



# **INDEPENDENT SCHOOLS INSPECTORATE**

## **INTEGRATED INSPECTION NEWBRIDGE PREPARATORY SCHOOL**

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## Newbridge Preparatory School

Full Name of School	<b>Newbridge Preparatory School</b>
DfE Number	<b>336/6015</b>
Registered Charity Number	<b>1019682</b>
Address	<b>Newbridge Preparatory School 51 Newbridge Crescent Tettenhall Wolverhampton West Midlands WV6 0LH</b>
Telephone Number	<b>01902 751088</b>
Fax Number	<b>01902 751333</b>
Email Address	<b>office@newbridgeprepschool.org.uk</b>
Headmistress	<b>Mrs Sarah Fisher</b>
Chair of Directors	<b>Mrs Helen Hughes</b>
Age Range	<b>2 to 11</b>
Total Number of Pupils	<b>134</b>
Gender of Pupils	<b>Mixed (23 boys; 111 girls)</b>
Numbers by Age	<b>2-5 (EYFS): 55 5-11: 79</b>
Head of EYFS Setting	<b>Mrs Sonya Coley-Smith</b>
EYFS Gender	<b>Boys and Girls</b>
Inspection Dates	<b>19 Jan 2016 to 22 Jan 2016</b>

## 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](http://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 EYFS intermediate inspection was in 2013 and the previous standard inspection was in June 2010.

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

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

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

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

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

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

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with directors, 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 Gorton	Reporting Inspector
Mrs Susan La Farge	Team Inspector (Head, ISA school)
Mrs Kia Jackson	Co-ordinating Inspector for Early Years

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Newbridge Preparatory School is an independent day school for boys aged from two to seven years and girls aged from two to eleven years. It sits in two acres of grounds close to Wolverhampton. Founded in 1937, it moved to its present location in 1949. The school is a limited company with shareholders and is governed by a board of directors.
- 1.2 The school aims to provide children strong foundations for learning within a small family atmosphere, so that each child may reach their full potential. They strive to provide an education balanced between academic work, music sport, and the arts. Since the previous inspection, the school has undergone significant refurbishment of many teaching areas, and a new headteacher was appointed in 2012.
- 1.3 At the time of inspection the school had 134 pupils of whom 55 were in the Early Years Foundation Stage (EYFS). A total of 105 pupils are from minority ethnic backgrounds, mainly from the Indian sub-continent, the Caribbean and Africa. Most pupils live within a 5-mile radius and come mainly from professional or business families. The ability profile of the school is above that of the national average.
- 1.4 The school has identified 24 pupils as having special educational needs and/or disabilities (SEND), of whom 8 receive school support with some aspect of their learning. None has a statement of special educational needs or an education, health and care plan. The school has 6 pupils for whom English is an additional language (EAL), none of whom are at an early stage of language acquisition.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 Throughout the school, pupils are extremely well educated in accordance with the school's aims. Their achievement is excellent across the curriculum and this is reflected in their significant success in access to senior schools. Many receive scholarships and awards to their chosen schools. The pupils' success in areas such as music, dance and drama is excellent as are individual achievements in sports. The curriculum is excellent, providing many opportunities for pupils to demonstrate their knowledge, skills talents and interests. Information and communication technology (ICT) and the computing schemes of work are well integrated, however pupils' learning is limited when insufficient use is made of ICT resources. Excellent teaching, including in the EYFS, demonstrates strong subject knowledge and is well planned to meet the differing needs of the pupils. The most effective teaching is delivered with pace and makes effective use of resources. Marking is generally thorough although some does not provide the pupils sufficient information as to how they could improve their work.
- 2.2 The personal development of pupils of all ages is excellent. They are confident, mature and demonstrate strong spiritual development. Throughout the school, pupils have a strong sense of right and wrong and their behaviour is exemplary. They understand the importance of their contributions to the school community and their social development is excellent. Pupils, including in the EYFS, demonstrate a depth of tolerance and understanding and they are respectful of those from different cultures, backgrounds and religions. Pastoral systems in the school are of the highest order and the staff know their pupils well. Pupils feel safe and well cared for. The arrangements for welfare, health and safety are excellent. The school places great importance on its safeguarding arrangements which are thorough, comprehensive and implemented thoroughly.
- 2.3 Excellent governance is reflected in the expertise of board members who are dedicated to ensuring both the academic and personal development of the pupils. They provide both support and challenge, and ensure that the school policies and their implementation are effective. High-quality leadership and management, including in the EYFS, provides excellent strategic development for the school. A comprehensive development plan, coupled with the development of the role of the subject co-ordinators, demonstrates that the school has responded positively to recommendations from the previous inspection. Recommendations relating to the EYFS from the previous inspection have also been met fully. There have been a significant number of improvements since the previous inspection, which have greatly enhanced the provision for pupils throughout the school. School leaders work tirelessly for the benefit of every member of the school community. The school has excellent links with parents, carers and guardians. Parents of pupils of all ages particularly value the high quality of education and the manner in which their children are cared for. Communication with parents is excellent, although mechanisms for providing regular feedback on the progress of the children in the EYFS is limited.

## **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 pupils' learning by integrating ICT more fully across the curriculum.
2. Ensure consistency in marking across all subjects to show clearly what pupils must do to improve their work.
3. In the EYFS, improve methods of informing parents about the children's progress on a regular basis.



## 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 All children in the EYFS achieve well. Almost all reach the expected level of development by the end of Reception with many of them exceeding these goals in most, and in some cases, all areas. All children make excellent progress, especially in the Nursery where progress is exceptional. Those in the Nursery recognise their names and most write them independently. They have made a good start in learning letters and their sounds, and some are reading books. Nursery children count confidently forwards and backwards and understand what zero means. They recognise written numbers and match the number to a group of objects even when they are arranged randomly. In Reception, the children are gaining confidence in writing words and some can write full sentences independently. They read well and enjoy decoding new words. Reception children use comparatives in mathematics confidently and know the names of many shapes. They perform simple addition and subtraction.
- 3.3 All the children in the setting thoroughly enjoy learning. Those in the Nursery know that penguins live in the Antarctic and polar bears in the Arctic. All children enjoy opportunities for creativity, whether they are under threes painting monsters and making gingerbread men or in the Nursery making snow pictures and igloos. Those in Reception demonstrated high independence in collecting materials when making 'old fashioned toys' such as a spoon doll, which they turned into puppets and developed different characters for. Children are all very active learners, keen to explore the many varied school environments; they investigated the results of frost on their garden. They enjoyed digging in the hard earth and searching for worms that have survived the frost, and discussed why the trees are dripping on them when the sun shines.
- 3.4 From Year 1, pupils achieve high levels of knowledge, skills and understanding in all areas of the curriculum. They read confidently and expressively showing a significant depth of understanding for their age, for example when discussing different genres and styles. As pupils move through the school, they write with increasing fluency and for a wide variety of purposes such as in persuasive and descriptive texts. Much of their extended writing is of a high standard, demonstrating clear evidence of creativity and critical thought. Pupils are extremely articulate and express themselves with confidence. Numeracy skills are of a high order and are applied well to investigative and problem-solving activities. Pupils' achievement is enhanced by the opportunities provided to become independent learners and to use ICT, which is integrated successfully in most areas of the curriculum. Pupils are proficient in the use of a wide variety of programs. Their creative skills are excellent, as demonstrated in a variety of activities such as music ensembles. Pupils display imagination in art, design and technology and drama, and they achieve good standards in a range of sporting activities such as netball, gymnastics and athletics. They perform well in dance, speech and drama, and instrumental music examinations. Pupils are highly successful in gaining places at senior schools of their choice, with many gaining scholarships and awards.
- 3.5 The following analysis uses the national data for the years 2011 to 2014. These are the most recent three years for which comparative statistics are currently available. Results in national tests at age 11 have been exceptional in relation to the national

average for maintained junior schools. This level of attainment indicates that pupils make a high rate of progress in relation to pupils of similar ability. Inspection evidence, consisting of lesson observations, pupils' written work and curricular interviews with them, confirms this judgement. The progress and achievement of pupils with SEND or EAL and of those who are more able is excellent due to the attention that is provided to their specific needs through careful planning and activities that meet their individual needs. An overwhelming majority of parents are pleased with their children's progress and a very large majority of pupils feel that they are progressing well.

- 3.6 The pupils' overall achievement is supported by their excellent attitudes to learning. They demonstrate an outstanding work ethic at all times. Pupils clearly enjoy their education and always give of their best. They are active, independent learners and their high level of participation and interest is worthy of note. Pupils' learning skills are exemplary. They work very well together and effectively use opportunities for collaborative work in lessons.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.

- 3.8 The curriculum in the EYFS not only covers all the required areas of learning but is enriched by specialist teaching in French, music, ICT, dance and physical education (PE). The staff develop the curriculum imaginatively, taking full account of the children's interests and abilities. Children visit the local woodland learning centre to learn about nature and build dens. The curriculum is further enriched by visits to places such as the local toy museum and snow centre. Curriculum planning is thorough, providing a good platform to develop the children's own interests and identifying their next steps in learning. Younger children explore their senses through the use of sand and paint, and by tasting gingerbread. Older children develop their writing by using it to 'label' their creative work and by practising mathematics skills in songs and rhymes. Staff know the children well and quickly identify those who may require additional support. These children are supported to make excellent progress. More able children receive challenging questions and are encouraged to take their learning further.

- 3.9 In the rest of the school and in accordance with the school's aims, pupils are provided experiences in a wide range of subjects and activities, which makes a strong contribution to their excellent progress. The curriculum is planned thoroughly; it provides all the required aspects of learning and presents excellent opportunities through which pupils develop intellectual curiosity. Many subjects are delivered effectively by the class teachers, with a strong emphasis on literacy and numeracy. Input by specialist teachers is successfully used in subjects such as French, dance, PE and games. Their expertise, knowledge and enthusiasm has a positive impact on the engagement of the pupils. Some class teachers also teach other age groups in their specialist subjects to enhance the curricular opportunities for pupils. A comprehensive and effective personal, social and economic education (PSHE) programme underpins the school curriculum and is effectively integrated into school life. Older pupils regularly participate in individualised learning projects providing excellent opportunities to develop themes in their own style or in a manner which reflects their particular skills or talents. The computing curriculum has developed significantly, although is not fully integrated into all curricular areas.

- 3.10 The curriculum and extra-curricular programmes actively promote fundamental British values and provide a balanced presentation of opposing views in the coverage of political issues. For those pupils with SEND or EAL, additional support is provided through carefully planned lessons and excellent teaching assistant support. The more able pupils are extended effectively through the high expectations of their teachers who generally provide suitably challenging work through extension activities. Inter-house competitions in areas such as music provide excellent opportunities for pupils who may have specific skills or talents.
- 3.11 The school offers a good selection of extra-curricular opportunities. The range has recently been extended as a result of ideas put forward by the school council. A very small minority of parents feel that the school does not offer a suitable range of range of extra-curricular activities. Inspection evidence does not support this view; the school provides a good variety of musical activities such as recorder groups and ensembles, and a small but varied choice of other activities that encourage pupils' creativity and engage their general interest. The pupils broaden their educational experiences through activities such as cupcake decorating, fencing, cheerleading, dance and gymnastics.
- 3.12 An excellent programme of trips and visits enriches the pupils' learning. Residential excursions for the pupils from Year 3 to Year 6 make a significant contribution to their personal development by fostering leadership skills, team spirit and respect for each other's capabilities. An optional cultural excursion to France provides excellent additional learning opportunities. Day trips to local venues relating to religious, historical or geographical areas of the curriculum further extend pupils' learning. The curriculum is strengthened by visiting speakers from groups such as the emergency services. Numerous workshops and themed days on topics such as African drumming and Roald Dahl stories develop pupils' knowledge and understanding of the world around them.
- 3.13 The curriculum is strengthened by strong links with the community. These include sporting opportunities such as a local association of junior school sports, use of the neighbouring tennis and squash club, and the nearby professional football club. Recent involvement in the Young Voices project afforded the opportunity for school singers to be part of a six thousand strong choir. The school also has its own Brownie group which plays an important part in the life of its community. Pupils use the church for special events such as Christmas celebrations, further strengthening local engagement.

### **3.(c) The contribution of teaching**

- 3.14 The contribution of teaching is excellent.
- 3.15 In the EYFS, well-experienced and well-qualified staff fully engage with and motivate the children. They have very high expectations of the children in all activities. Thorough assessment using a variety of formats enables staff to fully understand the development of each child. This helps staff to target accurately children's next steps. Detailed and reflective planning ensures that children develop their learning systematically and that all areas are covered. Staff know and respect each child as an individual. They have the knowledge, experience and care to help them develop as fully as possible. High-quality resources are used imaginatively and are carefully integrated in all aspects of learning. These stimulate children's imaginations and encourage their independence as investigators and explorers. Staff in the EYFS exhibit enjoyment in preparing activities, whether it be for a bear hunt for the youngest children or creative art sessions for the oldest.
- 3.16 Energetic and knowledgeable staff deliver excellent teaching throughout the school. They have clear expectations of the pupils and support the school's aim to make every child realise their academic potential. Thorough lesson planning takes account of the range of abilities in the class, including those with SEND or EAL and the more able. Planning ensures that tasks are appropriately set to enable all pupils to make good and often rapid progress. In their responses to the pre-inspection questionnaire and in interview, pupils were unanimous that their teachers provide them individual help when they need it. Marking is generally thorough and teachers write positive, encouraging comments. Some marking, however, does not provide clear recommendations for further improvement.
- 3.17 Teaching is most effective when lessons are delivered enthusiastically and at a brisk pace, incorporating a wide variety of tools to ensure that all pupils are fully engaged in their learning. In the most successful lessons teachers use skilled questioning which challenges the pupils, ensuring excellent levels of achievement. Teachers have excellent subject knowledge and they make good use of published texts, artefacts, a well-resourced library and, when available, ICT resources such as computers and tablets. In questionnaire responses an overwhelming majority of pupils felt that their teachers help them to learn and that they find their work interesting.
- 3.18 Pupils are enthusiastic about their lessons and their behaviour is exemplary. Teaching provides many opportunities for pupils to collaborate and discuss in pairs, ensuring that all pupils are actively engaged in their learning. The development of the use of standardised tests and regular assessments enables teachers to track progress and identify individual needs. The best teaching supports and challenges pupils of all abilities well and enables them to make rapid progress. Open-ended tasks allow pupils to be adventurous and ambitious in their learning and to fully demonstrate what they know and what they can do. Homework is set regularly throughout the school and is used effectively to consolidate learning in class. The introduction of research tasks across the junior school has encouraged pupils to work independently and foster their positive work ethic at home.
- 3.19 Teachers provide excellent role models, establishing caring relationships with the pupils based on mutual respect. They are sensitive when discussing world events and always ensure that they present a balance of opposing views, which actively promotes the workings of a democratic society.

## **THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Children in the EYFS are encouraged to be responsible and make a contribution such as through their role as the 'Busy Person' in Reception. All children work well when helping to tidy up. Even the youngest learn to respect others and tolerate differences. Children know how to take turns and to share; they recognise that they may have to wait to play with a popular toy. Older children, when doing creative work, help one another to cut up materials and to hold items in place to be glued. They work out for themselves how to join in in a game successfully. Their courtesy and good manners echo the way British values are promoted, which prepares them to participate in a caring democracy. The focus and concentration that they bring to much of their work and play readies them well for the next stage of their education.
- 4.3 In accordance with the school's aims, the spiritual development of the pupils is excellent. They show sensitivity to the needs of others and take time to care for one another. Pupils are confident, mature and articulate, showing a highly developed self-awareness and concern for others. They show an excellent appreciation of non-material aspects of life. Pupils have a strong sense of appreciation for music and art, and their sensitivity and care is palpable in all their undertakings. In whole-school assemblies the pupils are reflective and sing enthusiastically, demonstrating a strong sense of spirituality.
- 4.4 Pupils' moral development is excellent. They have a well-developed moral code from an early age and a mature sense of what is right and wrong, combined with a very well-developed sense of fair play. Pupils are very keen to do the right thing and happily adhere to the school rules. Behaviour around the school is of the highest order at all times. A very large majority of parents felt that the school achieves high standards of behaviour. Pupils' moral development is strengthened as they are made aware of topical changes to current laws through PSHE lessons, for example the recently introduced charge for carrier bags. Such activities deepen their awareness and respect for the civil and criminal law in England. Their moral understanding is deepened as they are provided the opportunity to debate these law changes and they present reasoned arguments for both sides.
- 4.5 Pupils show excellent social development. Older pupils readily accept positions of responsibility within the school community and they carry out their duties reliably and confidently. Such responsibilities help to develop their self-confidence and their sense of belonging to a community, which strengthens their social maturity. Year 6 pupils enjoy lunch with the younger pupils and both benefit from the social interaction and the mutual respect developed between them. Pupils further develop their sense of responsibility and social skills through their support of a variety of charities. Older pupils demonstrate high levels of social understanding when they carry out fund-raising tasks, in an enthusiastic and effective manner.
- 4.6 The cultural development of pupils is excellent. Pupils have a well-developed sense of cultural diversity and they work in harmony with their peers, who may be of a different culture or religion to themselves. Their cultural awareness is deepened as they celebrate other faiths and cultures, promoting a tolerant and open society. The pupils' cultural development is enhanced by visitors to the school, themed lunches, trips to cultural centres and displays around the school. The strong cultural

appreciation of the pupils is shown through their tolerance of one another and in their respect for each other's different beliefs and faiths.

- 4.7 Pupils have a growing awareness of public institutions and services in England through work in PSHE curriculum and assembly topics. Some pupils have had the opportunity to visit the local mayor to learn about his role and effect on society. Understanding of the democratic process has been strengthened by the recent formation of a school council, where pupils discuss and vote on topical school issues and suggest improvements. A recent school initiative to lobby and vote on the choice of an English national anthem has helped to bring an understanding of democracy to the classroom.
- 4.8 Pupils have an excellent level of personal development by the time they leave the school. They are confident, well mannered, caring and conscientious young people who respect others and understand the need to treat everyone with respect and to oppose discrimination at every opportunity. They are proud of their school, their achievements and equally those of their peers.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 In the EYFS, excellent relationships between staff and between staff and children ensure that all children feel safe, happy and confident. Their key person works closely with them and records all the stages of their development. The staff act as excellent role models for the children and make them feel valued as an individual. As a result, the children are caring towards one another. The youngest children demonstrated this in the way they look after the dolls in the home corner. Even when their character is a 'baddie', Reception children are keen to make sure that their puppet plays end well. All children know the benefits of exercise and they like to be active. They enjoy healthy snacks and understand that eating too many sweet foods, such as cakes, is unhealthy.
- 4.11 The school is highly successful in providing an excellent level of pastoral support for all the pupils, fully meeting its aims. Pupils are extremely happy at the school and feel that they have many people to turn to if they have a concern or need help with a problem. Relationships between staff and pupils are positive and friendly. Pupils are well known and well cared for by all staff. They are supportive of each other and demonstrate mature attitudes when resolving any conflicts.
- 4.12 The importance of healthy eating and healthy lifestyles is promoted through the science and PSHE curriculum, and the pupils enjoy their school lunches. Pupils have many opportunities for physical exercise through sport and PE, play times and at extra-curricular clubs.
- 4.13 The behaviour at the school is exemplary. Any incidents of behaviour which stray from the accepted norm are dealt with quickly and effectively. Morning staff briefings ensure that all staff are fully aware of any issues and the pupils are closely monitored. The ICT curriculum teaches pupils how to deal with incidents of cyberbullying. An overwhelming majority of parents agreed in their questionnaire responses that their children are well looked after and a very large majority indicated that the school deals well with any cases of bullying.
- 4.14 In interviews and questionnaire responses the pupils felt that their views were listened to by the school, and the newly established school council helps to formalise

this process. The school values the ideas of the pupils, believing that everyone has a positive contribution to make to a successful and harmonious school community. The school has a through educational accessibility plan to support the needs of those with SEND.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 Throughout the school, including for the EYFS, thorough policies and procedures for the safeguarding of pupils are fully implemented. Senior staff with a responsibility for safeguarding receive regular update training that reflects official requirements. Other staff are fully trained, understand the systems that the school has in place and know how they should follow up any safeguarding concerns. Recent training has reflected the national strategy with an emphasis on the issues surrounding the potential radicalisation of pupils. The school has developed strong links with the local designated officers and this reflects the importance that it places on the aspect of safeguarding in school life. The school undertakes full checks to ensure that everyone is fully vetted before working with children. Minor administrative errors were identified on the school's single central register of appointments but these were immediately rectified.
- 4.17 Fire prevention is taken seriously by all members of staff, and current policies and procedures are comprehensive. Training on measures to reduce the risk from fire is regular. Fire evacuation practices are held regularly and all associated records are meticulously kept. The school uses an external contractor to draw up policies and identify risks relating to health and safety. These are implemented successfully and carefully monitored by senior leaders in the school. All records and checks relating to health and safety are undertaken thoroughly and are recorded carefully, including detailed risk assessments. School buildings and grounds are maintained to a high standard, reducing any potential risks. Suitable accommodation is provided for pupils who may be sick or injured and staff receive appropriate first-aid training, including paediatric training in the EYFS, which is kept up to date.
- 4.18 The admission and attendance registers are appropriately filled in and suitably stored for three years.

## **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 board of directors demonstrate an excellent oversight of all school matters, including the EYFS. The quality of governance has strengthened since the previous inspection. The directors are skilled in a wide range of areas, all of which contribute greatly to ensuring that their work supports the aims of the school. Specific committees focus on key areas such as education, health and safety, and finance. These, in turn, feed in effectively to full board meetings. There have been many developments and improvements of the school site since the previous inspection, demonstrating the intent of the directors to strive for excellence and improve the provision for all members of the school community. Investment in staff, resources and accommodation reflects the directors' careful planning.
- 5.3 Directors have strong links with the senior leaders of the school, enabling regular contact that provides the opportunities for both support and challenge. Links are particularly strong between senior leaders and key directors. The comprehensive school development plan provides an excellent vehicle through which all can work together with a shared vision for the future. All directors are linked directly to a specific teacher, ensuring that staff feel supported and that directors fully understand the day-to-day working of the school and are known by all members of staff. Directors are regular attendees at school events such as concerts, drama productions and other key events in the school calendar.
- 5.4 Directors take their role in the monitoring of policies and procedures very seriously, with excellent review processes in place to ensure that these meet all relevant current legislation. All areas of safeguarding are monitored thoroughly, and directors carry out an annual review of the school's safeguarding policy and arrangements. All matters relating to health and safety are afforded a high priority by the board.



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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians is excellent.
- 5.6 In the EYFS, high quality leadership and management ensures excellence in all school practices. Safeguarding arrangements are comprehensive and are an integral part of day-to-day routines. All staff show a high level of responsibility for every aspect of the children's welfare. Each area of the setting provides a safe, welcome and stimulating environment. The staff have extremely high expectations of all aspects of the children's learning and are ambitious for the setting. They aspire to provide an ever-improving environment for the children to stimulate their imaginations, creativity and ability to learn. The EYFS staff have a clear shared vision for improvement and work well together to evaluate their practice. Senior leaders monitor all aspects of the educational programme effectively. All those who work with children and their families have regular supervision meetings. An excellent system of professional review informs staff development and training. This has enabled staff to develop their skills and careers within the setting. Staff fully promote and celebrate diversity, involving the children's families. They have a good sense of the qualities which they wish to develop within the children that will enable them to become good citizens of Britain.
- 5.7 The EYFS setting has made excellent progress since the previous inspection. Snacks always have healthy options and the setting now has covered outdoor areas for all. The Nursery has been completely refurbished and the different environments of the school grounds have a wider range of learning and play equipment. The recommendations of the previous report have been fulfilled by creating a new head of the EYFS position to oversee the whole department. Responsibilities of this role include the monitoring of rigorous appraisal and supervision procedures, and ensuring a greater emphasis on celebrating the festivals of other faiths such as by sharing foods from different cultures to reflect the diversity within the school.
- 5.8 In the rest of the school, leadership and management are most successful in providing a learning environment that fully supports the school's aims in providing a high quality education that effectively prepares pupils for the next phase of their education. Leaders and managers support the ethos which actively promotes British values, including those of democracy and respect for others. Detailed job descriptions successfully reflect all areas of school life, ensuring that the educational and pastoral needs of the pupils are fully met. Leaders and managers ensure that all school policies are kept up to date and that their implementation is effective. Particular attention is afforded to policies and procedures relating to the safeguarding of pupils. The excellent achievement of the pupils and their strong personal development directly reflects the drive, passion and determination of school leaders.
- 5.9 School leaders provide clear educational direction and have introduced many new initiatives to improve the outcomes for pupils. The detailed school development plan is used effectively to identify the school's strategic needs, fully meeting a recommendation from the previous inspection. The role of subject co-ordinators has also been effectively developed with mechanisms used to monitor subject teaching and learning. This is better developed in some subjects than others.

- 5.10 Regular meetings of both the senior leadership team and the curriculum steering group provide the opportunity for school leaders and managers to self-evaluate their practice for the benefit of the pupils. Meetings work to a set agenda and detailed minutes are carefully recorded. As the school has changed, the leaders have effectively responded to the ever-changing climate and set new goals, evaluated them and then determined new priorities.
- 5.11 The school has an excellent system for the annual appraisal of staff which includes self-evaluation, review meetings and target setting. This also successfully identifies areas for professional development opportunities and courses. These combine both in-house provision and the use of outside providers, depending on the need identified. All staff are suitably trained for their roles within the school, particularly in the area of safeguarding and in welfare, health and safety. There is a strong sense of mutual respect and teamwork. Staff speak openly about how they feel valued and how much they appreciate the opportunities that they have to play a part in shaping the school's future.
- 5.12 A comprehensive system for the induction of staff pays close attention to all matters relating to safeguarding, as well as ensuring that all new staff understand all school policies and procedures. Suitable arrangements are in place for the checking of suitability of all those working in the school, including directors. Key personnel are trained in safer recruitment and all required information is carefully recorded.
- 5.13 Links with parents are excellent throughout the school, including in the EYFS. Parents are overwhelmingly positive about the education and support their children receive. Every parent states that their child is happy and safe in school, and is pleased with the progress that their child makes. Parents are satisfied with the range of subjects and the homework that their children receive. They know of the high standards of behaviour and that no form of bullying is tolerated. Parents know that information about the school and its policies are readily available and that they will receive a timely response to any questions.
- 5.14 Throughout the school, including in the EYFS, the school builds very positive relationships with parents. Parents appreciate the welcoming nature of the school, the ready availability of senior leaders and class teachers, and they feel that they are able to raise concerns easily. They know that their concerns will be handled sensitively and in good time according to the published guidelines. Parents appreciate that any suggestions they make will be taken seriously. They appreciate the ease of communication with the school, especially through the front office. The school communicates with the parents in a variety of ways, especially through the high-quality, professional and detailed weekly newsletter. In addition parents welcome the parents' handbook, issued to them when their children join the school, and other useful information about the school including the excellent curriculum guides. Prospective parents receive an informative prospectus which gives a good flavour of life at the school. Parents of current and prospective pupils receive the required information about the school.
- 5.15 Parents have many opportunities for involvement in the work of the school through the parents' association and by sharing their own interests with the pupils. They share expertise such as the writing of a computing application. Parents contribute their own ideas on many aspects of school life through the questionnaires, which are published in the weekly newsletter. The parents' association is very active, organising fund-raising and social functions.

- 5.16 In their responses to the pre-inspection questionnaire a very small minority of parents, predominantly parents of children in the EYFS, stated that they would like to receive more information about the progress of their children. Apart from the frequent informal opportunities to learn about their children's progress, the school also holds regular parents' evenings and meetings about specific topics of interest to parents such as internet safety. All parents receive a full report once a year providing a detailed record of their children's progress and achievement with suggestions for how to further improve their work. Older pupils also receive termly effort grade sheets. Parents of EYFS children cannot easily access regular updates of their children's progress throughout the year.

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