high standard for their age, pupils in Year 3 achieved success in a tag rugby tournament and there was purposeful use of ICT within the classroom. A well-constructed PSHEE programme makes a strong contribution to pupils' personal development.
- 3.13 The curriculum ensures that pupils are very well prepared for entry to senior schools. Staff have an intimate knowledge of the requirements of different schools and provide much support to ensure pupils are well prepared. The curriculum is organised to allow potential scholars to be taught separately in various subjects in Year 8, while the key role played by the learning support department in supporting those with SEND is acknowledged by parents and pupils, a view supported by inspection evidence.
- 3.14 A series of talks, frequently delivered by parents from a range of professions, provides pupils with helpful insights into possible future careers. Frequent trips, both within London and further afield, enhance the curriculum. For example, pupils in Year 4 spend a night on the replica of an historic sailing vessel, while a residential trip to the Isle of Wight helps pupils in Year 5 to develop independence.
- 3.15 The extra-curricular programme is popular with many pupils and parents, but is not particularly full or varied. However, music is strong: an impressive orchestra contains almost 50 pupils, while choir takes place before school on Mondays. Judo is becoming increasingly popular, while art is now well represented in the after-school activities. Chess, to which all pupils in Year 2 are introduced as part of the curriculum, is also developing strongly. Although the school offers basketball and hockey after school, the range of extra-curricular sporting activities is not wide.
- 3.16 The school maintains good links with the local community, using several local facilities for sporting and other events. The junior school uses a leisure centre for PE, while the middle and senior school play their sport at clubs and communal sporting facilities. The school's carol service takes place at the local church. The pupils also benefit from links with a local bookshop which brings in books for pupils to peruse during 'Book Week'.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching is excellent.
- 3.18 Throughout the school, the teaching is highly effective in supporting the school's aims. Teachers plan their lessons thoroughly, manage the lesson time well and use a wide range of methods and resources to encourage exceedingly positive attitudes from their pupils. The majority of lessons provide opportunities for independent thought and active learning, a view echoed by all the pupils who responded to the questionnaire. The teaching is particularly effective in developing pupils' oral literacy and general knowledge. Staff are keen to offer a variety of approaches to the pupils, encouraging them to participate orally, on paper and through the use of technology. For example, pupils in Year 3 were observed independently researching Greek gods on tablet computers, pupils in Year 6 were encouraged to conduct their own practical experiments in the science laboratory, while pupils in Year 8 held a vigorous

question-and-answer session on the effectiveness of their preparations to lessen the impact of a tsunami.

- 3.19 In the EYFS, experienced staff have high expectations and work as a close knit team to motivate the children. The teaching engages and extends children's understanding through appropriate questioning, intervention and the imaginative use of good-quality resources. Both classroom staff work together to create a warm, welcoming environment and to devise challenging activities. The teaching provides an appropriate balance between the activities that children choose and activities led by the staff. High expectations ensure that the children are suitably challenged, as exemplified by the task to draw and write about dragons after footprints had mysteriously appeared in the outdoor area overnight. Staff skilfully extended the children's interests by helping them to work with clay to recreate the texture of the dragon's skin. Ongoing assessment is used effectively to ensure planned activities promote children's learning and development.
- 3.20 Pupils acknowledge the staff's willingness to offer help beyond the confines of the classroom, with older pupils feeling confident to email staff for assistance in the early evenings. Preparation for senior school examinations is very thorough, leading to very strong results at Common Entrance and scholarship level. Pupils in Year 8 feel confident about their academic progress.
- 3.21 The previous inspection recommended increasing ICT resources in the younger years, and this has largely been achieved. In Years 3 to 8, teachers are increasingly making effective use of technological resources, particularly the interactive whiteboards and tablet computers. For example, the interactive whiteboard was used to good effect in a mathematics lesson in Year 4 when introducing long multiplication, while pupils in Year 1 used tablet computers confidently to increase their understanding of even numbers. However, the unreliability of some resources used in the middle and senior schools, together with restrictions imposed by some of the accommodation, adversely affects the extent to which the teaching can make fullest use of such technology.
- 3.22 Teachers combine a strong command of their subject with excellent knowledge of individual pupils, backed up by an increasingly thorough system of assessment. The teaching promotes tolerance and respect, and is non-partisan in the coverage of political issues. Teachers adapt their teaching well to the needs of all pupils although, at times, not enough attention is given to differentiating between the needs of pupils at both ends of the ability range. Pupils with SEND or EAL are supported well, either in the classroom or with small-group or one-to-one sessions.
- 3.23 Pupils' work is marked regularly and swiftly, ensuring that pupils receive constant feedback on their performance. The marking typically has constructive advice for the pupils to act upon although, occasionally, the comments do not provide constructive advice or further challenge for the most able. The school makes good use of a range of standardised assessments as well as internal examinations to enable teachers to track pupils' progress.

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 In fulfilling its aim to help pupils to develop morally, emotionally and culturally, the school actively promotes fundamental values which underpin British society. By the time they reach Year 8, pupils understand and enjoy debating concepts such as democracy and individual liberty. They show respect for the rule of law and for people of different faiths and beliefs. They show great interest in the way society functions and a good understanding of public institutions and the way the country is run, talking freely and knowledgeably about people of influence, and the roles of senior politicians and the monarchy.
- 4.3 In the EYFS, the children rapidly develop key skills for the future. Fundamental British values are actively promoted, for example, through the class 'golden rules'. The children co-operate, share and play well with each other. They express their thoughts and feelings in full confidence that they will be valued. In turn, they listen with great respect to others. The children all play a part in making the school a fair, kind and happy place in which to learn. They take responsibility for the tidiness of their room. They make positive contributions through various fundraising activities to people less fortunate than themselves. Through stories and topics, they develop tolerance and a positive understanding of people's differences. They celebrate the traditions of other cultures, such as Diwali and Chinese New Year. As a result of the secure introduction of these skills and attitudes, children are well prepared for their transition to the next class.
- 4.4 In Years 1 to 8, the pupils' personal qualities develop extremely well in full accordance with the aims of the school. Pupils develop confidence from an early age as a result of the friendly, family atmosphere of the school and the excellent pastoral care. By the time they reach Year 8, they show great emotional maturity, self-esteem and self-awareness for their age. They are interested in the viewpoints of others and keen to talk about religious and philosophical issues. Pupils in Year 6, for example, enjoyed tackling a discussion on whether a bad person could be a good leader.
- 4.5 The pupils demonstrate a keen sense of right and wrong and enjoy debating moral and ethical issues. Pupils in Year 8, for example, were keen to explore whether it is ethically right for certain individuals to receive extremely high salaries. They demonstrate respect for norms of good conduct and the civil and criminal law of England. Their behaviour around the school and in lessons is frequently excellent. Although, at times, it is a little boisterous, they nevertheless have an innate sense of how they should behave in particular situations. They are polite and courteous. Older pupils develop excellent social skills, and confidently engage in thoughtful and interesting conversation with adults.
- 4.6 The pupils are helpful and keen to take on responsibilities which they fulfil willingly. For example, they enjoy doing door duty in the morning and showing visitors around the school. They help with setting up and clearing the hall in the mornings. Within the school, there is a great sense of community. Pupils in all year groups value the friendliness and the family atmosphere of the school. Although social relationships occasionally break down, they are very quickly restored and the bonds of friendship run deep. Older pupils show care for younger pupils. They are conscious of, and

show empathy for, those who are less fortunate than themselves. Pupils in Year 6, for example, talked with feeling about the horrors facing earthquake victims. They develop keen political and economic awareness. They demonstrate practical help for others through charitable fundraising on different occasions during the year, and through the giving of unwanted books and musical instruments to the local community.

- 4.7 The pupils show great respect for others, regardless of faith, background or personal characteristics. This is amply demonstrated through the excellent relationships which exist throughout the school between those from many different ethnic and cultural backgrounds. The pupils develop a strong understanding of and respect for the Christian faith, and the culture and achievements of the Western cultural tradition, whilst developing good understanding of other faiths and religions.
- 4.8 The pupils have an excellent standard of personal development by the time they leave school, thus amply fulfilling the school's aim of preparing them not just for senior school but for life.

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 effective support and guidance for pupils and in fulfilling its aim to provide a warm, welcoming and safe atmosphere in which every pupil can thrive and feel comfortable. The overwhelming majority of parents feel that the school looks after their children well and are pleased with the standards of behaviour and the fact that their children are happy and feel safe at school. The very large majority of pupils also feel that their teachers show concern for them.
- 4.11 Relationships between staff and pupils, and among the pupils themselves, are excellent. All the staff know the pupils well and show an obvious affection for those in their care. While there are prefects and house vice-captains, pupils mix easily between year groups and are highly supportive of each other.
- 4.12 In the EYFS, staff provide a happy and caring environment in which all children feel safe and able to express themselves. Each child has a designated member of staff who gives high priority to building warm, trusting relationships with the children in their care, ensuring their needs are met and that they feel happy and confident to try new experiences. Courtesy and kindness are given priority so that all children feel happy and safe. Simple rules and high expectations of good behaviour are communicated clearly and are well understood by all children. Staff help children to understand that healthy eating is important. They ensure children take regular exercise through their outdoor activities, timetabled PE sessions and weekly visits to a local park or soft-play centre.
- 4.13 In Years 1 to 8, the school encourages pupils to be healthy through the provision of balanced, nutritious and tasty lunches, and regular, if not extensive, opportunities for exercise through the sports programme.
- 4.14 The school promotes good behaviour and guards against harassment and bullying very effectively. While the form tutor system forms the bedrock of pastoral care, each pupil is encouraged to talk to any adult in the school. The school has implemented a thoughtful system of rewards and sanctions, although a minority of pupils say that sanctions are given too easily, particularly by certain members of staff. Inspection evidence shows that, while the above concern has some validity,

the system is well monitored and the record keeping is thorough. The school has done much to help pupils understand that bullying is unacceptable and to consider the impact their actions have on others. Bullying is infrequent and is resolved quickly and effectively; friendships are quickly recovered. The school deals constructively with any unacceptable behaviour, taking due account of any related difficulty or disability.

- 4.15 The school employs effective methods to seek the views of pupils, although a small minority of pupils do not feel this is the case. The inspection found that there are plenty of opportunities for pupils to make their views known. Staff are receptive and responsive to their views. If they do not wish to talk, they may submit questions or comments to the 'comments and suggestions' box, which is regularly emptied. A school council meets regularly to represent pupils' views on areas for improvement.
- 4.16 The school has a suitable 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, staff have received appropriate training and place a considerable emphasis on ensuring that health and safety and the latest safeguarding procedures are followed rigorously. Arrangements to prevent radicalisation and extremism are appropriate to the age of the children. Staff hold current paediatric first-aid certificates. Suitable risk assessments ensure safety both in school and for trips. Children understand the importance of handwashing, and they manage their own hygiene effectively. Their attendance is monitored carefully, and all children have good attendance records.
- 4.19 In Years 1 to 8, thorough and effective measures to safeguard pupils have due regard to official guidance. The three designated safeguarding leads are diligent in ensuring that staff keep abreast of recent updates in guidance. Staff training in child protection and safeguarding is updated regularly, and has included training in the *Prevent* strategy in relation to extremism and radicalisation. Staff have a thorough understanding of the school's policies and procedures. Safer recruitment procedures are followed rigorously, and the single central register of appointments has been accurately maintained.
- 4.20 Great care is taken to reduce the risk from fire and other hazards. The school was quick to implement recommendations from its latest fire risk assessment. Fire prevention and protection equipment is well maintained. Fire drills are efficient, and systems are reviewed regularly.
- 4.21 Arrangements to ensure the health and safety of pupils are highly effective. Thorough risk assessments are carried out for on- and off-site activities. All staff are trained in first aid, and an appropriate number have a higher-level qualification. The school makes thorough provision for those who are ill or injured, and the medical room is appropriately equipped. As designated first aiders, administrative staff deal with any physical ailments, while looking out for any emotional issues too. The school's learning support department makes excellent provision for pupils with SEND.
- 4.22 The school's attendance and admission registers are properly maintained and correctly stored. The checking of pupils' attendance and procedures for following up absence are effective.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The governing body provides effective oversight of the school to ensure it fulfils its aims. Its involvement in the EYFS is effective. It discharges its responsibilities for educational standards particularly well and ensures sufficient investment in, and excellent consideration, for staff. It ensures adequate accommodation and resources, although the restricted nature of the site and of a few teaching rooms, and the occasional unreliability of ICT equipment impose some limitations on the curriculum. Whilst all aspects of the school are managed well, the roles of proprietor, governor and employee are not in all cases sufficiently delineated to ensure impartial and objective oversight of the running of some aspects of the school.
- 5.3 Through the proprietors' frequent visits to the school, regular meetings with the headmaster and direct involvement in the administration and maintenance of the school, the governing body has excellent insight into the working of the school, including the EYFS, and is effective in exercising its monitoring role. Through their personal involvement, their continuing contact with parents and the level of interest they show in all that happens in the school, the proprietors provide excellent support for the headmaster and staff and a source of challenge and stimulus for the future development of the school.
- 5.4 The governing body has a sound understanding of statutory requirements and is effective in discharging its responsibilities in this regard. It has recently carried out a review of the school's safeguarding and child protection arrangements to verify that these meet requirements and ensure the welfare, health and safety of the pupils. The governing body has ensured that the recommendations from the previous inspection regarding the costing of development plans, the reporting of pupils' progress to parents, the provision of ICT resources in the junior school, and the variety of outdoor activities for children in the EYFS have been implemented.

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, excellent leadership ensures that safeguarding procedures are secure and are implemented well in an environment where children feel safe and confident. Children are cared for very well within in a welcoming, stimulating and safe environment. Staff discussions and effective self-analysis have identified areas for development, including improving the outdoor accommodation to cater for the wider range of outdoor activities introduced in response to a recommendation from the previous inspection. Educational provision is monitored effectively by senior leaders. The appraisal system encourages continuous professional development, but does not yet extend to all staff. Leadership ensures that equality, diversity and British values are promoted well through books, stories, resources and classroom displays. The setting has made good progress since the previous inspection by investing in a range of ICT resources, which enhance children's learning and provide them with important skills for the future.

- 5.7 At all levels of responsibility, the leadership and management of the school are highly effective in ensuring the school fulfils its aim to create a stimulating, purposeful, safe and happy community where every pupil feels valued and secure and has respect for others and democracy. In particular, the leadership ensures that staff receive appropriate training in safeguarding, welfare, health and safety, and that policies for the safeguarding of pupils are implemented effectively. Procedures for checking the suitability of staff, governors and other adults who work with the pupils comply fully with official guidance.
- 5.8 The school's leaders provide very clear educational direction for the staff. In turn, the staff greatly appreciate the fact that their views are taken into consideration when changes are proposed and that they are given full authority to manage their areas of responsibility. The leadership has generated an excellent sense of teamwork and harmonious working relationships, which result in enthusiastic staff who are keen to contribute to the school's further development and who care deeply about the pastoral welfare and personal development of the pupils in their charge. Recent changes, such as a greater emphasis placed on the position of art in the curriculum and the increased time allocation and clearer guidance for PSHEE, have been welcomed by staff. Newly written policies and substantially revised schemes of work provide clear guidance to staff and set high expectations which, in turn, have had a positive impact on the quality of teaching and the standards pupils achieve.
- 5.9 The leadership has a good understanding of the effectiveness of the school, and has drawn up thoughtful proposals for improving educational provision in the future. Leaders are sensitive, however, to the impact changes might have on staff and pupils, and ensure that any changes are carefully considered before implementation. They are very clear that a key aim is to secure for each pupil a place at a secondary school which best suits their needs and aspirations and which, in accordance with one of the school's aims, avoids turning the school into an examination factory.
- 5.10 Management has been successful in securing sufficient high-quality staff to ensure excellent educational provision for the pupils. New systems have been introduced to enable teachers to learn from each other through observing each other teaching. Thoughtful consideration has also been given to the new system of appraisal which is being trialled this term. All staff have the opportunity to attend professional development courses, although the planning of such training is not tied in sufficiently clearly to the school's priorities for future development or to individual needs which arise out of a rigorous appraisal process. A much more rigorous system of monitoring the attainment and progress of individual pupils has been introduced, and careful attention is given to analysing the needs of individual pupils, especially those with SEND, those with EAL and the most able pupils, and identifying how best these needs might be met. Teaching staff receive excellent support from the school's administration, whose staff also know the pupils well and contribute significantly to the high standards of care evident throughout the school.
- 5.11 The school values the strength of its partnership with parents and, through its open-door policy, establishes strong bonds between home and school in all year groups, including in the EYFS. Parents are actively involved in the work and progress of their children and have many opportunities to meet staff on an informal basis. Parents who responded to the questionnaire confirm the success of the school's links with parents and its successful fulfilment of its published aims. Almost all parents who responded were overwhelmingly positive about the school. They were particularly pleased with the appropriate range of subjects offered, the support their children receive, the progress they make and the high standards of behaviour.

- 5.12 A very large majority of parents are pleased with the quality of communication with the school, the way their concerns are handled and the timely responses to their questions. The school has effective and appropriate procedures to deal with complaints. Parents may contact the school at any time. Concerns are dealt with quickly, efficiently and in accordance with its published procedures.
- 5.13 Parents enjoy many opportunities to be involved in the life of the school from the EYFS onwards. They visit the school regularly for events such as drama productions, school and form concerts and assemblies. The active and supportive parent-teacher association organises a range of social and fundraising events such as cake sales and the biennial Christmas fair. Form representatives organise events such as father and son camping expeditions. Parents organise a duty rota in the forecourt to ease traffic congestion and to ensure that children arrive at school safely.
- 5.14 Parents of pupils and of prospective pupils are provided with the required information about the school. All parents who responded to the questionnaire felt that information about the school and its policies is readily available. Parents of prospective pupils are invited to tour the school. For parents of current pupils, weekly electronic overviews and updates to the school calendar are shared on the school website. The termly newsletter records significant events and successes during the term.
- 5.15 Parents are actively involved in the work and progress of their children and have many opportunities to meet staff on an informal basis. In the EYFS, parents are encouraged to contribute to their children's learning through the use of 'wow moment' forms. They are also given opportunities throughout the year to attend open mornings to share their children's play and learning experiences. Parents value meeting with teachers at regular consultation evenings. The new system for reports, devised with the assistance of parents, in response to a recommendation from the previous inspection, has been well received. The reports set out information about pupils' academic progress in all subjects clearly and include individual targets for improvement in all subjects. In the EYFS, information is available for parents on noticeboards, and in written reports; further information is communicated at the beginning and end of the day.

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