



INDEPENDENT SCHOOLS INSPECTORATE

KEBLE PREPARATORY SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

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| Full Name of School | Keble Preparatory School |
| DfE Number | 308/6000 |
| Registered Charity Number | 312979 |
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| Email Address | office@kebleprep.co.uk |
| Headmaster | Mr Gerard McCarthy |
| Chairman of Governors | Mr Paul Ruocco |
| Age Range | 4 to 13 |
| Total Number of Pupils | 219 |
| Gender of Pupils | Boys |
| Numbers by Age | 0-2 (EYFS): 0 5-11: 163 3-5 (EYFS): 29 11-18: 27 |
| Head of EYFS Setting | Miss Andrienne Constantine |
| EYFS Gender | Boys |
| Inspection Dates | 13 Nov 2012 to 16 Nov 2012 |

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in September 2008.

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) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, 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.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' 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 chairman 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 Paul Spillane

Mr John Coakley

Mr Michael Higham

Mrs Angela Russell

Reporting Inspector

Team Inspector (Head, IAPS school)

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Keble is a day preparatory school for boys between the ages of four and thirteen years. Situated in Winchmore Hill, north London, the school was privately founded in 1929 and became an educational charity with a board of governors in 1968.
- 1.2 The school aims to provide a happy, safe and caring environment in which boys are encouraged to participate enthusiastically and maximise their potential in the full range of academic, cultural and sporting pursuits available to them. It sets out to enhance each boy's awareness and understanding of good behaviour and in particular what it means to be tolerant and considerate to others. The school seeks to prepare boys for transfer to an appropriate senior school and for life beyond education.
- 1.3 There are 219 boys in the school, of whom 29 are in the Reception classes of the Early Years Foundation Stage (EYFS). Of the 25 pupils who have English as an additional language (EAL), 5 receive specialist support. The school has identified 39 pupils as having special educational needs and/or disabilities (SEND), of whom 28 receive specialist learning support. No pupil has a statement of special educational needs. The pupils come from a wide variety of ethnic backgrounds. Most pupils come from business or professional families living within a radius of ten miles from the school.
- 1.4 The school is academically non-selective. The ability profile of the school is above the national average, with most pupils having an ability that is at least above average, and few having below average ability. There is a notable proportion of pupils with ability that is well above average.
- 1.5 Since the previous inspection a major building project has been completed, providing a new science laboratory, an art room, four classrooms and improved learning support facilities. At the time of the inspection, the construction of a new music school was almost complete.
- 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 The pupils' positive approach to their studies, their exemplary classroom behaviour and the good quality committed teaching are reflected in good progress and substantial academic achievement at all levels. In their response to the questionnaire, pupils affirmed that they are very pleased with their progress. Throughout the school, pupils display secure knowledge, skills and understanding of the material covered in their syllabuses. The innovative development of information and communication technology (ICT) and the quality of its application in all year groups constitute a strength of the school. Pupils reach high standards of personal fulfilment. They participate enthusiastically in an extra-curricular programme that is somewhat limited in scope. Nonetheless, the overall provision enriches the pupils' educational experience and enables them to develop their talents and aptitudes enjoyably and fruitfully. In the EYFS, as elsewhere, the needs of all the children are successfully met: the staff know the children as individuals and create a lively environment where each is valued highly, and consequently the children make good progress in their learning and development.
- 2.2 The school successfully meets its aim to provide for its pupils a happy, safe and caring environment. The quality of the pupils' personal development is excellent, with highly effective emphasis on their welfare, safeguarding and well-being. Pupils who are unwell are appropriately looked after, though not all visits to the medical room are recorded. The caring and supportive example set by the staff is mirrored in the way pupils behave towards each other. They show genuine concern for one another's welfare and grow strongly in self-awareness and self-esteem. Relationships are excellent throughout the school, which is indeed a happy place: the pupils are very proud of it and feel a strong sense of belonging. The pupils benefit from the many opportunities for leadership and service, and take their responsibilities seriously. Parents commend the high standards of behaviour and evidence from the inspection fully supports this view.
- 2.3 That the school's aims are being successfully realised is a strong testimony to the high quality of governance and to the dedicated leadership and clear direction from senior management. The governors' commitment is wholehearted; they exercise effective oversight and take progressive initiatives. Leadership is purposeful and self-critical, seeking further to improve its effectiveness. Taking their lead from the top, staff put the best interests of the pupils at the heart of their work. Efficient management ensures that the school runs smoothly. The regulatory deficiencies identified at the previous inspection have been rectified. The reintroduction of design and technology, recommended at that inspection, has not taken place. A new classroom block has greatly enhanced the academic provision and a new music school is nearing completion. The school enjoys extremely good relations with parents, who express great satisfaction with the education that their children are receiving and the way in which the school is being run.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure that a written record is kept of all pupils who report that they feel unwell.
2. Increase the number of extra-curricular activities.
3. In the EYFS, make fuller use of the outdoor space as a learning environment.
4. Ensure that the computer furniture in the EYFS is suitable for the age of the children.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 By the end of the Reception class in the EYFS, children are able to express themselves clearly, write in simple sentences and understand simple addition and subtraction. They have also learnt about ICT, using a wide range of resources such as interactive whiteboards and computers. The children, including those with SEND or EAL, achieve well in their learning. At every stage thereafter, standards of logical thought, application of mathematics and creativity are good, and those of literacy, articulacy and proficiency in ICT are high. Throughout the school, the pupils display secure knowledge, skills and understanding of the material being covered in their lessons. Almost all of the leavers in Year 6 and Year 8 proceed to their first-choice schools, several winning scholarships each year. Individual pupils have achieved representative honours in sports and high grades in instrumental music examinations, and the large senior choir performs to a good standard. Pupils avail themselves of the various opportunities for developing their talents and personal qualities, with the senior pupils in particular achieving high levels of fulfilment as they conscientiously discharge their duties in positions of responsibility and service. Pupils with SEND or EAL equally earn headmaster's commendations and other school awards.
- 3.3 The following analysis uses the national data for 2009 to 2011: these are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of seven are well above the national average for maintained primary schools, and results in national tests at the age of eleven are above the national average for maintained primary schools. The results in national tests at the age of eleven indicate that pupils make good progress relative to the average for pupils of similar abilities. Pupils' attainment in Years 7 and 8 cannot be measured in relation to average performance against a fixed national norm, but on the evidence available, drawn from work scrutiny, lesson observation and interviews with pupils, it is judged to be above national age-related expectations, with good academic progress being maintained in these two years, as pupils prepare for entrance examinations to senior schools. As a result of the school's provision, the ablest pupils and those with SEND or EAL make good progress appropriate to their abilities, achieving success in senior school entrance examinations. The children in the EYFS make good progress relative to their ability and needs. They reach, and in some cases, exceed, expected levels of development.
- 3.4 Throughout the school, the pupils display an attitude to learning which ranges from good to excellent. Children in the EYFS are active and happy learners who apply themselves well when participating in a comprehensive range of activities. They enjoy making their own role play areas. They make confident decisions, for example on how to extend the length of a model tube train. In the older age groups, pupils apply themselves with evident enjoyment, keen to do well and eager to be challenged. Enthusiastic participants in their lessons, they are readily responsive, offering answers and opinions articulately and confidently. They work conscientiously, displaying perseverance and determination. When working in pairs or groups, they co-operate very well. They produce a good volume of work that is neatly presented, reflecting pride and care. Excellent work is displayed on classroom walls. In their responses to the questionnaire, the pupils unanimously affirmed that they find their work interesting and that they are encouraged to work

independently, and this was borne out during the inspection. Pupils participate in extra-curricular activities in a similarly spirited and enthusiastic way. They benefit from the school's belief in maximum participation, with, for instance, all senior pupils representing the school in a football team, all of Year 3 taking part in a drama production and all of Year 1 participating in their Nativity play.

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

- 3.5 The contribution of the curricular and extra-curricular provision is good.
- 3.6 Educational programmes of high quality in the EYFS provide all children with exciting opportunities, and a balance of adult-led and child-initiated tasks enables children to develop their own interests in their learning. Imaginative tasks inside the classroom, such as how to decorate a gingerbread man, encourage the children to make decisions. The setting acknowledges that the extensive outdoor space is not always used to its fullest potential as a learning environment and 'outdoor classroom', and there are plans to develop this further as an outdoor classroom. Educational visits to places of interest such as a fire station and the local park help children to understand the wider world.
- 3.7 The curriculum for pupils in Years 1 to 8 is well balanced, carefully planned in each subject and tailored to suit the needs of pupils of all ages and abilities. It covers all required aspects of learning and presents particularly good opportunities for creative and imaginative work in art and ICT. Pupils' linguistic skills benefit from learning French from Year 3 and Latin from Year 5. Although its reintroduction was recommended at the previous inspection, design and technology does not feature as a discrete subject in the curriculum; there are, however, opportunities for design within ICT and regular three-dimensional projects in subjects such as art, history and geography. At the time of the previous inspection, personal, social and health education had just been introduced as a discrete subject within the curriculum: it is now very well embedded and strongly supports the excellent pastoral provision within the school. Detailed and comprehensive, the subject documentation has improved since the previous inspection.
- 3.8 The school is very well resourced. The new classroom block provides excellent purpose-built accommodation that enhances, in particular, the teaching of science and art. Since the previous inspection, the school has further developed its resources in ICT. The quality of provision and innovation in ICT is now a considerable strength. Throughout the school, classrooms are equipped with interactive whiteboards that are used very effectively in some lessons. In ICT lessons pupils cover a wide range of skills, many of which very capably support their work in other subjects. Pupils make creative use of tablet computers to enhance their learning, as seen in excellent mind-map work in senior English classes and Year 3 science studies on pupil height. Pupils benefit from well-stocked library provision in three locations close to the classrooms of the respective age groups.
- 3.9 Pupils who require either additional support or extra challenge are provided for across the curriculum. For example, extra materials for pupils with SEND were used effectively to reinforce the learning objective in a Year 4 mathematics lesson introducing co-ordinates, and extension work challenged more able pupils in a Year 6 mathematics lesson on probability. Where necessary, each pupil has an up-to-date individual education plan with appropriate targets that are formally reviewed twice a year. The school celebrates being a diverse community and responds very well to the needs of pupils with EAL.

- 3.10 The curriculum is further enriched by regular trips and visits that encompass many cultural opportunities in London itself and further afield, such as the annual residential trips to Ironbridge and France.
- 3.11 Though limited in choice, the extra-curricular programme is nonetheless much enjoyed. Additionally, all pupils, regardless of ability, represent the school in fixtures in one or more sports. Very good use is made of excellent local sports and recreational facilities. Choir members enjoy performing in concerts both in school and at other venues.
- 3.12 The school raises money for an extensive variety of charities and pupils take genuine pride in such activities. These range from whole-school support of national campaigns such as Children in Need to the annual Year 6 fund-raising event in which groups of pupils make presentations to the school in support of chosen charities. The school also sponsors a student in Niger. Links with the community include pupils' involvement in a local harvest festival and visits from representatives of various faiths.

3.(c) The contribution of teaching

- 3.13 The quality of teaching is good.
- 3.14 In the EYFS, staff successfully engage and motivate the children, helpfully supporting them with their learning, such as in a problem-solving exercise on how to make a road for paper cars. Children with SEND, as well as those with EAL, are well supported, and those of higher ability are given suitably challenging tasks. Excellent procedures successfully prepare children for each new stage of learning. Comprehensive observations and detailed assessment enable a child's next steps to be carefully planned, taking into account the needs and interests of individual children and ensuring that all children learn effectively.
- 3.15 Throughout the school, the majority of teaching is good and a significant proportion is excellent. During the inspection, there were no unsatisfactory lessons observed and a very small number that were sound. The high quality of teaching makes a significant contribution to the pupils' achievement, their progress and their spiritual, moral, social and cultural development. Teachers follow the school's policy on teaching and learning to promote high standards of achievement, independence, and social and moral development.
- 3.16 Teachers are well qualified, enthusiastic and hard working. They demonstrate very good subject knowledge. They know their pupils extremely well and demonstrate excellent management of behaviour. Readily available, they give generously of their time and are trusted by pupils. Teachers plan their work carefully and give regular and consistent attention to how pupils of all abilities and backgrounds can build upon their existing skills. Teachers have high expectations: the pace of lessons is brisk and learning time is used very effectively.
- 3.17 Teachers use a variety of methods within lessons, ensuring that pupils are fully engaged and well motivated as they complete a range of tasks, developing especially their thinking and communications skills. Information and communication technology is used much more effectively than at the time of the previous inspection and enhances pupils' learning in many lessons. For the older pupils, much of the teaching involves the use of tablet computers. This promotes enthusiastic, active and independent learning and is excellent for cross-curricular approaches, as evidenced in the recording of Year 8 geography fieldwork projects and the writing of

an 'e-book' following a visit to the Royal Academy. However, not all teachers show the commitment or skills required to make effective use of ICT to benefit pupils.

- 3.18 Classrooms are well resourced and in most lessons teachers produce effective materials that support teaching and learning well. Pupils work very co-operatively together and learn from each other, as in a physical education lesson where able pupils worked with their peers to improve their ability to sidestep. Teaching assistants work effectively with pupils under the direction of teachers to support individuals and groups of pupils as needed. Lesson planning, specifically directed support in lessons and specialist teaching for pupils with SEND ensure that pupils make good progress in all areas of the curriculum.
- 3.19 Teachers ensure that pupils become independent learners. In the best lessons, pupils are able not only to complete tasks independently but to explain what they do, so that they can apply their learning in different situations. In questionnaire responses, all pupils indicated that they are encouraged to do things for themselves and to work independently, and evidence during the inspection fully confirmed this.
- 3.20 Teachers assess pupils regularly, both in class and when work has been completed, using this information to help plan and track their progress. There are excellent examples of teachers using marking constructively to make clear to pupils what they need to do next to improve. Systems for assessment and tracking are not yet, however, uniformly developed or consistently used across the school.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social, and cultural development is excellent.
- 4.2 The school is highly successful in providing a happy, caring and structured environment for its pupils. This helps to promote excellent behaviour and relationships throughout, including the EYFS, and is in line with the school's stated aims.
- 4.3 Pupils have excellent spiritual awareness. They have a rich understanding of world religions, developed through religious studies lessons, themed days and assemblies. Their self-esteem is high because they are valued as individuals and their achievements are celebrated in assemblies, newsletters and classroom displays. A strong spiritual awareness is reflected in their artistic work and their creative writing in the school magazine. The family atmosphere throughout fosters growing self-awareness, which is central to the school's aims.
- 4.4 Pupils' clear moral sense is evident throughout the school. They understand right and wrong, and value the significance of good manners and of respect and tolerance for others. They appreciate the rewards which recognise good behaviour, effort and excellence in work. All pupils are clear that bullying is unacceptable and all sign a pledge, which is published prominently on a wall display. Bullying is not a concern in the school and pupils say that the rare instances are dealt with quickly and fairly. Senior boys lead by example and meetings between different ages of pupils in the 'big brother, little brother' partnership foster excellent relationships across the age range. At all stages of the school, pupils' strong personal development is reflected in their maturity and self-discipline.
- 4.5 The social development of the pupils is excellent. Their positive response to those around them is both sensitive and considerate, regardless of age. They show respect for each other in the way they work, play co-operatively and help each other. An effective 'friendly bee' system promotes positive relationships amongst the younger pupils and a 'friendship bench' helps to integrate all at break times. Pupils show pride in being chosen for a post of responsibility and they take their duties seriously. Pupils are committed to helping others by raising funds for their chosen charities in the local community and further afield. The children in the EYFS display very good social development. During physical education lessons they work together in teams, following rules and taking turns. At other times, they happily share resources, take turns, organise themselves effectively and put away the wheeled toys with care. They gradually develop their independence and are very proud when undertaking responsibilities.
- 4.6 Pupils from diverse backgrounds learn and play together naturally and harmoniously across the school. They gain insight into their own and other cultures from their fellow pupils and are able to appreciate other traditions and their festivals. This is evident from visits to various places of worship and from religious studies lessons throughout the school. For example, in Year 5, boys studying Hinduism learnt about the importance of a Mandir, or temple, to the religion. The pupils experience the world around them and the diversity of other countries and societies through regular outings to theatres, art galleries, museums and historical sites in England, as well as trips to France. In the EYFS, children celebrate cultural differences through visits from parents who talk about festivals, and they answer the register in different

languages. As a result, they come to understand their differences and learn to respect one another.

- 4.7 By the end of their time in the EYFS, the children are well prepared for the transition into Year 1. When they come to leave the school, the oldest pupils are confident, self-assured and well prepared to embark on the next stage of their education.

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

- 4.8 The pastoral care of the pupils is excellent.
- 4.9 The school fulfils its aims to provide a happy, safe environment in which pupils can learn, work hard and be considerate towards others. The recent appointment of a head of pastoral care has further enhanced the quality of pastoral provision, building on the excellence noted at the previous inspection. Teachers know and understand the academic, social and emotional needs of their pupils very well, as shown by the excellent individual pupil profiles that are held by all members of staff. Established pastoral care systems are supported by clear policies and are implemented successfully. During interviews and conversations, pupils were clear to whom they could turn with a concern. They feel safe and confident that there is always an adult to offer advice, reassurance and guidance. This was reflected in the overwhelmingly positive responses to the pupils' questionnaire.
- 4.10 Provision for the EYFS children's well-being is outstanding. The key people know each child extremely well, recognise their unique qualities and meet their needs very effectively. They care for the children conscientiously in a welcoming, safe and stimulating environment. The children form very strong relationships with the staff and with each other. Their behaviour is excellent.
- 4.11 Healthy eating is encouraged and a good variety of food is provided at lunchtime. There is plenty of choice and all dietary requirements are catered for. The school makes excellent use of its playground, gym and local playing fields to promote extended physical exercise. Children in the EYFS are helped to develop independent hygiene routines such as hand washing. They recognise the importance of healthy eating and they understand the need for physical exercise. The school has a comprehensive plan to improve access for pupils with SEND.
- 4.12 An effective school council meets regularly and positive suggestions are acted on by the school: this has led to extra games facilities and alterations to the lunch menu. The easy day-to-day conversation between pupils and staff typifies the outstanding qualities of relationships and mutual trust.

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

- 4.13 The contribution of arrangements for welfare, health and safety is excellent.
- 4.14 The school provides effectively for ill or injured pupils. The needs of those pupils with existing medical conditions are well known to staff. The medical room is appropriately equipped and detailed records are kept in pupils' files. Ten members of staff are qualified in first aid and four of these are trained at the higher level. They are immediately consulted on any matters of concern, with action taken as appropriate. A written record is not, however, kept every time a pupil reports feeling unwell.
- 4.15 Arrangements to ensure health and safety are taken very seriously. Highly effective, they cover all aspects of the life of the school. Pupils' access to the internet is filtered and all use of the computer network is monitored. In addition to the comprehensive safety procedures in the school, good advice about internet use is also provided for parents. All necessary measures are taken to reduce risk from fire and other hazards. A fire consultant has lately reported on all aspects of the school's provision for fire prevention and fire practices are held regularly. Electrical equipment is monitored through portable appliance testing. Risk assessments are comprehensive and thorough for relevant activities in and out of school. Children in the EYFS are taught about keeping safe and they know what to do if they are concerned. They clearly understand the expectations within the school and excellent support systems enable them to build trusting relationships with the staff, who carefully safeguard their welfare.
- 4.16 The health and safety working group meets regularly; termly meetings of the health and safety committee, chaired by the bursar, are attended by the designated governor and its findings are reported to the governing body.
- 4.17 The admission and attendance registers are accurately completed and kept for the required period. Attendance is closely monitored, with a system of immediate response to pupil absence.
- 4.18 Clear procedures for safeguarding pupils and eliminating discrimination are implemented highly effectively. The required checks on new staff are carried out and recorded correctly. The deficiencies identified at the previous inspection have been rectified. All staff receive appropriate training in child protection at specified intervals. As elsewhere, the welfare needs and happiness of the children in the EYFS are of the utmost importance: their welfare and development are enhanced by exceptionally strong links not only with parents, but also with the local authority.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governing body exercises highly effective oversight of the whole school, including the EYFS, and is wholeheartedly committed to the school's aims and ethos. The governors conscientiously discharge their responsibilities for educational standards, and investment in staff, accommodation and resources. They monitor all financial matters very closely. Forward looking and innovative, the governance has overseen the addition of a new building which has already improved the learning environment, and the construction of a new music school. The members of the board contribute a wide range of experience and expertise. A number are parents of current or former pupils and consequently they have excellent knowledge of the school's day-to-day life. Well known to the staff, they regularly attend school events. They take a keen interest in the EYFS and are aware of, and responsive to, its needs.
- 5.3 The governors give valued support to senior management, with whom they have frequent informal communication in addition to the annual schedule of formal meetings. These regular meetings of the main board and its five committees ensure that the governors are well informed about all aspects of the school. The governors are diligent and effective in discharging their responsibilities for child protection, safeguarding, and welfare, health and safety, and review regular reports on these aspects of the school's provision. The governing body reviews all policies regularly. Each governor has a designated year group which he or she visits biannually, taking a special interest in that group's progress and development throughout its school career. Nominated governors have specific responsibility for child protection, health and safety, SEND and the EYFS. Termly staff presentations to the education committee enhance the governors' appreciation of the academic life of the school and the work of subject departments.
- 5.4 New members of the governing body undertake an induction process, and governors keep abreast of current good practice by attending training courses that cover particular areas of their duties and responsibilities. Governors value their annual 'away day', attended by the headmaster and the bursar, as an opportunity for detailed strategic consideration of the school and their vision for its future.

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

- 5.5 The quality of leadership and management is good overall.
- 5.6 Leadership and management throughout the school, including the EYFS, have improved since the previous inspection. The newly established senior management team works purposefully and collaboratively to promote the school's vision. In particular, the team is responsible for ensuring that pupils are educated according to a set of clearly defined and understood principles, and that they develop well academically, personally and socially, and are respectful and independent learners.
- 5.7 The school is very well run on a day-to-day basis, ensuring a learning environment in which pupils are safe and where they enjoy good quality teaching and resources.

Good systems of communication within the school ensure a sense of corporate involvement and purpose; they also enable any difficulties to be tackled at an early stage. Leaders are accessible and this is appreciated by staff, pupils and parents. The senior management team has created a culture of trust within the school and is very well supported by the ancillary staff.

- 5.8 A range of suitably minuted meetings involves departments, heads of department and senior managers, the managers working closely and effectively with school governors. Regular meetings of the EYFS team provide effective opportunities for self-evaluation, thus enabling the development of a clear vision for the future. The EYFS has demonstrated its capacity for improvement by implementing recommendations from the previous inspection. However, although there have been changes to the computer furniture since that inspection, it is still not always suitable for such young children.
- 5.9 The school has an effective and practical development plan and is compliant with all required regulations. Procedures for safeguarding and child protection are effective. Resources are allocated with good sense. Curricular planning has been developed with a particular focus on ensuring that the needs of all pupils, including the more able, are met and this provision has improved appreciably since the previous inspection. Schemes of work have been developed which cover teaching across the entire school and this has helped to unify the school as a whole. Effective departmental leadership promotes coherence in learning for the pupils. Some departments have established clear plans for development, with pupil learning at the core. A clear EYFS development plan shows a strong commitment to continuous improvement, giving every child the opportunity to learn and be safe. The EYFS staff regularly evaluate the children's progress, working carefully together to ensure that all children achieve appropriately.
- 5.10 Systems for recording and tracking pupil progress are improving and in many subjects this is becoming an integral part of school life. Through the recording of information from annual tests and progress grades, school leadership is able to track how well individual pupils are progressing. Approaches to ensure that progress can be measured across, and within, groups of pupils as well as at an individual level are not sufficiently standardised. Systems for identifying pupils with SEND are well established and, since the previous inspection, procedures for identifying those who are gifted and talented have been substantially improved.
- 5.11 The appraisal system for all teaching staff includes lesson observations, discussions and scrutiny of pupils' work. Staff are encouraged to develop their skills through appropriate training activities both within and beyond the school. The introduction of peer observation has promoted sharing and discussion of good practice. The school's teaching and learning policy clarifies the basis for the approach to teaching in the school and its implementation is apparent in most lessons. Opportunities for supervision of EYFS staff by senior managers are being developed.
- 5.12 The school's procedures for the recruitment and appointment of staff are appropriate and the centralised register of appointments is completed accurately. Induction arrangements are thorough: they help staff to settle in and are tailored to meet the needs of individuals.
- 5.13 Parents are highly satisfied with the education provided for their children. They are fully supportive of the school and value its ethos. The excellent relationships between home and school are supported by the ready availability of leadership to

listen and provide advice when necessary. Parents and school work in true partnership, to the considerable benefit of the pupils. In their responses to the questionnaire, parents agreed unanimously that they are encouraged to become involved in the life of the school and the education of their children; the school provides a range of opportunities for parents to be involved in their work and progress. In the EYFS, strong partnerships with parents and outside agencies support the development of the setting as a whole and the needs of individual children. The parents' social association is a thriving group which contributes to school life through its range of social and fund-raising activities. Parents acknowledge that information is readily available to them and are pleased with the way in which the school handles any concerns. The school complaints procedure meets all regulatory requirements.

- 5.14 Arrangements to admit pupils are well established and conducted. Teachers work highly collaboratively with parents to ensure that children settle well in the EYFS, feeling safe and cared for. Parents benefit from regular communication through newsletters. The school has a regularly updated website that keeps parents informed about its events and includes much helpful information, including school policies; it has also recently developed software applications to allow information to be accessed from mobile telephones. Full reports are provided twice a year to parents, with interim grade reports that make clear how their children are progressing, and there are regular meetings for parents to meet the teachers. In the EYFS, information about the curriculum and their children's progress is shared regularly with parents, reinforcing the positive links between home and school. Parents welcome the regular reports that they receive, and at parents' evenings they write an encouraging letter for their children about their work. The annual school magazine is a lively and well-presented record of school life. Parents are very helpfully supported through meetings, an information pack and individual advice as they make decisions about their children's move to a new senior school.

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