



INDEPENDENT SCHOOLS INSPECTORATE

NEWTON PREPARATORY SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Newton Preparatory School

Full Name of School	Newton Preparatory School		
DfE Number	212/6385		
Address	Newton Preparatory School 149 Battersea Park Road London London SW8 4BX		
Telephone Number	020 77204091		
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Email Address	admin@newtonprep.co.uk		
Headmistress	Mrs Alison Fleming		
Chair of Governors	Dr Farouk Walji		
Age Range	3 to 13		
Total Number of Pupils	581		
Gender of Pupils	Mixed (307 boys; 274 girls)		
Numbers by Age	3-5 (EYFS): 118 5-11: 408 11-13: 55		
Number of Day Pupils	Total: 581		
Head of EYFS Setting	Ms Victoria Goodson		
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 November 2008.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff, with the proprietor and representatives of the school's advisory board, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding 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

Professor Pat Preedy	Reporting Inspector
Mrs Frances Mwale	Team Inspector (Academic Deputy Head, IAPS school)
Mr Clive O'Donnell	Team Inspector (Headmaster, ISA / Society of Heads Junior school)
Mr Neil Price	Team Inspector (Headmaster, IAPS school)
Mrs Stephanie Salter	Team Inspector (Academic Deputy Head, IAPS school)
Miss Jacqueline Scotney	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Newton Preparatory School was founded in 1991 by the Chairman of Newton Prep Ltd which is owned by a family trust. It is an independent day school for boys and girls aged from three to thirteen years, located in Battersea, south west London. The proprietor has overall responsibility for governance. An advisory school council comprising about 20 members is chaired by the proprietor. The council provides a structure to support the school's governance through meetings of the full board and its committees. The headmistress has been in post since September 2013.
- 1.2 The school occupies a 20th Century elementary school building. Since the previous inspection a new Lower School building, a new sports hall and music school with a recording studio, music technology studio, recital hall and three dance studios have been added. The all-weather pitch has been replaced, and a new adventure playground installed.
- 1.3 The school currently has 581 pupils, of whom 307 are boys and 274 girls. Of these, 118 children are in the Early Years Foundation Stage (EYFS), providing for pupils between the ages of three and five. Pupils mainly come from local families, with a range of business and professional backgrounds. The majority of pupils are of British origin, with others representing the range of ethnicities in the local area.
- 1.4 The school aims to offer a challenging education by inspiring children to be adventurous and committed in their learning. It seeks to provide balance and breadth in all aspects of a child's education: intellectual, aesthetic, physical, moral and spiritual. Initiative, individuality, independence, creativity and enquiry are to be encouraged as well as the promotion of responsible behaviour and respect for others in a happy, safe and caring environment.
- 1.5 The ability profile of the school is above the national average. Most pupils are of at least above average ability; only few have below average ability. Ninety-nine pupils have English as an additional language (EAL), 51 of whom receive support. Forty-five pupils have been identified as having special educational needs and/or disabilities (SEND). No pupil has a statement of special educational needs.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school fulfils its aims very well, successfully providing a challenging education, and preparing all pupils academically and personally for the next stage in their education. Pupils' achievements, including those of children in the EYFS, are excellent, as are their attitudes to learning. The broad curriculum, together with an excellent range of extra-curricular activities, trips and visits, effectively supports pupils' learning. Pupils make excellent progress largely as a result of good teaching and excellent individual care and support. Provision for pupils with SEND has recently been revised to include additional individual and group support outside of the classroom. This is having a positive impact on progress and attainment; however, support from assistants within the classroom is not always consistent and targeted to meet the individual needs of these pupils. Following recommendations from the previous inspection report, the school has strengthened the consistency and approach to assessment. The school is examining ways of linking assessments to external benchmarks from Year 1, as the current system is making it difficult to measure how well pupils are doing compared to their peers nationally. Implementation of the school's marking policy is inconsistent across subjects and year groups.
- 2.2 The personal development, spiritual, moral, social and cultural awareness of all pupils are excellent. They have a positive and caring attitude toward each other and those less fortunate than themselves. Relationships between staff and pupils are extremely positive, and all staff provide excellent pastoral care. Appropriate health and safety checks are carried out and the safeguarding of pupils is secure. School policies are regularly reviewed and are implemented appropriately by staff.
- 2.3 Governance, leadership and management are excellent. The proprietor and members of the school council take their responsibilities seriously, and have a detailed insight into the working of the school. They are effective in exercising their monitoring role, and in providing support, challenge and stimulus for growth and improvement. The senior management team encompasses leaders from all areas of the school. They work closely together as a team, and together with the chairman and school councillors, have led an effective process of self-evaluation and school improvement planning. There is a clear vision for the school, and it is in an excellent position to move on to the next stage of its development. Links with parents are excellent. In their responses to the pre-inspection questionnaires, almost all parents expressed strong support for all aspects of the school, and were extremely happy with the education, extra-curricular activities and care provided.

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. Build on the recent school improvement plan to ensure that all teaching reaches the standard of the best.
 2. Strengthen the role of curriculum co-ordinators across all year groups to include a review of the curriculum, and monitoring of its implementation.
 3. Extend and develop further the systems recently put in place for pupils with additional needs.
 4. Develop assessment and tracking to include valid and reliable external benchmarks against which to measure attainment and progress
 5. Implement the school's marking policy in a consistent way.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 The school successfully fulfils its aims for the academic development of its pupils. Pupils are well educated and highly successful in their learning across all subjects and activities. They make excellent progress, and each year, a considerable number of pupils are awarded academic, music, art and sporting scholarships; most gain their first choice place in competitive entry to senior independent schools. At all stages of the school, pupils show high levels of knowledge and understanding, and well-developed skills. Key factors supporting these are the broad curriculum, good teaching, and the pupils' outstanding attitudes towards their learning. In the pre-inspection questionnaires, a high proportion of parents stated that they are pleased with the progress that their children are making.
- 3.3 The outcomes for children in the EYFS are excellent, particularly in their acquisition of literacy and numeracy, and in their independence. By the end of the EYFS children are, on average, performing at a level higher than the nationally-expected levels. Younger children display a love for books, and are developing excellent letter formation. They confidently identify and sequence numbers to ten. Older children within the setting are able to use and apply their phonic skills, for example, whilst labelling objects. They attempt writing their own words and sentences for a range of purposes during play and directed activities. Knowledge of numbers is fostered extremely well through a variety of practical activities that challenge children's early problem-solving skills.
- 3.4 Pupils throughout the school demonstrate excellent literacy and numeracy skills because of the strong focus on these areas, and the careful monitoring of individual progress. Pupils make excellent use of the very good library facilities and expert support from the librarian to research and to read for pleasure. As pupils move through the school, they read and write with increasing fluency, and for a wide range of purposes. Much of this writing is of a high standard, showing evidence of creativity and critical thought. In all lessons, interviews and informal conversations, the pupils were confident, articulate, and highly effective in explaining their views and feelings. They are excellent listeners, responding thoughtfully to one another and to their teachers. In the pre-inspection questionnaires, nearly all pupils stated that they liked being at the school. This is clearly evident in the happy and friendly atmosphere that pervades throughout the school.
- 3.5 Pupils demonstrate excellent numeracy skills, and apply mathematics in a practical way. Pupils throughout the school acquire a high level of understanding of scientific concepts. They effectively use the wide range of scientific resources available to test hypotheses using sophisticated experiments.
- 3.6 Pupils use information and communication technology (ICT) facilities to good effect in their work across the curriculum and, when given suitable opportunities, display a good level of competence when using computers for a range of purposes, including research, animation, film production and design. The many and varied drama and musical productions, the art displayed around the school, including in the EYFS, and the high quality singing in assemblies are a testimony to pupils' excellent creative achievements. High levels of skill are achieved in physical activity and sport. Pupils

enjoy an excellent measure of success at both team and individual level, in a wide range of sports, including netball, rugby, hockey and football.

- 3.7 Pupils' attainment in Years 1 to 8 cannot be measured in relation to average performance in national curriculum tests, but on the evidence available from discussions with pupils, observation of their learning and scrutiny of their written work attainment is judged to be high in relation to national age-related expectations. This represents excellent progress in relation to the pupils' starting points. Pupils identified as being able, gifted and talented make excellent progress because they receive high quality challenge, support and guidance. Pupils with SEND and EAL make good progress in relation to their starting points because they receive good support individually and in small withdrawal groups. This is evident in the improvement in their literacy and numeracy skills, as well as in their high levels of confidence and self-esteem.
- 3.8 Pupils' personal development is excellent. They have very positive attitudes to their work. As well as setting themselves challenging personal goals, pupils also encourage others, delighting in their successes. This positive and caring attitude displayed by all members of the school community, encourages each pupil to care for others and to strive to achieve his or her best.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent overall.
- 3.10 In the EYFS and throughout the school, the curriculum is suitable for the age and ability range, supporting the school's aim to provide balance and breadth in all aspects of a child's education: intellectual, aesthetic, physical, moral and spiritual. A recommendation from the previous inspection to improve the school's outdoor learning experiences has been fully met. Outdoor learning in the EYFS is now superbly integrated into a wide range of activities across all of the learning areas.
- 3.11 The EYFS curriculum is taught up to Reception. The curriculum then broadly follows the National Curriculum in Years 1 to 6, with a focus on Common Entrance in Years 7 and 8. An emphasis on English and mathematics enables excellent access to the wider curriculum, and in later years, effectively supports preparation towards senior school entry and scholarships.
- 3.12 The curriculum covers more than the requisite areas of learning by including, for example, the teaching of thinking skills, French from Reception upwards, Spanish in Year 2 and Latin from Year 5. Pupils up to Year 3 benefit from some subject teaching, while in Years 4 to 8, subjects are taught by subject teachers. A very large majority of responses by pupils and parents to the pre-inspection questionnaire indicated a high level of satisfaction with the school and its provision.
- 3.13 The school makes good arrangements to support the full range of pupils. The school has recently changed arrangements for the support of pupils with SEND, combining in-class support with out of class provision from specialist teachers, and a range of professionals. The effective use of assistants in the classroom to support pupils with SEND is inconsistent from Years 4 to 8. However, they are not always aware of the individual needs of these pupils and the learning intentions of the lesson. Target sheets for pupils with SEND are comprehensive and detailed. Most teaching staff make good use of them when planning. This is beginning to have a positive impact on pupils' learning, but is still in the very early stages of development. In the EYFS and up to Year 3, provision for SEND and EAL are

excellent. A recent appointment has enabled the school to work with parents to arrange additional support for those children who require it

- 3.14 Provision for able, gifted and talented pupils is excellent overall. Internal and external assessments are used effectively to identify these pupils. The creation of a senior post to encompass provision for the most able, scholarships and school transfer supports the excellent overall achievement of able, gifted and talented pupils throughout the school.
- 3.15 The curriculum is supported by an excellent range of extra-curricular activities and positive links with the community. Activities include manga art, tag rugby, knitting, speed stacking, chess and animation. They positively contribute to pupils' excellent personal, creative and academic achievement. The wide range of extra-curricular opportunities was very positively noted in the pupil and parent questionnaires. A wide variety of music clubs and ensembles provides rich and varied experiences. Drama is popular, and many staff assist with the production of musicals in Years 3 and 6. A wide variety of sports clubs is provided by school staff and outside experts. Excellent opportunities are provided for all pupils to play as part of a team representing the school. Older pupils have the opportunity to develop leadership qualities through house captaincy and leading school teams, which enter many competitions and events.
- 3.16 Links with the local community are strong, and the school actively supports local, national and international charities. Learning is extended through thoughtfully planned visits and events. In the EYFS, for example, a visit from a policeman, as well as trips out into the community, enable children to develop a comprehensive understanding of the world.

3.(c) The contribution of teaching

- 3.17 The quality of teaching is good.
- 3.18 The school achieves its aim to inspire children to be adventurous and committed to their learning. The overall high standard of teaching contributes towards the excellent levels of pupils' achievement and personal development. Teachers are knowledgeable and plan well, most taking sufficient note of the individual needs and abilities of the pupils. They are committed to helping pupils make progress. In the EYFS, staff skilfully plan to encourage investigation, set appropriate challenges and foster independent learning through a wide range of multi-sensory learning activities, for example when dressing up as fairy-tale characters to inspire and motivate children's writing.
- 3.19 The wide use of praise and encouragement motivates pupils, and contributes strongly towards their excellent behaviour, progress and high levels of achievement. Pupils have a positive attitude, and are confident about asking for help. During pupil interviews and in the pupil questionnaires, many expressed their appreciation for the way staff support their learning.
- 3.20 Many lessons make good use of technology to illustrate and enliven learning, enabling pupils to research and use a variety of programmes to raise the standard of their work. However, the use of ICT to support learning across the curriculum, including independent activities in the EYFS, is inconsistent.
- 3.21 In lessons where teaching is excellent, pupils clearly understand the learning intentions, time and resources are effectively managed, and a wide range of

methods are used to extend thinking and creativity through independent and group work. In a small number of lessons, too much time is spent on the introduction to the lesson, so that there is insufficient time for pupils to complete the tasks set. In others, work is not matched closely enough to the ability of pupils, and there is an over-dependence on textbooks, which limits challenge and opportunities for the pupils.

- 3.22 In line with a recommendation from the previous inspection report, the school has been working towards strengthening the consistency and approach to assessment. Assessment information from the EYFS is effectively transferred to Year 1, and a good range of internal and external assessments is used to record attainment and to monitor progress. However, at present, assessment is hampered by not being linked to external benchmarks from Year 1, making it difficult to measure how well pupils are doing compared to their peers nationally. The school is aware of this, and is examining ways of providing such information.
- 3.23 Following a recommendation from the previous inspection, the school has implemented a policy to raise standards of presentation of work consistently across all age groups. Although pupils' work is regularly marked with many positive and encouraging comments, the marking policy, which includes setting targets for improvement, marking against the learning intentions and giving pupils opportunities for reflection, is inconsistently implemented across the school.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The personal development of the pupils is excellent.
- 4.2 In the EYFS, children work well together, keenly participating in collaborative play and exploration. They are sensitive to the needs of others and understand the procedures that staff have put in place to promote kindness, such as the friendship stop in the playground. Older pupils also enjoy excellent relationships with fellow pupils, members of staff and other adults.
- 4.3 Spiritual development is excellent. The pupils are confident and self-aware, able to think independently and intelligently about their own needs and those of others around them. They are emotionally mature, discussing issues in a balanced way, paying due regard to differing points-of-view. In discussions, pupils can reflect positively on their own strengths and weaknesses. The pupils' confidence and self-esteem are high because their achievements are valued by peers and adults alike. A sense of awe and wonder is effectively nurtured. For example, older pupils spoke with feeling about standing at the tomb of the Unknown Soldier, after a visit to Westminster Abbey.
- 4.4 Pupils' moral development is excellent at all levels. From an early age they begin to show the attitude and qualities needed to make responsible moral decisions, and put them into practice. Clear rules give children in the EYFS, and pupils in Years 1 to 3, a strong sense of right and wrong. Older pupils display mature and tolerant attitudes, with an excellent awareness of the needs of others. For example, Year 5 pupils celebrated Universal Children's Day in a moving and sensitive assembly. Pupils understand the importance of good behaviour and have a clear appreciation of rules and boundaries. Pupils behave well, showing courtesy and respect for others. They speak with pride about the prevalence of kindness, and the friendly atmosphere that pervades the school. They are able to express cogently the values they hold.
- 4.5 Pupils demonstrate excellent social awareness. Throughout the school, pupils are responsible, caring and polite. They work together harmoniously and enjoy each other's company in a safe and supportive environment. Pupils enjoy excellent opportunities available to take on greater responsibility for the good of others, for example, sports captains help run clubs for younger year groups. Pupils contribute to the wider community in which they live by supporting charitable activities such as a scheme where gifts are collected for children who might not receive any presents at Christmas.
- 4.6 Cultural development is excellent, with pupils showing a keen understanding and respect for the wide variety of different faiths and cultures that enrich the school community. Diversity is celebrated, as illustrated in a lunchtime discussion about the number of different languages children eating together could speak. The pupils demonstrate harmonious relations with those from cultures and traditions different from their own. Educational visits at home and abroad deepen respect for other cultures as well as for the western cultural tradition. Teachers take advantage of the school's location in London to provide cultural enrichment with trips to the theatre, art galleries and places that develop an appreciation and understanding of their own history.

- 4.7 By the time that they leave the school, pupils' personal development ensures that they are well prepared for the challenges that lie ahead.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 Relationships between staff and pupils and amongst the pupils themselves are extremely positive, supporting the school's aim to promote responsible behaviour and respect for others, in a happy, safe and caring environment. Staff know individual pupils exceptionally well, and are committed to providing excellent support and guidance for them. Pupils know how to keep safe and to whom they can turn, should they have any concerns or difficulties. In the EYFS and Years 1 to 3, class teachers and other adults work as a strong team to provide a secure and happy environment for all children, ensuring that their needs are met. They liaise regularly with parents, and meet together to discuss the academic and personal needs of all children in an effective manner.
- 4.10 Pupils, including those in the EYFS, are encouraged to be healthy through taking regular exercise and eating a balanced diet. This message is reinforced through advice in the dining hall and in PSHE lessons. There is an excellent choice of nutritious food at lunchtimes, which the pupils speak enthusiastically about. The atmosphere in the dining room is extremely pleasant, promoting positive social interaction. Pupils in Year 8 particularly like their flexible lunchtimes. Exercise is valued, and excellent opportunities are provided by the school 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.
- 4.11 The school has suitable policies and procedures for promoting an ethos of positive behaviour, and guarding against harassment and bullying. They are highly effective, including the display of a clear code of conduct and anti-bullying guidelines around the school. During the pupil interviews and in the pre-inspection questionnaires, pupils strongly stated that they felt the school deals with any poor behaviour in an efficient and sensitive manner. A small number of pupils stated that they felt that the school did not ask for their opinions and respond to them, but inspectors found that listening and responding to pupils is a high priority for the school. There are plans to extend the school parliament, and to ensure that the voice of pupils is strongly heard and responded to.

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

- 4.12 The arrangements for welfare, health and safety are excellent.
- 4.13 The school places a high priority on welfare, health and safety. The safeguarding policy and procedures are comprehensive, have regard to official guidance and are implemented rigorously. Arrangements and their impact are reviewed annually by senior managers, the proprietor and the advisory board. The school has close links with child protection agencies. Safer recruitment procedures are in place, and the designated safeguarding staff, including one staff member specifically for the EYFS, have had the appropriate level of training. All other staff receive updated training in safeguarding at the required frequency.
- 4.14 The school has a comprehensive health and safety policy which includes effective planning for those with SEND. There are highly efficient systems for risk assessment and the review of all aspects of health and safety on and off the school

premises. Health and safety in practical subjects such as art and science is excellent. Hazard warnings and visual reminders constantly reinforce the measures required to ensure a safe working environment. All necessary measures are taken to reduce the risk of fire and other hazards. Regular fire drills are held and the relevant equipment is checked at appropriate intervals. The fire safety manual and all records are meticulously kept.

- 4.15 A comprehensive medical policy outlines suitable protocols for the administration and recording of medicines, and advice for dealing with illness and accidents. There are excellent arrangements for looking after pupils who are unwell or are injured, including a properly-staffed medical room and numerous qualified first aiders. Staff are well informed about individual needs and conditions.
- 4.16 Admission and attendance registers are completed accurately and stored appropriately.

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 directors of Newton Prep Ltd are fully aware of their legal responsibilities with regard to standards, financial planning, investment in staff, accommodation and learning resources, and all statutory and other requirements are met. The chairman has an office in the school and meets weekly with the headmistress. The advisory school council supports and challenges the chairman in order to effectively ensure that the responsibilities of governance are fulfilled. There is a clear vision for the school. The proprietors and members of the school council are highly committed to the growth and development of the school, and to the fulfilment of its aims.
- 5.3 The Chairman has recently appointed the new headmistress, and is in the process of re-evaluating the structure and functions of the council. The Chairman and advisory Council members maintain a very close view of the life of the school, through attendance at school functions, visits and frequent contact with staff, parents and pupils. The variety of social functions provided for staff by the chairman and members of the council are much appreciated, and provide a further informal forum for liaison. This thorough approach to self-evaluation and passion for quality strongly supports the leadership of the school, and is reflected in the school's improvement plan.
- 5.4 Members of the council have an excellent balance of expertise across many fields including finance, marketing and education. The full board meets termly and there is an efficient committee system which also meets termly to oversee and monitor finance, operations, educational provision and standards. Governance of the EYFS is highly effective through regular contact with the management of the EYFS, along with visits to classrooms and special events. The chairman and the advisory council formally review the school's policies and procedures for child protection annually and maintain regular contact with the school's child protection officers. Health and safety policies and procedures and the associated risk assessments are carefully monitored along with the centralised register.

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

- 5.5 The overall quality of leadership and management is excellent.
- 5.6 There is a dynamic, reflective and collegiate approach to the leadership of the school. The senior management team encompasses leaders from all areas of the school including the bursar. Working closely with the chairman and school councillors, they have led a thorough process of self-evaluation and school improvement planning. The ethos and direction of the school is clearly articulated, and substantial and rapid progress has been made in many areas, with a clear focus on the quality of teaching and learning. This significantly contributes to the successful management of the whole school, and to the fulfilment of its aims.
- 5.7 As recommended in the previous inspection, the management structure and roles have been reviewed to avoid overlap of responsibilities. There is a clear structure of middle management. Coherence of subject provision, and monitoring throughout

each subject, is still in the early stages of development. The strengths in leadership in the EYFS, and across the rest of the school, are reflected in high academic standards, outstanding personal development and the happy and friendly ethos that is apparent throughout the whole school.

- 5.8 There is a focus on continuous improvement. Clear priorities have been identified through self-evaluation, which includes discussion with staff, the Chairman, members of the school council and parents. Clear priorities have been identified, with systems for monitoring and regular review.
- 5.9 The school is successful in recruiting and retaining suitably qualified staff, and all required checks and records are in place. All staff receive appropriate and regular training in matters of safeguarding, welfare, health and safety. A comprehensive system of appraisal, peer observations, training and sharing of effective practice is being developed as part of the school improvement plan.
- 5.10 The school promotes excellent relationships with parents which are characterised by strong lines of communication. In their responses to the pre-inspection questionnaires, almost all parents indicated that they were extremely happy with the education and care that their children receive. The inspection judgement fully supports this positive view.
- 5.11 Parents play a key role in the school, and have many opportunities to become involved in its life and work. The active parent teacher association provides an excellent link between the parental body and the school, and works hard to bring members of the school together by means of regular events such as theatre trips, social evenings and charity events. Parental involvement in children's learning is welcomed. The school embraces opportunities for parents to share their knowledge and experiences. For example parents perform alongside their children in year group recitals, and visit classes to talk about their jobs and cultures.
- 5.12 Information about school life is plentiful. Required information is provided through a comprehensive, up to date website alongside parental handbooks. Parents value the prompt response they receive from all staff, to any questions or concerns that they have. In addition, weekly newsletters and social media provide frequent updates on school life. Excellent systems are in place to inform parents of daily changes to routines. Prospective parents have access to excellent information through the school prospectus, website and open mornings.
- 5.13 Parents are provided with detailed, informative reports which demonstrate that teachers know pupils well and set clear targets for pupils to work on. Additionally, regular opportunities to meet teachers for formal and informal meetings, enables parents to gain a full picture of their children's work and progress. There are excellent arrangements to guide parents in the selection of future schools for their children. A designated senior member of staff gives excellent advice with regard to school admissions, and steers families through the process.
- 5.14 The school has a clear and appropriate complaints procedure. The headmistress and senior staff are highly visible at the start and end of the day, in order to enable parents to have informal discussions. Parents' concerns are heard promptly and treated with the utmost care and consideration; as a result the vast majority can be dealt with swiftly and informally, following the stated processes.

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