



INDEPENDENT SCHOOLS INSPECTORATE

NEWLAND HOUSE SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Newland House School

Full Name of School	Newland House School
DfE Number	318/6004
Registered Charity Number	312670
Address	Newland House School Waldegrave Park Twickenham Middlesex TW1 4TQ
Telephone Number	020 8865 1234
Fax Number	020 8744 0399
Email Address	admissions@newlandhouse.net
Head	Mr David Alexander
Chair of Governors	Mr Stephen Musgrave
Age Range	4 to 13
Total Number of Pupils	397
Gender of Pupils	Mixed 4 to 11; Boys 12 to 13
Numbers by Age	4-5 (EYFS): 42 5-11: 310 11-13 45
Head of EYFS Setting	Mrs Tracey Chong
EYFS Gender	Mixed
Inspection dates	15 Oct 2013 to 18 Oct 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 December 2010.

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 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

Mrs Linda Donowho	Reporting Inspector
Mrs Sheila Hayward	Team Inspector (Former Head, IAPS school)
Mr Roderick Spencer	Team Inspector (Former Senior Master, HMC school)
Mrs Janet Watts	Team Inspector (Director of Studies, IAPS school)
Mrs Tessa Richardson	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Newland House School is a co-educational day preparatory school for pupils aged between four and thirteen years. Founded in 1897, it was privately owned until 1971, when the Newland House School Trust was formed, and since that time the school has been in its charitable charge; the trust's members govern the school. The school principally occupies two properties on approximately five acres in a residential road in Twickenham, with grounds that provide sports fields. The Pre-Prep department includes the Early Years Foundation Stage (EYFS) provision for children aged four to five years, as well as Years 1 and 2, and the Main School comprises Years 3 to 8.
- 1.2 At the time of the inspection there were 397 pupils on roll, of whom 244 were boys and 153 girls. There were 42 children in the EYFS, 310 in Years 1 to 6 and 45 in Years 7 and 8. The pupils come predominantly from business and professional families. Most pupils are of white British ethnicity and a small proportion represent a range other nationalities. The school has identified 41 pupils as having special educational needs and/or disabilities (SEND), 19 of whom receive additional support. Of the 18 pupils who speak English as an additional language (EAL), 4 receive additional support. Girls leave the school at the age of 11 and boys at the age of 13, when most take scholarship, Common Entrance or other entrance examinations. The ability profile of the school is above the national average.
- 1.3 The school aims to promote enquiring minds and build on pupils' strengths, interests and experiences so that every pupil is valued for the talents and beliefs he or she brings. It also strives to help pupils to become caring, responsible individuals who will contribute positively to the community and to society at large, with self-esteem, and emotional well-being.
- 1.4 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, including in the EYFS, the quality of the pupils' achievements and learning is excellent. All pupils, including those with SEND or EAL, develop highly effectively in their knowledge, understanding and skills across a broad range of subjects and activities. There is a strong emphasis on extra-curricular activities, which complement the curriculum very well and allow pupils to flourish successfully. This fulfils the school's aims to provide a curriculum that is broad and balanced, and covers the academic, artistic and physical elements it deems crucial for the development of the complete child. Achievements are particularly notable in literacy, mathematics, design and technology (DT) and music. Pupils' success is also promoted by good teaching and their excellent attitudes to learning, which contribute well to their rapid progress, as do their exemplary behaviour and excellent relationships. In the most successful lessons, teaching methods are effective in motivating and enthusing pupils and challenging them to both work together and to think for themselves, but this approach is not consistent and for older pupils, curricular restraints at times limit such opportunities. Marking is now consistent within subjects, but not always in line with the whole-school marking policy.
- 2.2 The personal development of pupils throughout the school is excellent and is supported by the excellent pastoral care, and the effective safeguarding and welfare arrangements and health and safety procedures. Pupils are tolerant and respectful of each other and collaborate extremely well when working together. Pupils have clear insight into their own culture but knowledge of other cultures is less well developed. Older pupils develop supportive relationships with those who are younger; pupils are given many opportunities for responsibilities and accept these with enthusiasm and pride.
- 2.3 The quality of governance is excellent, a significant improvement since the previous inspection. Governors are highly committed and dedicated to supporting the ethos of the school. They have a clear oversight of the school and, together with the senior leadership team, have responded well to the recommendations from the previous inspection, particularly those related to welfare, health and safety. Procedures are now firmly established and compliant with regulatory requirements. Roles have been clearly defined, and communication between the governors and the senior leadership team is now firmly embedded. Leadership and management, including those of the EYFS, are excellent. Strong and dedicated leadership has established a clear vision for the future. A comprehensive development plan is in place and has been the result of whole-school consultation. Parents' responses to pre-inspection questionnaires were generally positive about the school and the care given to their children. A small number commented that teachers do not always respond to incidents of bullying, and felt that insufficient information is provided on their children's progress. From discussion with parents and pupils, observation of the care given to pupils and the information provided to parents on progress, no inspection evidence was found to support these views.

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. Provide more opportunities in lessons for collaborative work and encourage more independent thinking.
2. Review the timings and length of lessons to ensure both punctual starts and time for enrichment activities.
3. In the EYFS, ensure that activities are organised in a way that provides sufficient challenge and purpose at the children's individual level of development.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 From the EYFS onwards, pupils are very well educated, in line with the school's aim to promote enquiring minds and build on pupils' strengths, interests and experiences, so preparing them fully for their next school. Standards of achievement have been maintained since the previous inspection.
- 3.3 Pupils display high levels of skill in literacy throughout all areas of the school. Their written work is well organised and fluent; they employ specialist subject vocabulary accurately and the quality of their presentation is excellent. In the EYFS, children are happy and settled, and greatly enjoy their learning experiences. At this early stage of the school year, they show excellent phonological awareness, which they apply when reading and writing. They share their enthusiasm with adults, offer suggestions and ideas, listen for a sustained period of time and focus well, both in class and in assemblies.
- 3.4 Pupils show clear evidence of logic and reasoning skills, and in some, but not all subjects, a good level of independent learning. Pupils are highly articulate and many demonstrate a wide and sophisticated vocabulary for their age. In the best lessons, pupils think on their feet and reason for themselves; they are able to put together persuasive and cogent arguments, giving reasons for their points of view. These qualities were evident in pupil interviews and in lessons. Pupils read with clarity and appreciate a broad range of literature. They listen particularly well to instructions as well as to the ideas and opinions of their peers.
- 3.5 Across the school, mathematical and numerical skills are well developed and pupils can apply them effectively to other subjects. Children in the EYFS count ably to 10 and are developing an understanding of simple addition concepts, such as adding on one more. Consequently, by the end of their year in Reception all children, including those with SEND or EAL, at least reach teachers' expected levels of attainment and many exceed the Early Learning Goals, responding well to the high expectations of staff. When given the opportunity, pupils use their keen information and communication technology skills efficiently and effectively. Inventive ideas are encouraged, particularly in DT, and pupils participate regularly in national and international science and engineering competitions with outstanding success. In the EYFS, children relish opportunities to investigate and become active learners; they approach their activities with a high degree of self-assurance, beginning to make choices and develop independence.
- 3.6 Pupils' achievement is excellent in a broad range of contexts, including mathematics challenges, musical events, drama productions and sporting activities. Pupils are highly skilled in creative and performing spheres, particularly in music and DT. These are strengths of the school: the majority of pupils are involved in singing or playing an instrument, and pupils regularly join together for musical events in and out of school. They are very successful in examinations in music, musical theatre and speech and drama, and frequently achieve high grades.
- 3.7 Pupils' attainment cannot be measured in relation to performance against a fixed national average, but on the evidence available from lesson observations, work scrutiny and interviews, it is judged to be excellent in relation to national age-related

expectations. The pupils follow a demanding curriculum, with advanced work in mathematics and science, and in both classical and modern foreign languages, and at the ages of eleven and thirteen, all pupils succeed in entrance examinations to selective senior schools, a significant number receiving scholarships.

- 3.8 Beginning in the EYFS, the school identifies carefully those pupils with SEND as well as those with special talents and abilities. Their progress is efficiently tracked. Due to the appropriate measures taken these pupils achieve well, according to their individual aptitudes or needs. The very small number of pupils who have EAL make excellent progress as a result of the high quality support programme.
- 3.9 The application of pupils to their work is exceptionally good in nearly all lessons, supporting their achievements very effectively. Their behaviour in lessons is exemplary, and pupils of all ages enjoy their work.

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

- 3.10 The contribution of curricular and extra-curricular provision is excellent.
- 3.11 The school fulfils its aim of providing a curriculum that is broad and balanced and covers the academic, artistic and physical elements it considers crucial for the development of the complete child. This enables pupils to reach high standards across a wide range of subjects and activities, and encourages them to become well-rounded and responsible individuals.
- 3.12 Curriculum planning is thorough within each year group and subject, and meets the needs of pupils of all ages and abilities. In the EYFS, an appropriate variety of indoor and outdoor opportunities, some of which are adult led and others chosen by the children, presents children with many exciting experiences. Clearly structured programmes in all the required curriculum areas encourage independent learning, exploration and problem solving, and ensure that children have the key skills needed for the next steps in their learning. For older pupils, the curriculum is strongly focused on preparation for senior school transfer in Years 6 and 8. On occasion this restricts opportunities for independent learning.
- 3.13 All subjects are well represented and given an appropriate time allocation within the timetable, with a specific focus on literacy, numeracy and science, all of which are developed well. However, at times, lessons are shortened considerably when pupils move between classrooms for lessons, resulting in loss of curriculum time for enrichment activities and sometimes unfinished lessons. There is a strong focus on the teaching of languages: pupils study French from a young age and Latin from Year 6, and more able pupils study Greek in Year 8. This is further complemented by an annual world language day. The personal, social, health and citizenship education (PSHCE) programme covers a wide range of topics relevant to the pupils' ages. Younger pupils, including those in the EYFS, benefit from specialist teaching, and from Year 4 pupils are taught by specialist teachers for most subjects. For younger pupils, cross-curricular links are established and work well, but these links are less established for older pupils.
- 3.14 Curricular support for pupils with SEND or EAL is excellent. Clear targets are set in individual education plans that allow these pupils' needs to be met in individual and mainstream lessons. The learning of the most able is carefully extended in most lessons, and setting in core subjects provides further support for pupils. In addition to this they are challenged through extra-curricular activities, such as the Young Engineers' Club. In the EYFS, the application of principles of the development and

care of the whole child ensures that the needs of each child are fully met; specialist help is sought from within the school or from outside agencies if required.

- 3.15 Extra-curricular provision is good. Over the year, opportunities are offered both in school time and at the end of the school day, enabling pupils to pursue many interests and providing excellent opportunities for music and sport. All pupils represent the school in sporting or musical events at some stage in their school life. The curriculum is enriched by a wide range of visits related to topics within the curriculum.
- 3.16 Throughout the school, pupils benefit from frequent educational visits, both residential and non-residential, which enrich the academic curriculum. These include geography fieldwork at Box Hill or on the River Tillingbourne, science trips to Bushy Park for pond dipping, music trips to the Barbican and history trips to Fishbourne to study the Romans. Further afield, they visit France, Sweden, Greece and South Africa.
- 3.17 The pupils' experience is enhanced by many links with the local community, including participation in the borough junior citizenship programme and singing for elderly residents.

3.(c) The contribution of teaching

- 3.18 The contribution of teaching is good.
- 3.19 Teachers have established an excellent rapport with their pupils and work hard to ensure that they achieve in line with the school's aim to build enquiring minds and elicit high standards of learning. This, together with the staff's strong subject knowledge, contributes greatly to the excellent progress pupils make.
- 3.20 Teaching is consistently good and a significant proportion is excellent. The imaginative delivery of the curriculum in the EYFS, which includes a multi-sensory approach and cross-curricular planning, engages the children's interests and stimulates their imagination. In the best lessons, teaching is characterised by clear objectives and the use of targeted questioning that skilfully elicits responses from the pupils and leads to deeper understanding. It clearly recognises different abilities and adjusts questioning accordingly. This is typically encompassed within a framework of brisk, timed tasks that lead to lessons of a good pace, and opportunities are provided for pupils to work in pairs or groups, enabling them to continue the learning process further, resulting in significant progress. In less successful lessons, strategies are chosen that do not sufficiently match the needs of the most able pupils; opportunities for independent and collaborative thought are limited, and less progress is made. The strong focus on the preparation for scholarship and senior school entry often limits opportunities for independent learning.
- 3.21 Teaching plans build very well on regular assessment of the pupils' previous attainment, and this information is used to identify those who are achieving well in relation to their ability and those who require support. In the EYFS, planning documents are good and provide for children's individual needs. Assessment processes accurately reflect children's level of achievement and help to identify their next stages in learning. However, on occasion, opportunities to challenge the more able children are limited. Changes in pupils' attainment over time are tracked effectively, further supporting pupils' progress. Consequently, pupils with SEND or EAL who are in need of additional help are well supported. All class teachers

identify these pupils on a regular basis and ensure that they are able to offer assistance easily whenever it is needed.

- 3.22 In general, pupils understand the different systems of grading and marking. Since the previous inspection, there is now consistency of marking within departments, but adherence to the whole-school marking policy is variable.
- 3.23 Teachers make excellent use of good quality resources, such as the interactive whiteboards and subject-related artefacts, to make lessons interesting. The well-stocked and comfortable library supports the curriculum effectively. It is well used, both within the timetable and at breaks.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of pupils is excellent.
- 4.2 The quality of the pupils' personal development is significant throughout the school, in accordance with its aims to help the pupils become caring, responsible individuals who contribute positively to the school community and to society at large. In the EYFS, children feel valued and gain considerable self-confidence. They play happily with their friends and are able to share any concerns with staff. The children understand the importance of turn taking and sharing, and work co-operatively together, helping to tidy and organise resources. They respond quickly to staff direction and are keen to do well. By the time they leave the school, pupils demonstrate a high standard of emotional maturity and personal development, in preparation for the next stage of their education.
- 4.3 Pupils' spiritual development is excellent. They are self-confident, while also caring and sensitive to other members of the school community, and they generously celebrate the success of others. On many occasions, pupils experience awe and wonder and they appreciate singing, prayer and music; they recently opened a gallery, in which visiting artists exhibit their work. This gives pupils the opportunity to develop their appreciation of a range of artistic styles and to broaden their own artistic understanding and skills. Older pupils begin religious studies (RS) lessons with a time of quiet meditation, which enables them to contemplate and evaluate life.
- 4.4 Pupils' moral development is also strong. Pupils understand the difference between right and wrong, and the necessity of rules and boundaries for a community to function harmoniously. Good manners are considered the norm and pupils treat each other and adults with great respect. Around school, pupils are well aware that their actions have consequences and may affect the rights and needs of others. During lessons, they are highly supportive of each other. Pupils have a highly developed awareness of those less fortunate than themselves and give much support to charities, locally, nationally and abroad. They recently raised a considerable sum for a local trust that provides musical activities for children with brain injuries and other disabilities, and the head boy and girl are shortly due to introduce their own fund-raising initiative for a leukaemia charity.
- 4.5 Pupils interact with each other with tolerance and mutual respect, showing outstanding social development. From an early age the pupils develop excellent co-operative teamwork skills in choirs, orchestras, sport and classroom activities. Pre-Prep pupils take their 'helping' roles seriously, and in the Main School pupils are proud of their positions within the form room, in sport and music, or in the school community as a whole. A school council is elected and pupils experience democracy, taking suggestions from the class to the council, where they are considered and acted upon.
- 4.6 Pupils' cultural development is good. They have a strong appreciation of and respect for their own and other cultures. Although pupils have a limited first-hand experience of world faiths, teaching, especially that in RS and PSHCE, allows pupils to recognise and appreciate differences between cultures, so fostering greater understanding. Pupils enjoy the annual World Day of Languages. Visits to Normandy, which includes seeing the Bayeux Tapestry, to the Somme and to Greece, and a cricket tour to South Africa, on which the first engagement is a visit to

and a match against a township, all contribute very positively to pupils' cultural development.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The pastoral guidance provided by the school supports its aim to help pupils to become caring, responsible individuals who will contribute positively to the community and to society. Staff provide exemplary pastoral support for pupils, who in turn feel extremely well nurtured and valued. In the EYFS, children form strong bonds with the staff, promoting high standards of behaviour and harmonious relationships. Consequently, staff know children extremely well and work closely with their families to help children to settle quickly into school routines. Relationships between pupils and staff, and amongst the pupils themselves, are excellent throughout and form the foundation of both the ethos in the school and its quality of care. Pupils are naturally kind to one another and are comfortable in each other's company. Caring for other members of the school community is strongly promoted. Year 6 girls help to supervise Year 3 pupils during wet breaks and when time allows, after examinations, they listen to Year 3 pupils reading. Older pupils also spend time with younger children in the Pre-Prep.
- 4.9 Staff support and guide pupils extremely effectively through a well-managed pastoral system. Pastoral arrangements are clearly understood by both staff and pupils. Highly effective policies and procedures promote an ethos of positive behaviour and guarding against harassment and bullying. To further support pupils, the PSHCE programme covers a wide range of issues, including eating disorders and cyber bullying. All pastoral and behavioural issues are recorded centrally and communicated efficiently to parents. Staff share any pastoral concerns about pupils at weekly staff meetings, and detailed records are kept to support pupils as they progress through the school.
- 4.10 In questionnaire responses, older pupils felt that the rewards and sanctions system is not always fair, and that bullying is not always dealt with effectively. In interviews, pupils were clear in their views that bullying is extremely rare and that the reward system is fair. On the rare occasions when bullying or unacceptable behaviour does occur, pupils felt confident that staff would deal with it constructively and promptly.
- 4.11 Channels of communication are excellent and ensure that the views of pupils are heard. A small number of pupils, in responses to the questionnaire, said that they do not feel the school listens to them. However, in discussions with inspectors, pupils were of the strong opinion that, through the school council, they have a voice and that their suggestions are listened to, and implemented where possible. Additionally, pupils may contribute their views by means of suggestion boxes.
- 4.12 Pupils have a firm understanding of healthy eating and this is supported by the school's provision of nutritious and well-balanced meals. Exercise is valued and excellent opportunities are provided for pupils to take part in a variety of physical activities. The school has a suitable plan to improve educational access for pupils with SEND.

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

- 4.13 The contribution of arrangements for welfare, health and safety is excellent.
- 4.14 The safeguarding policy is comprehensive and reflects accurately current practice, following all statutory guidance, including for the EYFS. It is reviewed particularly well, annually by senior managers and governors. All staff receive child protection training, which is updated appropriately. Since the previous inspection, all deficiencies in the procedures for the appointment of staff have been rectified. Safer recruitment measures are meticulously followed on all new staff appointments and the centralised register is accurately maintained.
- 4.15 Health and safety procedures are excellent. Particularly effective measures are taken to reduce the risk of fire and other hazards, and records of all aspects of health and safety are meticulously kept. Useful and stringent risk assessments are in place for all areas of the school, and include external visits.
- 4.16 Sick or injured pupils are well cared for by suitably trained staff. In response to the previous inspection, the first-aid policy is now appropriately detailed. Medical record keeping and procedures are thorough and parents are kept well informed. All staff have a good knowledge of the specific needs of individual pupils, for example those with SEND, medical conditions or allergies.
- 4.17 The admission and attendance registers are maintained accurately and suitably archived.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 This high standard has enabled the school to make excellent progress in all areas since the previous inspection. The governing body provides exceptional support and is wholly committed to the aims and purposes of the school, including effective oversight of the EYFS.
- 5.3 Governors bring a wide range of relevant expertise and experience to their role, including substantial experience in education. Great care and consideration are taken in the appointment of new governors, and all new governors receive a full induction as well as regular and appropriate training when necessary.
- 5.4 Governors are actively involved and maintain secure oversight of the school through well-structured committees. These are led by specific governors and include members of staff. This enables governors to provide support and challenge to all aspects of school life, including educational standards, and thus help the school to fulfil its aims. Regular information from the leadership, who has frequent contact with governors, provides details on all aspects of school life. Governors take a full part in the overall strategic planning, educational development and management of the school. A governor visits for a day once a term, engaging with staff and experiencing a day in the life of the school. Consequently, governors know the school well and have positive and constructive relationships with staff.
- 5.5 Governors understand their roles and responsibilities, particularly in respect of child protection, secure staff recruitment and health and safety. Since the previous inspection, procedures for the annual review of the safeguarding policy by the whole governing body are securely in place and these are extremely effective. Financial oversight is strong and receives the governors' full attention; the procurement of resources throughout the school is extremely efficient.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.7 This is extremely successful in supporting fully the aims of the school. The senior leadership team sets a clear vision and educational direction for the school, which is loyally supported by staff. Since the previous inspection, leadership roles have been clearly defined and strengthened, and regular formal meetings have been firmly established. The resulting strengths are demonstrated by pupils' excellent academic standards and personal development, and in the strong teaching and happy and friendly atmosphere throughout the school.
- 5.8 Since the previous inspection, the relationship between the school and the Newland House School Trust, represented by the governors, has been strongly established and clear lines of communication developed, resulting in a shared vision for the school. Thorough self-evaluation takes place across the school. For example, the whole-school development plan has resulted from wide staff consultation and all

staff are committed to its implementation. Communication and consultation are purposeful and informative, and enable all staff to make their views known and contribute to policy and practice. A number of parents in their responses to the pre-inspection questionnaire felt that the school is not well managed. Inspection evidence did not support this view. Effective policies and procedures cover all aspects of school life and are conscientiously implemented by staff, who are extremely hard working and strongly committed to the pupils in their care, contributing successfully to the smooth running of daily school life.

- 5.9 The monitoring of teaching and learning is well structured and takes place through a variety of processes. Heads of subjects monitor schemes of work and teachers' planning, and scrutinise pupils' work efficiently. They observe lessons across their subjects, but peer observation across subjects to share good practice in teaching has not yet been fully developed. Staff appraisal occurs annually and provides clear targets, contributing successfully to the further development of teaching and learning. In the EYFS, managers and senior leaders have a clear understanding of the statutory learning and development requirements. Planning for the educational programmes is regularly monitored and, since the previous inspection, the EYFS development plan has become clearly linked with the plan for the rest of the school.
- 5.10 The school's leadership is effective in securing, supporting, developing and motivating high quality staff. The school ensures that all members of staff are suitably trained for their roles in safeguarding the pupils' welfare, health and safety. A comprehensive staff handbook gives them useful guidance, and good induction arrangements ensure that new appointees are well informed of school routines and safeguarding arrangements. Safe recruitment procedures are rigorously implemented to ensure that applicants are suitable to work with children.
- 5.11 From the EYFS onwards, the school has developed strong links with parents. There is a supportive partnership between home and school; staff are approachable and quick to respond to queries. The school website and prospectus provide parents of current and prospective pupils with a good introduction to the school's aims and ethos. The welcome folder for new parents provides them with comprehensive information about daily routines. Additionally, the termly newsletter keeps parents extremely well informed about events, and pupils' learning experiences and achievements. The daily journals enable highly effective links between home and school, and strongly encourage parents to be involved in and support pupils' learning. Information about pupils' academic achievement and progress, as well as their personal development, is clearly set out in well-produced and detailed reports. Written reports are supplemented by parents' evenings. Frequent curriculum meetings further inform parents and are much appreciated.
- 5.12 Parents are pleased with the opportunities they are given to become involved in the life of the school and the ease with which they can approach the leadership and staff. The energetic parents' association organises events to raise funds for the benefit of the pupils and each class has a parent representative.
- 5.13 The school has an appropriate complaints policy, and when concerns are raised, takes these seriously.

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