



INDEPENDENT SCHOOLS INSPECTORATE

NORLAND PLACE SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Norland Place School
DfE Number	207/6025
Address	Norland Place School 162-166 Holland Park Avenue London W11 4UH
Telephone Number	020 7603 9103
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Email Address	office@norlandplace.com
Headmaster	Mr Patrick Mattar
Proprietors	Mrs Sylvia Garnsey, Mr Patrick Mattar and Mrs Andrea Mattar
Age Range	Boys 4 to 8; Girls 4 to 11
Total Number of Pupils	226
Gender of Pupils	Mixed (85 boys; 141 girls)
Numbers by Age	3-5 (EYFS): 48 5-11: 178
Head of EYFS Setting	Miss Karen Nicholls
EYFS Gender	Mixed
Inspection dates	2 Oct 2012 to 5 Oct 2012

PREFACE

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

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 headmaster in his role as a proprietor, 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 David Bunkell

Mrs Jane Crouch

Mrs Penny Oates

Reporting Inspector

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Norland Place School was founded in 1876 in Holland Park Avenue, west London, and still occupies the same site, now along with two adjacent properties. It is a day school for boys aged 4 to 8 and girls aged 4 to 11. Currently, 226 pupils attend the school, including 48 in the 2 Reception classes of the Early Years Foundation Stage (EYFS). The school is organised in two sections to accommodate the youngest three year groups in Lower Years and the older pupils in Upper Years.
- 1.2 The school motto is 'Follow the Light, Uphold the Right'. Its aims are to develop to the full the potential of every pupil by providing a supporting and caring environment that values individuality, but has high expectations in all areas. The intention is to provide opportunities for pupils to develop through a broad and balanced curriculum, while expecting high standards of discipline, based on mutual understanding between teachers and pupils, in partnership with parents. The school seeks to encourage independence of thought to enable pupils to be critical thinkers, equipped for the years ahead.
- 1.3 At the time of the previous inspection the school had a sole proprietor, a former headmistress of the school. The school is still privately owned and managed, but now by three partners, including the current headmaster, who fulfils the role of managing partner. Financial and strategic organisation is overseen by a board of six people, who collectively have no statutory responsibilities. In addition, an advisory panel is currently being formed to visit the school, establish a link with staff and gain insight into the workings of the school.
- 1.4 Most parents work in London in a variety of professions, and the majority of families live relatively near the school in the Holland Park, Notting Hill and Brook Green areas. Entry to the school at four years of age is non-selective on academic ability. The ability profile of the school is above the national average, with more than three-quarters of the pupils having an ability that is above average. Many of the pupils are of white British heritage, with a diverse range of other ethnic origins present throughout the school. Fourteen pupils have English as an additional language (EAL), and are supported as necessary to become proficient in English. The school has identified 22 pupils with special educational needs and/or disabilities (SEND), of whom 15 receive specialist learning support. No pupil has a statement of special educational needs.
- 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 The overall achievement of the pupils is good. Pupils of all ages and abilities sustain a good rate of progress and demonstrate resourcefulness and a positive attitude to their learning. Those with SEND or EAL make similar progress to others, and pupils identified as high achievers make more rapid progress. Pupils go on from Norland Place to a range of independent schools, sometimes achieving scholarships. Good teaching contributes to this success, although in a small number of the lessons observed, opportunities for individualised learning and independent research were limited. Marking is thorough and includes much praise, and targets for future improvement. Pupils are successful beyond the classroom, with achievements in sport, music, dance and art. Extra-curricular activities contribute very well to school life. Enhancements to the good curriculum by trips and visitors also add to the pupils' success. The quality of the provision in the EYFS is good overall.
- 2.2 The quality of the pupils' personal development is excellent. Relationships within the school, including the EYFS, are extremely positive, and all adults are excellent role models, providing the highest standard of pastoral care for the pupils. Pupils take on responsibilities within the school, and look after each other very well. Arrangements for health and safety are good. Safeguarding the welfare of the pupils is of utmost concern to all staff, and staff are trained appropriately. Requisite procedures are almost entirely in place, but insufficient archive copies of the admission register have been kept, and in the first weeks of term, a misunderstanding of the recently updated regulations meant that necessary checks on parent volunteers had not been made.
- 2.3 The proprietors provide good oversight of the school. They discharge their statutory duties diligently, assisted by members of the board. Good leadership and management at all levels enable day-to-day school life to proceed calmly and efficiently. In the EYFS, all the adults have a good knowledge of how young children learn. However, the EYFS development plan lacks some detail regarding aspects of the setting's self-evaluation. In their pre-inspection questionnaire, parents were highly supportive of all that the school does for their children, although a small number of concerns were expressed regarding aspects of school lunches, and inspection findings endorsed those concerns. Recommendations of the previous inspection have all been addressed, and in the most part met, but information and communication technology (ICT) is not yet fully embedded in all areas of the curriculum.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:
- make back-up copies of the admission register not less than monthly, and keep the copies for three years [Part 3, paragraph 17, under Welfare, health and safety];
 - ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, regarding checks or supervision for volunteers, and ensure that such arrangements have regard to any guidance issued by the Secretary of State [Part 3, paragraphs 7.(a) and (b), under Welfare, health and safety].

(ii) Recommendations for further improvement

- 2.5 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Increase the use of all forms of ICT, to embed these more fully within the curriculum for all pupils.
 2. Create more opportunities for individualised learning and independent study.
 3. Ensure that all pupils have a satisfying midday meal, and improve the Upper Years lunchtime service.
 4. In the EYFS, ensure that staff have opportunities to observe good practice throughout the setting, the school and beyond.

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' overall achievement is good.
- 3.2 This level of achievement contributes to meeting the school's aim to treat pupils as individuals, and to encourage and celebrate the diverse range of talents and interests that they have. Pupils of all ages are proficient speakers, able to express themselves well. They listen carefully, read competently and, in most cases, write fluently. They reason well and persevere when faced with challenges. Pupils think logically and independently when opportunities for independent learning are presented. Pupils have well-developed creative skills, put to good effect in artwork and musical performance. Mathematical knowledge is applied well. Pupils are physically fit, making maximum use of outdoor facilities. Children in the EYFS recognise value in physical exercise, as was seen in a physical education (PE) lesson where their first experience of taking part in a relay race was undertaken with great seriousness. A range of competitive sporting fixtures takes place, in which the pupils are often successful. Individual pupils succeed in instrumental and singing examinations. Pupils serving on the environmental committee have enabled the school to achieve a bronze 'eco' award. Extra-curricular activities contribute to pupils' achievements, including successes in dance and local art competitions.
- 3.3 Pupils' attainment cannot be measured in relation to average performance against a fixed national norm or national tests but, on the evidence available, it is judged to be good in relation to national age-related expectations, and the pupils follow successfully a wide-ranging curriculum. Inspection evidence, including lesson observation, scrutiny of written work and discussions with pupils and staff, confirms this judgement, and includes consideration of the levels at which pupils are working in relation to national targets. Boys at the age of 8 and girls at the age of 11 go on to other independent schools, many of which have demanding entrance requirements. Some achieve scholarships. Pupils sustain a good rate of progress when compared with those of similar, mainly above average ability. Pupils with SEND or EAL make comparable progress to others, and for pupils identified by the school as high achievers, progress is more rapid. In the EYFS, all the children, including those with EAL or SEND, make good progress relative to their starting points. At this early stage, the children are beginning to understand that letters make sounds that are used to build words, and some can represent several letters correctly in their writing. In mathematics, children in the EYFS used an interactive whiteboard competently to 'drag and drop' shapes to create repeating patterns, and they are starting to think creatively and critically.
- 3.4 The pupils have highly positive attitudes to their work, with particularly well-developed oral expression, and are notably eager and resourceful, keen to do well and to take pride in the presentation of written work. They work well on their own, or when collaborating in pairs or larger groups.

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

- 3.5 The quality of curricular and extra-curricular provision is good.
- 3.6 The school fulfils its aim of providing opportunities for pupils to develop in all areas through a broad and balanced curriculum. By the end of the EYFS, the curriculum enables pupils to move to the next stage, with the majority meeting, or exceeding, the Early Learning Goals. There is an appropriate balance between adult-led and child-initiated tasks. The curriculum prepares pupils thoroughly for academic entrance examinations, for boys at the age of 8 to preparatory schools, and for girls for a variety of entrance and scholarship examinations for entry at age 11 to senior schools. In addition to the core subjects, the pupils are taught religious education (RE), drama, French and personal, social and health education (PSHE). The time allocated to each subject is appropriate for pupils at all ages. The school promotes outdoor learning: this starts in the EYFS and continues with older pupils visiting a local park for bushcraft activities. This contributes to the pupils' confident and independent approach to learning, but within a small number of lessons, opportunities for wholly independent learning are limited. In response to a recommendation from the previous inspection, use of ICT is now included in curriculum planning, but its implementation is inconsistent.
- 3.7 In the EYFS and Years 1, 2 and 3, the curriculum is enhanced by the use of specialist teachers for art, music, French, ICT and PE. From Year 4 onwards, English, mathematics, science, geography and history are also taught by specialist teachers, further enhancing the quality of educational provision. By grouping the pupils into two classes by age from Reception to Year 2, work is planned at a level commensurate with their maturity and ability. In addition, pupils are sometimes grouped by ability rather than age for some lessons in Years 2 and 3. In Year 3, division by gender into separate classes enables work to be planned for the boys in their final year, specifically focusing on preparation for school entrance examinations.
- 3.8 The curriculum is suitable for all ages, abilities and needs. The provision for pupils with SEND or EAL is good and, as a consequence, they have full access to the curriculum. An excellent programme to identify the most able pupils and monitor their academic progress is in place; however, more challenging work for these pupils was not seen in all the lessons observed. Optional early morning lessons are provided for the pupils in Years 3 and 6 to help them to prepare more thoroughly for examinations. Since the previous inspection, and meeting fully a recommendation, specific and individual play plans have been introduced in the EYFS to enable the children to benefit further from their outdoor playtimes, and colourful and stimulating toys and equipment have been provided.
- 3.9 The curriculum is supported by a variety of extra-curricular activities and visits which are popular with the pupils and appeal to different interests. During the inspection, pupils participated in cookery, drama and art clubs where they were seen clearly to enjoy these opportunities. Twice each term, the pupils visit places in London and beyond, for example cathedrals, museums and galleries. Pupils in Year 1 spoke enthusiastically about their trip to a museum, occurring during the inspection visit. Residential trips take place for pupils from Year 3. These further enhance the pupils' educational experience. In the parents' questionnaire, almost all expressed satisfaction with the range of activities available.

- 3.10 Pupils benefit from good links with the community, which include opportunities for them to have tea with the elderly people at a local residential home, and to learn about and support a number of local charities. These links contribute significantly to the pupils' understanding of the community beyond school.

3.(c) The contribution of teaching

- 3.11 Overall, the quality of teaching is good.
- 3.12 Throughout the school, teaching promotes pupils' progress and enables them to achieve their full potential. Many good and some excellent lessons were seen. The most successful lessons had brisk pace, with varied activities to engage the pupils' interest throughout and to challenge the most able. For example, younger pupils learnt to use standard measures accurately and were encouraged to question their results, and older pupils wrote poems using personification effectively. In a few lessons, a slow pace meant that the pupils became restless and insufficient challenge was provided.
- 3.13 Teachers know their subjects and the pupils well. They plan thoroughly and make good use of resources and classroom assistants to promote learning. For example, skilful questioning was seen in a mathematics lesson for younger pupils. In a science lesson, highly effective use was made of simple resources by attaching ice cubes to metal, plastic and wooden spoons to demonstrate insulators and conductors. In the EYFS, practitioners go out of their way to engage and motivate pupils. Opportunities are taken to cater for different needs and to encourage the children to explore, investigate and enjoy their learning.
- 3.14 Since the previous inspection, the provision for ICT throughout the school has improved, having a positive impact on pupils' learning, as well as developing individual ICT skills. Pupils enthusiastically used an interactive whiteboard in a mathematics lesson, focusing on strategies to support solving problems. Individual small laptop computers are used in some lessons, for example for independent research in pupils' work about the Salvation Army. In some other subjects, and for some year groups, use of ICT is limited.
- 3.15 Pupils who have specific learning needs are well supported, with a range of strategies utilised throughout the school, enabling them to achieve well. The use of extension work in some subjects challenges the more able, although many lessons and resources are directed at the whole class rather than providing specific opportunities for pupils to learn in different ways.

Relationships between teachers, support staff and pupils are excellent and pupils are encouraged to behave well. In the EYFS, children respond well, relishing the challenges provided, but on a small number of occasions they lose their focus and become distracted. Staff respond promptly to such minor infringements of behaviour, and usually a gentle reminder is sufficient to bring children back on task.

- 3.16 Since the previous inspection, the marking policy has been reviewed. The quality of marking is now good; teachers adhere to the policy to ensure that work is marked consistently, with constructive comments made to foster progress. A clear and effective procedure is in place to monitor marking, with regular meetings between subject co-ordinators and teachers, and separate reviews of exercise books by subject co-ordinators and senior managers. In discussion, the pupils consistently said that they feel supported in their learning, and know that they are making progress. The use of targets and helpful individual self-assessments mean that the

pupils are aware of their strengths and areas for improvement, which they are able to explain accurately. In the EYFS, comprehensive assessment and planning documentation identifies appropriate expectations for all children.

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 the pupils is excellent.
- 4.2 The school's motto, 'Follow the Light, Uphold the Right', clearly underpins school life. Pupils develop excellent qualities in relation to their spiritual life. Pupils were heard singing the song *Beautiful World* with heartfelt enthusiasm. Inspectors found most pupils to be confident, but not arrogant, clearly aware of their own value, but also showing empathy for the feelings of others, as was shown in lessons where co-operative tasks were being undertaken. In a Lower Years assembly led by pupils in Year 2, pupils prayed sincerely for help to learn together in order to achieve great things.
- 4.3 The pupils are fully aware of the school's core values, as displayed around the building. These focus on being a good listener, showing respect to others and being honest. Pupils have an excellent sense of right and wrong, and their awareness of morality is strengthened through assemblies, in PSHE lessons and by the staff's calm and effective way of dealing with individual issues. Pupils appreciate the significance of rules and almost invariably follow them, recognising importance in good relationships between themselves and adults. Pupils contribute to the sense of a positive community that exists in the school, based on mutual respect. They happily help others, for example, willingly holding doors open for each other and adults.
- 4.4 The pupils undertake a wide range of responsibilities. Older pupils become monitors and prefects, and greatly value their whole-school responsibilities, acting as excellent role models. Class responsibilities are keenly sought after, and lunch helpers, library monitors and 'leaders of the week' carry out their duties reliably and with pride. Older pupils show care and concern for younger pupils through the 'buddy' system; they spend time playing games and reading stories to them. Older pupils say that they know many of the younger pupils in the school. In the EYFS, children who are more confident with routines and expectations were seen encouraging others.
- 4.5 Pupils show an appreciation of their own and other cultures, gaining much from the rich diversity of faiths and cultures which are integrated within the school, amongst pupils and staff. Their awareness is increased through assemblies celebrating festivals such as Diwali, Chinese New Year and Passover. In an RE lesson, through an exploration of the use of beads in religions, pupils developed their understanding of how various faiths can interpret things differently. Pupils are aware that they are fortunate, and are conscious of the needs of others. They donate their toys to under-privileged children, raise funds for Jeans for Genes Day, and initiate their own charity fund-raising events, such as a sponsored silence by pupils in Year 6 for a local cause. Pupils grow in self-confidence and consideration for one another throughout their time at school. They take full advantage of all that the school has to offer, and pupils in Year 6 had written with considerable maturity about their aspirations for their final year at school, reflecting an excellent level of all-round personal development.

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

- 4.6 The quality of pastoral care is excellent.
- 4.7 The school fulfils its aim to provide a supporting and caring environment for its pupils. Adults throughout the school take extremely good care of the pupils. Parents and pupils strongly endorsed this judgement in the pre-inspection questionnaires. All adults in the EYFS are positive role models, and give clear guidance on behaviour. This supports the children as they learn to gain more self-control during activities, and respect for one other is an overarching principle.
- 4.8 The excellent relationships between staff and pupils were acknowledged by the pupils in interviews with them, and in their questionnaire responses. Pupils stated that their teachers are kind, and they feel that there are several adults to whom they could go if they had a concern. The staff work closely together, and information regarding any pupil's well-being is effectively disseminated at weekly staff meetings, and followed up in daily communication to form a supportive network for pupils. The pupils' welfare is closely monitored, and thorough records are maintained. In the EYFS, the key person system works well, and teaching assistants play a key role in enabling children to feel comfortable when sharing their concerns with adults.
- 4.9 Pupils are encouraged to be healthy; they understand the need for a balanced diet. Children in the EYFS demonstrated this awareness, commenting that fruit makes them healthy. In the pre-inspection questionnaire, a very small number of pupils and parents of children of various ages expressed concern about the quality and quantity of food and the ambiance of the hall at lunchtime. The experience of the inspectors confirmed this, as some pupils were seen to eat very little, and clearing away took place with haste. The school accommodates all dietary needs, such as nut allergies. The pupils take regular exercise, and maximise use of the limited outdoor space on the premises. Other local venues are used to provide additional opportunities for outdoor activities. Pupils are encouraged to use scooters and bicycles to travel to and from school, and many do so. The school council and the environmental committee enable pupils to develop social skills and to learn the ways of democracy.
- 4.10 The school adopts a positive approach to promote good discipline and behaviour, including procedures to guard against harassment and bullying, and these are highly effective. The school has strategies to deal constructively with unacceptable behaviour, taking due account of any related difficulty or disability; however, such incidents are rare. In the pupil questionnaires, there was overwhelming agreement that the school deals efficiently with any bullying that occurs, and scrutiny of school documentation confirmed this. All possible measures have been taken to accommodate pupils with SEND, although access throughout the building is by many staircases, restricting its suitability for those with limited mobility. The required accessibility plan is in place to improve educational access for pupils with SEND.

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

- 4.11 Overall, the arrangements for welfare, health and safety are good.
- 4.12 The vast majority of safeguarding arrangements for pupils of all ages follow entirely all official guidance, but recently the requirement for parent volunteers in the library either to undergo Criminal Records Bureau checks or to be supervised had not been followed in its entirety. This omission was due to a misunderstanding with regard to recent changes to statutory requirements. As soon as this was understood, measures were taken immediately to adjust arrangements within the school, and the inspectors were satisfied that no pupil had been put at risk in the short time that procedures were incomplete. In the EYFS, health and safety risks are minimised and the children's security is of paramount importance.
- 4.13 Computer safety training has been provided for pupils, staff and parents, and in discussion, pupils were seen to be fully aware of potential dangers associated with misuse. A particularly comprehensive programme of induction training in safeguarding pupils' welfare and all other areas of staff responsibilities is in place, and newly appointed staff said how helpful this had been. All routine ongoing training for staff in child protection procedures, including that for the designated person, takes place with the required frequency. Children in the EYFS manage personal hygiene independently, and since the previous inspection the washing of hands before eating has become a well-established routine, meeting a recommendation from that time.
- 4.14 All necessary measures are taken to reduce risk from fire and other hazards. The school has an effective health and safety policy, and meticulous records are kept of all relevant matters. Comfortable provision has been made for pupils who become ill or are injured at school.
- 4.15 The admission and attendance registers are suitably maintained, but historically, archive copies of the admission register have been made termly, not at least once every month as required. Attendance registers are correctly stored for the previous three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The three proprietors jointly provide good oversight of all sections of the school, including the EYFS, in line with its aims. They discharge diligently their responsibilities for educational standards, financial planning and investment in staff, accommodation and resources.
- 5.3 In addition, a board of six people, including two of the proprietors (the current headmaster and a former headmistress) meets fortnightly. The minutes of those meetings show that this group provides invaluable strategic guidance, and oversees financial matters. Members of the board and the proprietors regularly attend relevant training to keep abreast of developments.
- 5.4 The proprietors and the board have a good insight into all aspects of the working of the school and are effective in exercising their monitoring role, and providing support, challenge and stimulus for growth and improvement, for example through a detailed whole-school development plan.
- 5.5 The proprietors are meticulous in discharging their responsibilities for nearly all statutory requirements, including the annual review of safeguarding and child protection arrangements throughout the school. However, recently the parent volunteers working in the library have not been subject to all the necessary checks, and the admission register has been archived too infrequently.

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 good overall.
- 5.7 Effective leadership is successful in realising the school's aim to ensure that pupils leaving the school have a strong academic foundation and are equipped with the confidence, independence and self-esteem to enable them to engage positively and productively with the opportunities they encounter as they grow up. Members of the senior management team monitor and evaluate policies regularly. Safeguarding and safe recruitment procedures are in place, and training in safeguarding, welfare, health and safety takes place for all new staff. The necessary policies, risk assessments and procedures are in place in the EYFS to include all children equally, and these are implemented consistently.
- 5.8 Those with leadership and management responsibilities provide clear educational direction. Comprehensive planning, including the three-year school development plan, together with departmental action plans, is effective. Senior managers and subject co-ordinators carry out effective monitoring, and meet regularly to discuss outcomes. The use of regular assessment means that individual pupils' progress is tracked, and their learning supported. The co-ordinators of those subjects that are examined as part of competitive entrance procedures to pupils' next schools undertake particularly comprehensive assessment, ensure that pupils are prepared appropriately and advise parents accordingly. In the EYFS, staff work as a unified

team and share a realistic vision for future development. Information about the children, including from the EYFS Profile, is passed to the next teacher, so that the transition is seamless. Policies and procedures are implemented in the EYFS to promote equality and eliminate discrimination. Staff in the EYFS aim to evaluate their own effectiveness, but as yet their departmental plan does not fully identify how all aspects will be achieved or monitored, particularly with regard to staff observing good practice elsewhere. However, the EYFS setting clearly has the capacity to build on its achievement.

- 5.9 The previous inspection report made recommendations to improve the management structure and the time allocated for management in the EYFS. This recommendation has been fully implemented, as has another recommendation to plan for more frequent opportunities in the EYFS for child-initiated activities. The co-ordinator now has sufficient time to oversee the department. The previous report also made a recommendation to provide further opportunities for pupils to use their ICT skills across the curriculum. Considerable investment has been made in ICT equipment, including interactive whiteboards throughout the school, two sets of personal laptops and a wireless network. Staff have been trained in the use of ICT equipment.
- 5.10 Management at all levels is successful in securing, supporting, developing and motivating sufficient high quality staff, and ensuring that they are suitably trained for their roles. Staff appreciate the opportunities provided by the effective appraisal system. Effective systems are in place to ensure that all teachers have appropriate resources and budgets.
- 5.11 Partnership with parents is good at all stages. Staff with leadership and management responsibilities ensure that the school's aim to facilitate opportunities for regular and good communication with parents is met. In conversations with inspectors, parents commented that they are encouraged to be involved in school events and other aspects of its work. The active parents' association is another link between families and the school. Responses to the parents' questionnaire were highly supportive of school leadership, with praise for frequent communication, citing for example, curriculum evenings, coffee mornings, 'teachers on the door' and regular email. This was observed during the inspection, when parents attended a Year 2 assembly, a parent association meeting and meetings with staff to discuss future school choices. Parents are also invited into school to address the pupils. Communication between school and parents is enhanced by reading record books, with parents' comments to support literacy skills, and 'signing in and out books' for the safe collection of pupils in Reception, Years 1, 2 and 3 at the end of each day.
- 5.12 Parents of current and prospective pupils are provided with necessary information about the school. All the required information is published on the school website and available in the school office. The school provides a comprehensive parent handbook with detailed information.
- 5.13 Parents receive clear and informative reports about their children's work and progress at least twice every year. The reports include the curriculum covered in each subject and clear recommendations to support any individual areas of concern. Effort and attainment are graded regularly. Parents' responses to the questionnaire were positive about the way in which the school had dealt with any concerns they had had, and this was seen to be the case in documentation. All responses to complaints are recorded carefully.

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