



INDEPENDENT SCHOOLS INSPECTORATE

NEWCASTLE PREPARATORY SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Newcastle Preparatory School

Full Name of School	Newcastle Preparatory School
DfE Number	391/6003
Registered Charity Number	668983
Address	Newcastle Preparatory School 6 Eslington Road Jesmond Newcastle upon Tyne Tyne and Wear NE2 4RH
Telephone Number	0191 2811769
Fax Number	0191 2815668
Email Address	enquiries@newcastleprepschool.org.uk
Head	Mrs Margaret Coates
Chair of Governors	Mrs Catherine Wood
Age Range	3 to 11
Total Number of Pupils	272
Gender of Pupils	Mixed (187 boys; 85 girls)
Numbers by Age	3-5 (EYFS): 67 5-11: 205
Number of Day Pupils	Total: 272
Head of EYFS Setting	Mrs Sarah Breakey
EYFS Gender	Mixed
Inspection dates	05 Mar 2013 to 08 Mar 2013

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 October 2009.

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.

Ofsted monitors the work of independent inspectorates, including a sample of inspections, and you can find the latest evaluation of the work of ISI on the Ofsted website.

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 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 Nunn	Reporting Inspector
Mr Neil Gabriel	Team Inspector (Headteacher, IAPS School)
Mrs Judith Skillington	Team Inspector (Former Deputy Headteacher, IAPS School)
Miss Jacqueline Scotney	Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	3
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	10
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	11
(a) The quality of governance	11
(b) The quality of leadership and management, including links with parents, carers and guardians	11

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Newcastle Preparatory School was originally part of the Newcastle Public Day School established in 1885. The school became independent in 1892 and by 1919 had changed its name to Newcastle Preparatory School. In 1960 it was managed by a board of governors and attained charitable status soon afterwards. It is located on the northern side of Newcastle in a number of Victorian town houses, with additional land nearby for playing fields and a sports hall. It has retained its charitable status and is administered by a board of governors. Most pupils are from a range of professional families in northern Newcastle or nearby. Approximately one in four pupils has an ethnic minority background. Since the previous inspection, refurbishment of several areas of the school has taken place, notably sections of the library, the creative learning support room, science facilities, outdoor play areas and the expansion of the information and communication technology (ICT) provision.
- 1.2 The size of the school has also increased slightly since the previous inspection. There are currently 272 boys and girls on roll aged between three and eleven years. Sixty-seven children (21 part-time) aged three to five years are in the Early Years Foundation Stage (EYFS), and 205 aged five to eleven are in Years 1 to 6. The school has identified 13 pupils as needing support for special educational needs and/or disabilities (SEND), usually in literacy or mathematics. Fifteen pupils have English as an additional language (EAL) with two pupils receiving additional support. No pupils have a statement of special educational needs. The ability profile of the school is above the national average. There is a fairly wide spread of abilities represented, with a quarter of pupils having average ability and over a half having above average ability.
- 1.3 Most pupils enter school at the age of three or four, following an informal visit to ensure that they will cope with school life. However, children can enter the school at any stage of their education if a place is available. Pupils stay in the Nursery classes initially before moving into the Reception classes at the age of four. Following their time in the EYFS, they move into Year 1 and progress through the school to Year 6.
- 1.4 The school aims to provide an environment in which pupils feel secure and can grow in confidence and self-esteem. Furthermore it aims to create a friendly, caring community where every individual is valued; to encourage pupils to reach their full potential in all aspects of life and to work in partnership with parents, nurturing and leading pupils towards a lifelong love of learning.
- 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 Newcastle Preparatory School is highly successful in achieving its aims. From the youngest children onwards, pupils' achievements are excellent as are their attitudes to learning. This is an improvement on the findings of the previous inspection when they were judged to be good. The overall quality and standards of the EYFS are excellent, successfully contributing to the achievement of the school's aims of providing an environment in which children feel secure and can grow in confidence and self-esteem whilst also encouraging all children to reach their full potential. Almost all children reach the Early Learning Goals by the age of five, with several exceeding them. All pupils' skills, knowledge and understanding develop well throughout the curriculum. Pupils are highly articulate and use their literacy and numeracy skills very well in different subjects. Their use of their ICT skills is very good and well developed in many areas of the curriculum. Pupils' creativity is of high quality and they thoroughly enjoy opportunities to reason and investigate for themselves. Pupils of all abilities make a rapid rate of progress to reach excellent levels of achievement as a result of high-quality teaching. In a small number of instances the quality of the marking of pupils' work is inconsistent. The assessment of pupils' overall achievement is exceptionally good in many subjects, although not in all. Pupils with SEND as well as those with EAL also make significant progress because they receive very good overall provision and individual work and support in lessons. Provision for those who are gifted and talented is also very good, with work set usually closely matching their abilities. Pupils' behaviour is excellent. Pupils' learning is extremely well supported by the broad and well-balanced curriculum, together with an excellent range of extra-curricular activities, trips and visits.
- 2.2 From the youngest children onwards pupils' personal development is excellent, well supported by the highest quality pastoral care given to the pupils and excellent arrangements for their welfare, health and safety. Pupils work well together and respect each other's views and opinions. They are able to reflect on the non-material aspects of their lives and show great compassion for those less fortunate than themselves. Appropriate checks are carried out for any health and safety issues. The safeguarding of pupils is most rigorously carried out and recorded.
- 2.3 Governance is excellent and governors have a detailed insight into the working of the school. They carry out their monitoring role most effectively and provide high-quality support, challenge and stimulus for growth and improvement. Whole-school development planning and subject development plans are of good quality. The senior leadership and management of the school are excellent, as they are in the EYFS. Furthermore, both subject and phase leaders have a good understanding of their role and responsibilities and are diligent in carrying them out. All school policies are regularly reviewed. Most, with the exception of certain aspects of the marking policy, are well implemented by staff. Links with parents are excellent and they are very happy with their involvement with the school.

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 the policy for the marking of pupils' work is consistently implemented by all.
2. Extend the excellent practice for assessing and recording pupils' progress that is currently in use in many subjects to all subjects.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The overall quality of the pupils' achievements and learning is excellent.
- 3.2 The school's aims are well carried out and as a result pupils are very well educated. High-quality teaching, significant encouragement and excellent support ensure that pupils' individual abilities and potential are fully appreciated and nurtured.
- 3.3 From the EYFS onwards pupils achieve high levels of knowledge, understanding and skills in both the subjects of the curriculum and in extra-curricular activities. Pupils read confidently, are most articulate and are able to reason logically. They have an extremely wide range of knowledge for their age. Younger pupils achieve excellent standards of literacy and older pupils write very well, both factually and creatively. Pupils' numeracy skills are very strong; they can work independently and think critically. Their work as part of the 'World Mathematics Day' was clear evidence of this. Pupils use ICT competently across a range of subjects for research or to present their work. Pupils are most creative, as seen in the high-quality art work and in their work in English and music.
- 3.4 Outside the classroom pupils' achievements in both group and individual activities are significant. Given the size of the school, the wide range of extra-curricular activities enables pupils to extend their interests and, where appropriate, compete successfully at a significant level. Sports teams achieve high levels of success in sports which include swimming, where the school reached the UK national swimming finals and won the under 9 boys' Newcastle city swimming championships. The school also achieved considerable success in girls' hockey, tag rugby and the national trampoline championships. Successes in music are considerable, notably with instruments such as piano, saxophone, drums, violin and a wide range of other musical instruments. Pupils greatly appreciate the opportunities they have in this area. Pupils have also achieved much success in poetry and writing, some of which has appeared in several published books. Pupils achieve major successes in chess, and the school is regarded as a centre of excellence.
- 3.5 Pupils with SEND achieve particularly well. The very good quality of support they receive, together with an extremely well-structured programme of work, enables these pupils to achieve their highest standards. Pupils with EAL similarly achieve very well, again largely as a result of the high-quality support programme for them, both within the classroom and in much smaller groups. Academic challenge for the most able is evident in almost all lessons. As a result these pupils have work set for them that is usually well matched to their high ability levels. Effective records are kept which efficiently chart pupils' achievements in all areas of school life even though in certain subjects the quality and depth of such records is better than in others.
- 3.6 In the EYFS, excellent progress is made towards the Early Learning goals with most children achieving them by the age of five and several children exceeding them. At this age many children are active learners; they are able to work independently, think critically and be creative. This is particularly the case in literacy and numeracy, where their knowledge and skills are particularly well developed. Children have an excellent grasp of initial letter sounds and blends and many are well able to do simple sums in numeracy. In the main school, pupils' attainment cannot be

measured in relation to average performance in national tests but, on the evidence available from lesson observations, work scrutiny and interviews with pupils; it is judged to be excellent in relation to national age-related expectations. When leaving the school most pupils take the 11+ examination to local independent schools. Almost all pupils gain a place, in spite of stringent entrance examinations, to their first choice senior school. A significant number of these pupils achieve academic scholarships. This level of attainment, as judged, indicates that pupils make a high rate of progress in relation to pupils of similar ability.

- 3.7 Pupils have excellent attitudes to learning right through the school from the EYFS onwards. Their exemplary behaviour in the classroom strongly supports their overall achievement. They are skilled learners, capable of working both independently or co-operatively and can organise their work efficiently. In addition they work hard, are focused and willingly and confidently put forward their own ideas.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.8 The overall quality of the curricular and extra-curricular provision is excellent.
- 3.9 The curriculum is balanced, well structured and stimulating. It is suited to pupils of all ages and abilities, and fully supports the school's aim of encouraging pupils to reach their full potential in all aspects of life. They are very well prepared for the next stage of their education. Curriculum planning is thorough and incorporates many cross-curricular themes. Schemes of work are detailed and comprehensive, and the implementation of the curriculum is closely monitored to ensure that it provides continuity of education and progress across the years. The use of visits and visiting speakers enhances the pupils' experience, and a wide range of extra-curricular activities is offered.
- 3.10 From Year 1 to 6 the curriculum broadly follows the National Curriculum. In addition, French is taught throughout the school and classical studies are introduced from Year 4. Music, French and physical education are all taught by subject specialists beginning in the EYFS. Special themed weeks are planned to allow different year groups to collaborate on cross-curricular tasks and to appeal to the pupils' wide ranging interests. The personal, social and health education programme (PSHE) is effective in encouraging pupils to develop their understanding of themselves, other people and the wider world. Skills developed in ICT lessons are put to very good use in other subject areas. Prior to school productions, an emphasis is placed upon the teaching of the performing arts, when pupils also benefit from the support of visiting professional coaches.
- 3.11 Planning for pupils of differing abilities, including those with EAL, is meticulous and enables their progress. Extension activities are provided for the most able pupils. The special educational needs co-ordinator, in close liaison with class and subject teachers, oversees provision for this group as well as for the pupils with SEND and others whose work has been identified for close monitoring. As a result, excellent use is made of learning support staff. Throughout the curriculum, opportunities are provided for pupils of all abilities to work independently and in groups.
- 3.12 The quality and provision of the curriculum for the EYFS are excellent and cover all areas of learning. Planning is of a very high quality and adults give children activities that are closely matched to the needs of the individual. Such planning ensures that every child is suitably challenged by the learning experiences provided.

- 3.13 The varied and extensive extra-curricular programme provides a range of opportunities for pupils to develop their creative, sporting and academic interests. From gardening club to swing band and bicycle maintenance, the choice is excellent. Pupils are encouraged to try new clubs and to establish their own activity groups. The teaching of chess is strong, allowing pupils to develop a range of important skills and to take part in countrywide championships.
- 3.14 Throughout the school, pupils' experiences are enriched by visits to places of interest and through a wide range of visiting speakers. Day trips are planned to enhance the pupils' cultural education and from Year 5, residential trips challenge them and promote team-building skills. Grandparents are welcomed into school to share their knowledge of recent history and families may join the annual ski trip to Norway.
- 3.15 Pupils benefit from links with the community, for example working with a local artist to create a beautiful commemorative stained glass window. They support a wide range of charities at home and abroad through whole-school initiatives such as the annual harvest assembly, in which each year group performs and at which donations are made for the 'People's Kitchen' in Newcastle.

3.(c) The contribution of teaching

- 3.16 The quality of teaching is excellent.
- 3.17 Pupils' high levels of achievement are largely a result of excellent teaching. Similarly the rapid rate of progress made by all pupils is again as a consequence of the highly effective teaching they receive, helping pupils to achieve their individual potential, in line with the aims of the school.
- 3.18 Many opportunities are provided for the pupils to discuss their work in subjects such as art, history and English and to think for themselves. Such opportunities they thoroughly enjoy taking. This has a major impact on developing their oral communication and self-confidence.
- 3.19 Teachers' subject knowledge and lesson planning are excellent and in high-quality lessons such planning is based upon an evaluation and recognition of pupils' individual needs and abilities. Excellent lessons are characterised by lively and enthusiastic teaching and demanding tasks. Teachers' use of skilled questioning techniques ensures that pupils' thinking is consistently challenged. In these lessons also, tasks are varied and well matched to pupils' individual abilities. Praise and encouragement are used well and this adds to pupils' significant learning and progress. On those few occasions when teaching is not so highly effective, the work is not sufficiently closely matched to different pupils' abilities and in some cases the pace of the lesson is too slow for the pupils' needs. As a result, pupils have more limited opportunities to take on some responsibility for their learning or to have to think for themselves.
- 3.20 In the EYFS, adults provide excellent targeted support for the children, allowing all to make excellent progress. Excellent questioning and teaching styles that capture children's interest encourage creativity and critical thinking skills in the adult-led activities. High-quality planning, for activities both indoors and outside, ensures that every child is suitably challenged by the learning experience provided. Planned activities are based on thorough and accurate observations and assessments matched to the full range of children's needs. Staff have high expectations of

children's work and behaviour and use a wide range of high-quality indoor and outdoor resources to engage them in their learning.

- 3.21 Work for pupils with SEND is most carefully planned by the creative learning support department as well as class teachers, in order to provide individual help for these pupils in their lessons. Such planning is based on first-rate individual education plans which provide information about each pupil's particular needs. Consequently this enables teachers to adapt their teaching even more appropriately for the pupils. Pupils with EAL are well catered for in individual lessons or in some cases through withdrawal support. The needs of gifted and talented pupils are usually very well catered for in individual lessons; however, occasionally work is not precisely matched to their individual needs.
- 3.22 Classroom resources for pupils are plentiful and of high quality. Teachers use these resources very well to support and motivate their pupils' learning. Interactive whiteboards are readily available and their excellent use by staff helps to produce stimulating lessons. They are also used effectively to motivate pupils and maintain their interest.
- 3.23 In the EYFS, observations, photographs and assessments of work allow staff to build up an accurate picture of each child's learning and development which is then summarised in folders of their work. These are shared with parents regularly. In the remainder of the school, the marking of pupils' work is generally of good quality. The work is marked and in the most effective practice the marking contains encouraging words, suggestions for improvement and, for Years 4 to 6, appropriately sets targets for pupils to achieve. However, the highly appropriate marking policy is not always effectively or closely adhered to by all staff. Good quality verbal feedback from teachers ensures that pupils are clear about what they need to do to continue to improve. In addition, excellent assessment data are compiled effectively to monitor pupils' progress in many, but not all, subjects. In those subjects where it is well established the information is then used effectively to enable teachers to plan further work for their pupils, which matches their needs more closely.

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 the spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The development of pupils' self-knowledge, self-esteem, self-confidence and personal belief is excellent by the time they leave the school. They are courteous and thoughtful. From the EYFS onwards, they show consideration for one another and respect for their teachers through exemplary manners and excellent behaviour. Pupils' diversity is celebrated, and the school very successfully fulfils its aim of creating a friendly, caring community where every individual is valued.
- 4.3 Pupils' spiritual development is excellent. They show a sense of pride in belonging to the school community and the very attractive displays in corridors and classrooms detail and celebrate their achievements. Pupils are encouraged to reflect upon important issues and the views of others through discussions in PSHE lessons and during assemblies. The wide-ranging programme of visits and visiting speakers promotes their increasing awareness of the world around them.
- 4.4 The excellent moral development of the pupils is based upon mutual respect. From the EYFS to Year 6, pupils demonstrate a strong awareness of right and wrong. They uphold the shared values of the 'School Charter'. These values have encouraged some pupils to create their own class contract which has been agreed upon and is signed by all members of their group. Pupils move around the school quietly and they listen respectfully to their teachers and to one another. Displays of eco-initiatives and the efforts of the eco-school's group encourage all members of the school community to recognise their moral responsibility for the environment. Through fund-raising efforts for local, national and international charities, pupils respond to the needs of others and contribute to a wide variety of different causes.
- 4.5 The social development of the pupils is exceptionally good, and a strong sense of responsibility for others is encouraged. Pupils in Year 3 spoke excitedly of their move to Year 4 when they will become 'senior buddies', giving support to younger pupils and helping to ensure that no member of the school community feels alone. By the time they leave the school, all pupils in Year 6 will have had the opportunity to take on a position of responsibility from a wide range of leadership and supporting roles such as house captains and music monitors. The school council provides a forum for pupils to raise issues, express their views and share opinions. Beginning in Year 3, representatives from each class are elected to the council. Older pupils demonstrate a broad knowledge of public institutions such as the city council and the UK parliament; younger pupils appreciate the role of local services through visits from, for example, the fire service.
- 4.6 The cultural development of the pupils is excellent and the school takes every opportunity for pupils to experience and appreciate other faiths and cultures. The religious diversity within the school promotes discussion, and pupils gain in knowledge and tolerance through the religious education programme and visits to centres of worship. Visiting speakers and parents help to deepen the pupils' understanding and respect for other cultures and faiths, as well as developing an awareness of global issues. During 'Europe Week', pupils explored aspects of life in other countries from flamenco dancing to taster sessions in Italian and Spanish language and cuisine. Pupils develop a strong awareness of their own culture when

they visit museums, art galleries and theatres; their visit to The Sage Theatre to join 'The Big Sing' was described as an awe-inspiring experience.

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

- 4.7 The arrangements for pastoral care are excellent.
- 4.8 These arrangements make a strong contribution to pupils' excellent personal development, in accordance with the school's stated aims to create a friendly, caring community where every individual is valued. The form tutor system and the daily form periods give ample opportunity for staff to develop their already highly effective relationships with pupils. In addition, the relationships between pupils are excellent. There is an excellent range of extra-curricular activities where pupils' participation is monitored and where they are regularly encouraged to try new activities. Many opportunities exist for pupils to receive praise, recognition and rewards for a variety of areas including effort, achievement and good conduct, such as the celebrating success notice board where Years 2 to 6 'workers of the week' are displayed. A system of sanctions is considered by pupils to be fair but seldom needed, as most problems are dealt with by a simple teacher-pupil talk.
- 4.9 The school is highly effective in promoting good behaviour. Pupils said that they feel safe and that staff were always available to support them, with occasional unkindness always dealt with quickly. This was evidenced in the overwhelmingly positive pupils' questionnaires and through some Year 5 pupils who stated that they 'loved this school' being 'the best school in the world'. The school's 'buddy system' is most effective and older pupils have mediation training, via role play, to assist with this responsibility.
- 4.10 Adults working in the EYFS are very well deployed to provide support for children's welfare and development. Relationships are very positive and children's behaviour is managed extremely well. In the Nursery and Reception classes, children have high-quality, sensitive pastoral support from key people who liaise very well with parents and carers to ensure that information and advice are shared, thus effectively giving very good levels of care. Form teachers and tutors fulfil this role elsewhere in the school and opportunities such as circle time are used successfully to address issues relevant to the well-being, development and care of pupils.
- 4.11 From the EYFS onwards, all are aware of the importance of healthy eating and exercise and pupils are happy to discuss over lunch the value of complex and simple carbohydrates and the relative merits of each for their afternoon games lesson. Lunches are good, with reasonable choice and healthy options. Most children stated that they enjoyed the choice, quality and quantity of the food. Pupils benefit from regular exercise through physical education and the many sporting clubs. The pastoral care of pupils with SEND is excellent and carried out through detailed individual educational plans which are developed with parental involvement. There is a suitable plan to improve access to the school for such pupils.
- 4.12 Pupils' views are sought through the school council, which has representatives from Years 3 to 6, and they feel that they have a voice that is acted upon. The generous staff to pupil ratio ensures that staff have a very good understanding of pupils' concerns and priorities.

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

- 4.13 The contribution of the arrangements for the welfare, health and safety of the pupils are excellent.
- 4.14 The safeguarding policy is comprehensive and accurately reflects current practice. All staff, including those in EYFS, receive child protection training. There is a designated child protection governor and there are two child protection officers. Policies are clear, reviewed carefully on a regular annual cycle, and well integrated into the procedures and practices of the school. Parents and pupils expressed confidence in the care the school provides. The school has close links with the child protection agencies, and use local services to ensure that designated staff and their colleagues are trained.
- 4.15 Those involved in the appointment of staff have all completed safer recruitment training. Health and safety procedures are excellent with thorough policies and risk assessments prepared for tours, visits, trips, activities and facilities. All risk assessments are approved by the head. A health and safety committee is in place and meets regularly. Relevant staff are quickly and efficiently informed of any health and safety matters arising, with issues soon resolved. Staff are aware of the need to inform a member of the health and safety committee should a problem occur. All the necessary measures to reduce the risk from fire and other hazards have been taken and termly fire practices are held.
- 4.16 Fourteen staff are qualified in first aid, with three being qualified at the higher level. Should pupils become ill at school they are cared for by one of the teaching assistants and their parents are contacted. Staff are well informed about pupils' individual medical needs and any new issues are passed on to the relevant teachers by the office staff and/or the head. Medical information is kept electronically and on a hard copy in the school office. An accident book for pupils, teachers and visitors is held in reception. Parents are informed on the same day or as soon as reasonably practicable about accidents and any treatment given. The admission register is complete and the attendance registers are filled in and stored correctly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of the governance of the school is excellent.
- 5.2 Governors provide careful and considered governance which supports the school in the achievement of its aims, as well as supporting the pupils' excellent personal development and their overall achievements. Governors generally have a broad range of specialist skills that cover legal and financial requirements. In addition, individual governors have specific responsibilities for areas within the school such as safeguarding. Governors carry out careful financial management. Communications between governors, particularly the chair of governors, and the senior managers of the school are excellent. The governors' involvement in the EYFS is highly effective and developing well. All aspects of education and care provided by the school are regularly discussed at governors' meetings.
- 5.3 Governors work hard with the staff and senior managers to consider the future developments of the school. Consequently, they are fully involved in strategic planning. In addition, well-informed reports at frequent intervals from the head teacher ensure that they are fully aware of developments going on in the school. As a consequence of their thorough understanding of the school's needs, they are able to maintain a well-informed oversight of the school and are therefore able to oversee strong educational provision and standards and appropriate investment in staff and material resources.
- 5.4 Governors are fully aware of their legal responsibilities and carry these out carefully. In terms of safeguarding and child protection they, through their link governor, have regular contact with the school's designated persons and as a group, review the school's policy, practices and the efficiency with which they are carried out, on a regular basis. Health and safety policies and the associated risk assessments are also carefully monitored at this overview level.
- 5.5 Governors attend a variety of other school functions including concerts, sports matches and many other school events. Some governors, particularly those with areas of specific responsibility, visit the school on a more regular basis to observe the day-to-day practice.

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

- 5.6 The quality of the leadership and management of the school, including links with parents and others, is excellent.
- 5.7 The leadership and management of the school are most effective in enabling the school to achieve its overall aims. Since the previous inspection, first-rate progress has been made in addressing the curriculum concerns, notably relating to ICT, that were identified at that time, as well as matters surrounding assessment and the provision for more able pupils. In addition, the system of year group coordinators is now firmly established and works most successfully. The headteacher and senior management team are highly efficient and approachable. They are excellently led by the headteacher. In addition they have a clear vision for the future of the school and have the necessary dynamism and ability to achieve their goals. Their role in

monitoring the work of the school and the standards that pupils achieve is also well structured and efficiently and effectively carried out. Pupils' work is closely monitored, as is teachers' planning and the quality of teaching that pupils receive. The roles of middle managers are also well developed. Consequently the oversight of the various sections of the school, as well as individual subjects, is carried out effectively.

- 5.8 The leadership and management of the EYFS are excellent. Excellent progress has been made since the previous inspection with regard to the EYFS. The safeguarding and welfare of the children are most carefully ensured and policies and procedures are in place to promote equality and to ensure that there is no discrimination. Resources are plentiful and are used very well to support children's learning. A good system of self-evaluation is in place to ensure continuous improvement.
- 5.9 All those in senior management positions play a most significant part in extending pupils' personal development and in continually seeking ways to raise their achievement levels. A welcoming, highly stimulating and inspirational environment is provided for the pupils. Good quality school development planning clearly identifies an appropriate number of objectives. The plan, although originally for three years, is now approximately half way through. The school has recognised the need to now extend the plan so that it covers the full three years again. Subject development plans are also in place and are of a good quality. Particularly good strategies to monitor the on-going work of the school are carried out appropriately by the school's senior management.
- 5.10 The school takes care to select high-quality staff and has effective strategies for their induction. The professional development of staff is very good and they are well trained in their individual roles. In addition, the school's appraisal system is of high quality and plays a major role in individual staff development. Policies and procedures for various areas of school life are regularly updated and these again are of an excellent quality. On occasions, not all policies, for example the policy related to the marking of pupils' work, are rigorously carried out in practice. Teachers, classroom support assistants and non-teaching staff are deployed effectively and make a major contribution to pupils' welfare and learning. Staffing levels are good and first-rate support is given to all pupils.
- 5.11 Senior managers are now most diligent in ensuring that those working with children in the EYFS and other pupils are suitably checked through appropriate recruitment procedures. Prior to 2011 the central register of appointments was completed reasonably accurately, but some minor clerical shortcomings were evident. Since then such minor irregularities have been eradicated and the current register is robust and highly accurate in its content. All staff are appropriately trained in safeguarding and child protection procedures. In their responses to the pre-inspection questionnaires and in interviews, pupils reported that they really enjoy being at the school and that they were very proud of it. A highly significant proportion of parents were very well pleased with the current leadership and management of the school. Inspectors support these most positive views.
- 5.12 Links with parents are excellent. In their responses to the pre-inspection questionnaires parents were overwhelmingly positive about the school. They would recommend the school to another person, feel that questions and concerns are handled quickly and well and that information and policies are easily accessible. The vast majority of parents also feel encouraged to play a part in the life and work

of the school and are happy about the information they receive about their child's progress. There were no significant concerns raised by parents as a result of the pre-inspection questionnaire. Inspectors fully agree with parents' positive views of the school.

- 5.13 Parents value the relationship that they have with the staff throughout the school. The fact that the headteacher knows each child by name from the moment they start is seen as a great strength and reinforces the family ethos that is promoted across the school. Any concerns are dealt with sensitively in accordance to the school's published procedure.
- 5.14 All parents, including those of children in the EYFS, are provided with many opportunities to become involved in the life of the school and in their children's work. Valuable booklets, along with formal and informal meetings to discuss children's learning with staff, provide parents with useful information about their child's learning and achievement. Additionally, parents have plenty of opportunities to take part in whole-school events, for example they joined pupils in an activity day in 'Europe Week' which was further enhanced by European parents providing traditional food for pupils to try. Parents with specific expertise often visit the school to impart their knowledge to the pupils which helps to bring the curriculum alive. The school is successful in meeting its aim to work in partnership with parents and works hard to develop a family community. As such, they quickly involve new parents by inviting them to functions such as the autumn cheese and wine evening and provide numerous events throughout the school year for parents and families to meet socially.
- 5.15 The school website provides both current parents and prospective parents with comprehensive information about school life. The regular updates ensure that this acts as a useful tool to inform parents about forthcoming events, and along with emails and texts, enables parents to be kept up to date with important news such as collecting times in the event of inclement weather.
- 5.16 Parents value the twice-yearly reports that provide information about their child's progress. Additionally the school takes great care in ensuring that parents are fully aware of their child's strengths and possible areas for development.

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