



INDEPENDENT SCHOOLS INSPECTORATE

ORLEY FARM SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Orley Farm School

Full Name of School	Orley Farm School		
DfE Number	310/6003		
Registered Charity Number	312637		
Address	Orley Farm School South Hill Avenue Harrow Middlesex HA1 3NU		
Telephone Number	020 88697600		
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Email Address	headspa@orleyfarm.harrow.sch.uk		
Head	Mr Tim Calvey		
Chairman of Governors	Mr. Colin Hayfield		
Age Range	4 to 13		
Total Number of Pupils	500		
Gender of Pupils	Mixed (325 boys; 175 girls)		
Numbers by Age	4-5 (EYFS):	61	5-11: 326
			11-18: 113
Head of EYFS Setting	Miss Samantha Mowle		
EYFS Gender	Mixed		
Inspection dates	14 May 2013 to 17 May 2013		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in October 2007.

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

Mr David Horn	Reporting Inspector
Mr John Shackleton	Team Inspector (Former Head, IAPS school)
Mrs Deborah Nisbet	Team Inspector (Deputy Head, IAPS school)
Mr Ross Settles	Team Inspector (Director of Studies, IAPS school)
Mrs Lynn Weeks	Team Inspector (Head of Early Years, IAPS school)
Mrs Lynda Sharpe	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Orley Farm School is a day school for girls and boys from the ages of 4 to 13, located in the London borough of Harrow, at the foot of Harrow Hill on a 36-acre site. The school was founded in 1850 as a boys' preparatory school in Harrow High Street, North London, opening with just 16 pupils. The school is run by an educational trust with a board of governors that takes responsibility for overall management. The pre-preparatory department including the Early Years Foundation Stage (EYFS) is housed in its own purpose-built premises on the same site and was opened in 1995. Since the previous inspection in 2007, a new headmaster has been appointed and a refurbishment programme has included a new languages department and outdoor play areas.
- 1.2 The school aims to provide a broad and balanced curriculum through which all children enjoy their learning and achieve their full potential. It seeks to provide a challenging environment in order to stimulate and develop lively and enquiring minds. The EYFS has chosen to become exempt from following the learning and development requirements of the EYFS curriculum.
- 1.3 At the time of the inspection, the total number of pupils was 500, 325 boys and 175 girls. Of these, 61 were in the EYFS for children from the ages of 4 to 5. In the pre-preparatory department there were 125 pupils in Years 1 and 2 (ages 5 to 7). In the middle school there were 188 pupils in Years 3 to 5 (ages 7 to 10) and 126 in the upper school, Years 6 to 8 (ages 10 to 13).
- 1.4 The school selects its pupils by ability. Results of standardised tests indicate that the ability profile of the school is above the national average. Sixty-one pupils have been identified as having special educational needs and/or disabilities (SEND) of whom two have statements of special educational needs. Thirty-three pupils have English as an additional language (EAL). Most pupils come from professional or business families and a diverse range of cultural backgrounds representing the local area. All pupils move successfully to a wide variety of senior schools. Currently, most girls transfer at the age of 11, whilst boys take the senior school entrance examinations at the age of 13.
- 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 Orley Farm School thoroughly fulfils its aim to encourage all pupils, including those in the EYFS, to reach their true potential and become individuals who value learning with, and from, others. Pupils of all ages and abilities are well educated. They develop high levels of knowledge, understanding and skills over a comprehensive range of academic subjects and variety of well-run activities. The diverse and broad curriculum and activity programme supports pupils' achievements which are often excellent. All pupils, including those with SEND, EAL, the most able and those in the EYFS, achieve very well and make excellent progress. They have a good understanding of information and communication technology (ICT) and have excellent literacy and numeracy skills. Pupils demonstrate practical and creative skills, and are capable of working independently. They benefit from teaching that is good and, where it is excellent, they respond intently and actively to the high expectations and challenge of their teachers. Marking is inconsistent and recommendations from the previous inspection in this respect have not been fully met. The monitoring of pupils' progress through a range of assessment strategies is assiduous.
- 2.2 From the EYFS upwards, pupils' excellent personal development is realised through the strong sense of community. Pupils of all ages show great concern for one another, reflecting the excellent pastoral care they receive, and the constructive relationships they enjoy. Careful and detailed consideration is given to aid pupils with SEND and EAL. Pupils are confident, articulate and courteous; they are extremely well prepared for their senior schools. Views expressed by pupils in the questionnaires, that teachers were sometimes unfair in the way they give rewards and sanctions, and the school does not deal effectively with bullying, were not borne out during the inspection. Arrangements for welfare, health and safety, including safeguarding, are meticulous.
- 2.3 The successful application of the school's aims is reinforced by effective governance, leadership and management. Areas for further development have been clearly identified, reflecting the strong commitment to continuous improvement, though curriculum planning lacks cohesion and consistency. The school's premises and facilities are maintained to a high level. The governors understand their legal obligations and provide excellent oversight, advice and support to the school. A minority of governors have first-hand experience of the school in action during the day. The headmaster and senior leadership team have positively influenced the school's management, which is characterised by clear lines of accountability and effective communication. The role of middle management has been strengthened and an increased emphasis put on encouraging consensus through regular meetings. The school has responded well to two previous recommendations requiring the school to develop systems for monitoring and evaluating the work of subject departments and to rationalise systems for the assessment of pupils' progress.

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 In addition to the above regulatory action points, the school is advised to make the following improvements.

1. Review the effectiveness and consistency of the marking of pupils' work.
2. Ensure curriculum planning within each subject is cohesive, consistent and clearly structured.
3. Provide governors with additional opportunities to experience directly the work of pupils and staff in school.

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 pupils are well educated and extremely successful in their learning. The school fulfils its aim to encourage all pupils to reach their true potential and become individuals who value learning as a lifelong process.
- 3.3 The pupils demonstrate in their written work that levels of understanding and progress are at least good and sometimes outstanding. They listen to one another carefully. They speak and read with self-assurance. Pupils are able to write with clarity and use language persuasively incorporating a wide and effective use of vocabulary in their writing tasks. In mathematics, they apply their excellent knowledge of calculations effectively and are able to manipulate numbers and understand mathematical concepts to a high level. The pupils are aware of the world around them; they understand geographical and historical concepts and have developed perceptive investigative skills in science. Some high quality artwork is in evidence around the school in corridors and throughout the classrooms.
- 3.4 In ICT, pupils programme effectively, creating websites and moving images and applications. In personal, social and health education (PSHE), pupils are sensitive towards one another in discussion. Pupils sing with confidence and enjoyment in assemblies, and are able to perform music to a high standard. Excellent dramatic skills are perfected through opportunities for each year group to take part in a variety of different productions. Pupils' physical talents are demonstrated through the many excellent achievements and results both in individual and team sports; they have enjoyed local and regional team successes particularly in basketball, cricket and football.
- 3.5 In the EYFS, all children, including those with special educational needs, respond exceptionally well to the high expectations of the staff and they are beginning to develop skills for the future, making excellent progress in all areas of the curriculum. By the end of Reception, pupils can communicate effectively, read well, write in sentences using simple punctuation, recognise, order and write numbers up to twenty, add and subtract competently and solve simple mathematical problems.
- 3.6 Early identification of pupils with SEND and EAL takes place from the Reception classes onwards where carefully planned and targeted learning support is quickly established. This enables these pupils to progress rapidly, for example when reading aloud in class. The most able pupils are identified by heads of department; this enables teachers to provide appropriately demanding extension activities in lessons.
- 3.7 The pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, it is judged to be excellent in relation to national age-related expectations. This level of attainment as judged indicates that pupils make excellent progress overall compared with others of similar ability and this judgement was confirmed from the examination of pupils' books, from work seen in lessons, and from curriculum interviews with them.
- 3.8 Pupils are extremely successful in gaining places at senior schools; many are awarded scholarships for academic, sporting or musical achievement. They have

gained notable success in local and national competitions such as in mathematics, public speaking and music. The pupils behave in an exemplary fashion in lessons, so that little or no learning time is wasted. They thrive in a positive atmosphere of contentment and fulfilment. Their attitude to all they undertake at school is excellent and they take pride both in their own achievements and those of others. Pupils work well independently, both in class and through their own research projects, exploring new ideas and expanding their knowledge. Paired work is particularly strong with pupils working very successfully with others, sharing ideas and providing mutual support.

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

- 3.9 The school's curricular and extra-curricular provision is excellent.
- 3.10 The school's aims of providing a broad-based curriculum in order to facilitate the acquisition of knowledge and promote enjoyment in learning are very well met. All the required areas of learning are successfully covered and the curriculum is well balanced throughout the school. The introduction of French from Year 2 and Latin from Year 5 add to the breadth of study. The appointment of a greater number of teaching assistants has had a positive impact on the educational experience of the pupils. The introduction of drama to the curriculum from Reception has resulted in a significant improvement in the pupils' confidence when performing and public speaking. Initiatives to improve the continuity and progression of teaching and learning throughout the school have been introduced.
- 3.11 The EYFS setting successfully achieves its aim to provide a broad and balanced curriculum which inspires a love for learning, independence and develops each individual child academically, socially and emotionally. A highly stimulating and safe outdoor environment is extremely well resourced and is used to very good effect across all areas of learning. The curriculum, which is well balanced and enhanced by specialist teaching in physical education (PE), games, swimming, ICT, drama and music, ensures that basic skills are developed effectively. Children also have the opportunity to take part in extra-curricular ballet.
- 3.12 The curriculum successfully meets the needs of pupils of all ages and abilities. Setting is established in each year group from Year 3 for mathematics and Year 5 for English. The provision for pupils with SEND and EAL is excellent, and the learning support department provides comprehensive advice and detailed guidance for teaching staff along with valuable support in lessons. These pupils have individual education plans which are regularly reviewed. A very small minority of parents expressed concerns in their responses to the pre-inspection questionnaire about the provision of work of sufficient challenge for the most able pupils in lessons. In nearly all lessons observed, pupils were extended and given good opportunities to excel. Excellent facilities provide all pupils with the opportunity to participate in a range of sports and PE. They also benefit from ICT lessons, held in one of the three ICT suites. A PSHE programme encourages all pupils to gain understanding about themselves, other people and the wider world, supporting the school's aims. The three libraries are well stocked and helpful advice is given on future reading.
- 3.13 The excellent extra-curricular programme effectively complements and enhances the curriculum. Pupils are involved in an extensive and diverse range of hobbies and lunchtime clubs which are reviewed regularly according to the interests of the pupils. Challenge is offered through the 'tech' club where pupils work on design projects. Through art and ballet as well as music and drama, pupils have the opportunity to

develop further their creativity. A substantial number of pupils take instrumental lessons, working towards external music examinations and scholarships. Regular performances are always well attended. A range of sports coached by the school staff and visiting specialists further enhances the extra-curricular provision. Additional enrichment is promoted through the comprehensive range of visits and residential trips available, such as the recent Year 6 visit to France to sample French culture, and by visiting speakers.

- 3.14 The school has formed excellent links with the local community, and in particular local schools, by organising sports tournaments in which the pupils participate by undertaking coaching and refereeing duties. Older pupils organise their own charity events. Excellent provision is made for a comprehensive range of expeditions out of school from Years 4 to 8; for example, a charity mountain climb has raised money for a school and orphanage in Africa.

3.(c) The contribution of teaching

- 3.15 The quality of teaching is good.
- 3.16 The school's aim to provide a broad-based curriculum in order to facilitate the acquisition of knowledge is well supported by teaching that encourages the pupils to work to the best of their abilities. Lessons are carefully planned and, at their best, are well paced and cater for the needs of pupils of all abilities, who respond with enthusiasm and perseverance.
- 3.17 In the EYFS, the quality of teaching and the staff's thorough understanding of the EYFS framework help children to make significant progress in their learning and development. Challenging, purposeful play is balanced successfully between teacher-led and child-initiated learning activities in spacious and welcoming accommodation. The staff in the EYFS have high expectations of the children and assessment through observation is rigorous and is used constructively to guide planning and target next steps in individuals' learning.
- 3.18 Pupils from a young age benefit from specialist teaching in a wide range of subjects. Throughout the school, the management of pupils' behaviour by teachers is excellent and contributes strongly to pupils' highly positive attitude towards learning. Since the previous inspection, a stronger focus on the ongoing staff peer review process, including lesson observation and resultant target setting, has helped to strengthen the quality of teaching. A wide variety of teaching methods is employed, enabling pupils to think independently and enjoy their lessons. All teachers have very good knowledge of their subjects. The best teaching includes careful lesson planning, clear learning objectives, and clear explanation. It is characterised by good management of time, the employment of a variety of learning activities, a brisk pace, and tasks which match the needs of the pupils. In a small minority of less effective lessons, lower expectations, a slower pace, unnecessary repetition and narrower questioning led to pupils losing interest.
- 3.19 Pupils are provided with many good opportunities to work collaboratively in class. The teaching meets pupils' differing needs effectively. There is a good level of challenge for the most able, especially when the expectations of teachers are high and specific extension is set. The needs of pupils with SEND and EAL, including the requirements of those with statements of special educational needs, are carefully and sensitively met.

- 3.20 The data from the regular assessment of pupils' previous attainment are used effectively to identify those who are achieving well in relation to their ability, and those who require support. Changes in pupils' attainment over time are closely monitored and appropriate targets set. A greater emphasis on the evaluation of teaching throughout the school has resulted in higher quality lessons since the previous inspection. Resources are used by teachers to good effect. Pupils, particularly those in Years 5 to 8, use ICT effectively in discrete lessons. Marking and feedback are generally encouraging, although the quality of written comments provided by teachers in response to pupils' work is of variable support, and there is little evidence of pupil work being redrafted for improvement, or corrections being carried out. The majority of marking seen did not adhere to the school's marking policy and, in this respect, the school has not fully resolved the recommendation from the previous inspection. A small minority of parents and pupils indicated in the questionnaire that the quantity of homework set in some year groups was inappropriate; however, from the observation of pupils' work books and discussions with pupils, inspectors could find no evidence to substantiate this view.
- 3.21 Strong, positive relationships between teachers and pupils ensure that pupils feel well supported and able to seek help with their work whenever necessary. Teachers offer extensive praise and encouragement to the pupils, who appreciate the ways in which staff help them to learn and provide individual support.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of pupils' personal development is excellent.
- 4.2 The school's overriding shared value to "do our best to be our best selves" is fulfilled. Pupils are confident, self-aware and demonstrate maturity, often beyond their years by the time they leave the school. Since the previous inspection, significant improvements in provision have been made. For example, the PSHE syllabus has been revised to provide greater flexibility and focus on social and emotional development.
- 4.3 The opportunities provided for pupils' spiritual development are excellent. Pupils listen exceptionally well, are aware of the needs of those around them, and enjoy the natural beauty of their surroundings. A mysterious egg discovered on a nature walk prompted feelings of wonderment in younger pupils as they speculated about what it might be and whether or not it would hatch. Pupils' self-esteem is high because they know that they are valued, and they show self-confidence because they are warmly encouraged and their achievements are celebrated. Pupils' spirituality is further enriched with colourful and inspiring wall displays that celebrate their work and life experiences. Pupils have a strong sense of self-worth as a result of the acknowledgement they receive for their successes, both in class and in assemblies.
- 4.4 The pupils have a considerable understanding of moral issues and concepts of fairness and justice. The school's shared values have a significant impact on the excellent moral development of the pupils, who appreciate the distinction between right and wrong within their community and in the wider world. The pupils' moral conscience is demonstrated by the high level of ecological awareness throughout the school. Pupils show excellent awareness of the needs of others through their termly fund-raising projects. The pupils express a strong appreciation of the rewards available to them and a clear understanding of the fairness and effectiveness of the sanctions. A weekly celebration assembly recognises pupils' efforts and achievements in all aspects of school life, with the headmaster's commendations viewed as the highest accolade.
- 4.5 The pupils' social development is outstanding. Older pupils show great sensitivity towards problems that other younger pupils may have, fulfilling the aims of the school. Pupils naturally engage one another and adults in conversation at both breakfast and lunch and demonstrate genuine interest in what others have to say. Pupils are exceptionally polite and considerate. They interact very well on the playground, using the space available to best advantage by playing a wide range of co-operative games. Younger pupils act as 'playground pals' to their peers, ensuring no-one is left out, whilst older pupils take on the responsibilities of house captains or honours leaders where their primary duty is to be a role-model for the younger ones. Pupils' knowledge of public, national and political institutions is excellent. Pupils in Year 4 enjoy regular opportunities to look at current affairs in extended registration.
- 4.6 The cultural development of the pupils is outstanding and demonstrates a well-informed awareness of other faiths. Lessons and activities emphasise the promotion of broad-mindedness and interest in cultures and traditions which are different from their own. Scientific and historical excursions, arts events, speakers on religious and secular topics and overseas expeditions are part of an extensive and well-

planned programme that promotes a deeper understanding of cultural values and diversity. Teachers challenge and develop the views of pupils cultivating a deeper understanding of ethnic diversity.

- 4.7 Children in the EYFS respond to school life with great enthusiasm and enjoyment, sharing, taking turns and behaving well. They co-operate with each other and show high levels of self-confidence, increasing independence, curiosity, imagination and concentration. They demonstrate exemplary behaviour and their personal, social and emotional development is supported through regular circle times and celebration assemblies, so that they are well prepared for their transition into Year 1.

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

- 4.8 The quality of the pastoral care of the pupils is excellent.
- 4.9 Teachers know their pupils extremely well and effectively support their personal development in accordance with the school's aim to create an atmosphere which enables pupils to become responsible and considerate members of the community.
- 4.10 Relationships between staff and pupils and among the pupils themselves are excellent in all areas of the school. Pupils relate positively to one another and to the adults within the school community. A small minority of pupils indicated in the pre-inspection questionnaire that some teachers were unfair in the way rewards and sanctions were given and that they did not have an adult to turn to if they had a personal problem; however, in interviews, pupils of all ages were exceptionally positive about the support and guidance provided by their teachers. Strong pastoral management caters for pupils' individual needs through the highly effective pastoral care team that has been established and meets regularly to oversee a constant flow of information-sharing about the pupils in their care. A school counsellor has also been appointed to whom the pupils have weekly access as required. A minority of pupils' responses to the questionnaire indicated that they felt they could not put forward their opinions and that the school did not respond to them. Inspection evidence shows that pupils' views are actively sought and responded to through the middle and upper school councils, which involve pupils from Year 3 upwards putting forward suggestions to improve the school. Pupils were able to identify examples where their views had made a difference, such as the provision of a new climbing frame.
- 4.11 Robust anti-bullying and behaviour policies are effective, and the PSHE programme contributes strongly to pastoral arrangements through discussion of a range of related topics. A small minority of pupils and parents in their responses to the pre-inspection questionnaire felt that staff do not always follow incidents through to a satisfactory conclusion. In discussions with pupils on the inspection, both formally and informally, pupils indicated strongly to the inspectors that bullying was rare but when they witnessed it or experienced it themselves, they knew where to turn for advice and support. There were very few incidences of bullying recorded in any of the sanctions or disciplinary logs to indicate that bullying presented a serious issue.
- 4.12 Effective use of the key person in the EYFS enables strong relationships to be formed and children feel safe, happy and able to share any concerns with staff. Staff promote good manners and helpfulness so that behaviour is exemplary.
- 4.13 Pupils are taught about healthy eating and hygiene from the youngest ages in the EYFS. Throughout the school, they know that regular exercise is important and the extensive programme for sport and PE means that pupils have plenty of

opportunities to stay fit and healthy. School meals provided are nutritious and pupils appreciate them. The school has a suitable and well-maintained plan to improve educational access for pupils with SEND.

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

- 4.14 The contribution of arrangements for welfare, health and safety is excellent.
- 4.15 Rigorous implementation of the detailed policies and procedures ensures that pupils throughout the school are safeguarded well and their individual needs fully met. Staff are aware of their responsibilities, have undertaken child protection training, and update such training on the required three-year cycle, as have governors with responsibility for this aspect. Senior staff with specific responsibilities update their training every two years and ensure all appropriate staff are trained at the correct time. Safer recruitment procedures for new staff are followed meticulously.
- 4.16 The school takes careful steps to ensure that health and safety procedures are adhered to rigorously. Equipment and relevant appliances are tested at suitable intervals and maintenance records are kept efficiently. Detailed risk assessments are in place for all areas of the school, including those for visits away from the school. Effective measures are taken to reduce the risk of fire and other hazards, and staff are trained in fire prevention and control procedures. Fire drills are carried out regularly and are well documented and efficiently recorded.
- 4.17 Children in the EYFS are taught about road and fire safety, are shown how to use tools safely, and are able to follow school rules and routines with confidence. More than half of the staff in the EYFS hold paediatric first aid certificates and all ensure that children are safeguarded effectively.
- 4.18 Arrangements for injured or sick pupils throughout the school are excellent. Staff are very well informed about pupils' individual conditions and needs, including those with SEND, and the nurses make comfortable provision for those who are ill, offering excellent support for pupils, both with physical ailments or emotional issues. The administration of treatment and medication is clearly recorded and parents are appropriately informed. Nursing care is available throughout the school day and many staff are trained in first aid.
- 4.19 The admission and attendance registers are accurately and thoroughly maintained and securely stored for future reference.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governance successfully supports the aims of the school to run and manage the school effectively in order to provide the best facilities for pupils and staff. The governors are committed to the school, promoting its continuing success and maintaining the pupils' high academic standards, personal development and pastoral care.
- 5.3 The governors provide effective and efficient oversight of the school and demonstrate an excellent understanding of its systems and structures. Supporting sub-committees, including those for education, estates and health and safety, report effectively to the full governing body. In addition, governors with particular responsibilities, for example, child protection and health and safety, regularly scrutinise relevant procedures and meet with staff. The designated governor takes a keen interest in the EYFS and discusses current initiatives with the head of the pre-preparatory department. The governors are thorough in undertaking their responsibilities for financial control and for the provision of staff, resources and premises and accommodation. Strategic planning is carefully documented and reviewed. Regular reports from the senior leadership team and headmaster allow the governors to monitor and evaluate the school's work. Minutes from a selection of sub-committee meetings indicate that governors have a good awareness of educational standards.
- 5.4 Governors provide critical support for the headmaster and a valuable knowledge of the local context in which the school operates. They attend formal occasions and special events and this has enhanced their understanding of the school. Governors have a good overall insight into the quality of teaching and learning and the personal development of pupils, though first-hand knowledge is limited to a small number of governors who make more frequent visits to meet pupils and staff. The process of recording and evaluating the effectiveness of the school's policies and procedures is rigorous. Governors uphold their responsibilities regarding child protection, safeguarding children, welfare, health and safety assiduously and knowledgeably.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.6 Committed and enthusiastic senior leadership reflects the school's aim to appoint, develop and retain a dedicated and high quality staff to support all aspects of school life in line with its policies and procedures. Since the previous inspection, the school's management has been substantially re-organised to good effect and the senior leadership team further strengthened. This has helped to create a significantly more open, consultative and dynamic style of leadership which has, for example, aided the transition of pupils between the four departments of the school. A very small minority of parents indicated dissatisfaction with the leadership of the school in their responses to the pre-inspection questionnaire, though in discussion with parents, from other positive comments in the questionnaires and from

observation of leadership and management processes, inspectors could find no evidence to support this view. The school has responded to recommendations made in the previous inspection by developing further the formal monitoring and evaluation of subject departments and by rationalising the existing systems for the assessment and recording of pupils' work.

- 5.7 A number of new initiatives linked to systematic appraisal and continued professional development have been successfully implemented, placing an emphasis on the value of sharing good practice in the classroom. Staff professional development needs are addressed through whole-staff training that takes place regularly throughout the school year, and particular courses that cater for individual staff needs. All staff new to the school, including those in the EYFS, receive effective general induction linked to a year-long probationary period and engage in suitable training for their roles and responsibilities which includes safeguarding, welfare, health and safety.
- 5.8 The smooth day-to-day running of the EYFS provision is carried out well and sets clear priorities for improvement and development, with a strong focus on the well-being and personal achievement of each child. Self-evaluation is undertaken through regular EYFS staff meetings and staff monitor the curriculum programmes regularly. Assessment through observation is rigorous and used effectively to guide planning and target the next steps for children's learning.
- 5.9 Throughout the school, self-evaluation and strategic development planning have been used well since the previous inspection and enable staff at all levels to identify where the school is strong and where improvement is necessary. However, curriculum planning lacks cohesion and consistency in structure across and between all subjects. Class teachers are well supported by curriculum and pastoral leaders who listen to their views and opinions, both at regular formal meetings and more informally, as appropriate. The management of the pastoral care of pupils is excellent and provides clear and effective lines of communication between the four sections of the school.
- 5.10 Informative staff handbooks for each section of the school afford all staff useful guidance regarding school policies and routines. Key policies, including those for health and safety, safeguarding and child protection are regularly monitored and updated as required by senior staff. School administration systems are cohesive and efficiently organised. Arrangements for checking the suitability of staff, supply staff and governors to work with children are excellent, and a central register of staff is maintained to a high standard. The school secures well-qualified and committed staff who are encouraged to contribute to the wider school community.
- 5.11 The high quality of the educational experience provided and pupils' excellent achievement and personal development demonstrates that the school's leadership understands the needs of all its pupils, including the most able, those with SEND and EAL, and those with statements of special educational needs. Leadership is responsive and thoughtful, whilst offering a very clear sense of purpose and direction.
- 5.12 There is an excellent partnership between the school and parents. The majority of parents expressed considerable satisfaction with the education and care their children are receiving. The school maintains regular beneficial contact with parents through various formal and informal communications, including having available all required information. In addition, there are effective mechanisms for consultations

with parents and pupils through annual questionnaires. In the EYFS, positive links have been forged with parents, who are delighted with all aspects of the provision and with the opportunity they have to contribute to their child's learning. Regular formal and informal communications, consultation meetings, workshops and a detailed end-of-year report keep parents well informed of their child's progress.

- 5.13 All staff throughout the school are now contactable by email and most parents are appreciative of this and their prompt responses to any messages left. The pupil's planner, which is signed and checked by both parents and staff on a daily basis, is an excellent communication tool throughout the whole school. The weekly newsletter that is now distributed by email includes photographs and reports of all that has taken place in the previous week, along with important information for the coming week. The school has an open-door policy and there is regular contact with parents at both the beginning and end of the school day, when a senior leader is always available outside.
- 5.14 Parent representatives meet on a termly basis and all items discussed are minuted and dealt with by the school. A very effective parents' association arranges many social and fund-raising events which recently have included a fireworks night, Christmas Fair, quiz night and the May Fair. The school invites parents to attend numerous events during the year including the harvest festival and the school carol service, as well as many musical, sporting and drama events. In addition, the school invites parents to curriculum evenings for each year group and a future schools' evening attended by over fifty senior schools. Parents are extremely appreciative of the opportunities they are given to be involved in these events at the school.
- 5.15 In responses to the pre-inspection questionnaire, a small minority of parents indicated unhappiness with the information provided about their child's progress. Inspection evidence did not support this view. Reporting is regular and detailed. Older pupils receive weekly grades and all pupils receive two interim reports, one full report with grades and targets, and two parents' consultation evenings. A few parents also indicated that their concerns are not handled well. The inspection team found that the school has a clear and succinct complaints procedure that is appropriately detailed, and any concerns are dealt with promptly, courteously and with consideration. All written complaints are logged in detail and stored securely.

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