



INDEPENDENT SCHOOLS INSPECTORATE

PROSPECT HOUSE SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Prospect House School

Full Name of School	Prospect House School
DfE Number	212/6384
Address	Prospect House School 75 Putney Hill London SW15 3NT
Telephone Number	020 87800456
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Email Address	info@prospecths.org.uk
Head	Mrs Dianne Barratt
Managing Governor	Mr Alex Rentoul
Age Range	3 to 11
Total Number of Pupils	240
Gender of Pupils	Mixed (116 boys; 124 girls)
Numbers by Age	3-5 (EYFS): 66 5-11: 174
Number of Day Pupils	Total: 240
Head of EYFS Setting	Mrs Sophia Excell
EYFS Gender	Mixed
Inspection dates	5th to 8th March 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 April 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 members of staff and with one of the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions, informal concerts 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 Christopher Sanderson

Mr Larry Fairclough

Ms Jane Stevens

Mr Richard Balding

Reporting Inspector

Team Inspector (Head, IAPS school)

Team Inspector (Senior Leader, ISA school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Prospect House School began as a nursery school in Barnes in the 1960s before moving to Putney Hill in 1991 and re-opening as a co-educational preparatory school. It is one of a group of three independent preparatory schools in West London in the House Schools Group, governed by three brothers who are its proprietors. It occupies accommodation that was once residential. The school accepts boys and girls between the ages of three and eleven. It has recently acquired a further property nearby, which currently houses the Early Years Foundation Stage (EYFS) for children from the ages of 3 to 5 in a newly-refurbished section. When building work on the final wing is complete, as intended by September 2013, the enlarged new premises will also accommodate pupils in the rest of Lower School, Years 1 and 2, with the Upper School, Years 3 to 6, remaining in the original premises. Since the previous inspection, the school has expanded its senior leadership team.
- 1.2 The school aims to provide a friendly and welcoming environment, in which courtesy, kindness and respect are fostered. It strives to offer a broad-based curriculum, including extra-curricular activities, which facilitates the acquisition of knowledge and skills to equip pupils for the future as active, confident and responsible members of a rapidly developing society. The school seeks to enable all pupils to reach their potential, develop a positive attitude to learning and value teamwork and co-operation. It aims to nurture the pupils' creativity and develop their politeness, initiative, independence and concern for others and the environment.
- 1.3 At the time of inspection there were 240 pupils on roll, with roughly equal numbers of boys and girls. This includes 66 pupils in the EYFS, of whom 26 attend part-time and three full-time in the Nursery, and 37 pupils attend full-time in Reception. There are 174 pupils in Years 1 to 6.
- 1.4 Many pupils live locally and others come from surrounding boroughs. Most pupils are from families with professional backgrounds. Many different cultural origins are represented in the pupil population. The school has identified 38 pupils for whom English is an additional language (EAL). For the large majority, the school deems that their level of English is sufficiently high for them to engage in the life of the school without individual tuition. Three receive extra support for their English. Of the 62 pupils identified as having special educational needs and/or disabilities (SEND), 45 receive specialist learning support from the school. No pupil with a statement of special educational needs attends the school. The ability profile of the school is above the national average.
- 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 Achievement and learning are excellent throughout the school and have improved since the previous inspection. Pupils demonstrate strengths in literacy, numeracy and reasoning and significant creativity in art-work, information and communication technology (ICT) and music. Physical skills develop to a high level. A rigorous, broad and well-balanced curriculum provides extremely well for all pupils, whose attitudes to learning are exemplary. An outstanding range of extra-curricular activities, visits and trips supports pupils' learning strongly. High quality teaching and effective assessment procedures facilitate the pupils' excellent progress. Work is well matched to the needs of the pupils. Pupils with SEND and EAL make significant progress as a result of the strong support provided.
- 2.2 Pupils' personal development throughout the school is excellent. They have high levels of inter-personal skills, confidence and self-esteem. They reflect very well on the non-material aspects of their lives and show great compassion for those in the global community who are less fortunate than themselves. They develop a broad awareness of their own and other cultures. Pastoral care is excellent. Pupils talk readily with their teachers and feel safe. Outstanding behaviour and respect contribute strongly to their learning. The school has successful measures to prevent bullying. Healthy living and regular exercise are strongly promoted. Pupils co-operate well and support and care for one another. Welfare, health and safety are excellent. Procedures are clearly reflected in practice, ensuring a safe and supportive environment. Safeguarding is thorough and effective. A high level of health and safety awareness results in secure measures to reduce risk from fire and other hazards. Suitable medical facilities ensure strong provision for pupils who are ill.
- 2.3 Governance is excellent, bringing a breadth of experience and taking a close, supportive interest. Frequent contact ensures an excellent oversight, enabling the school to meet its aims and the fulfillment of its statutory responsibilities. A detailed insight into the school results in well-focused challenge and the opportunity for the leadership to review and reflect. Excellent leadership and management in all sections of the school facilitate fulfilment of the aims of the school. Leadership has responded well to the recommendation at the previous inspection to refine the system for monitoring the work of the school. Close monitoring of teaching ensures that it is stimulating and provides appropriate challenge, motivating pupils to achieve their best. A carefully considered system of staff appraisal is not yet fully established and not all staff currently benefit from a formal review of their practice. Staff welfare is a priority and leadership ensures strong support. Links with parents are excellent. Parents are well informed and involved in school activities through the parents' association. Regular parents' evenings and reports provide detailed information on children's progress. Parents are extremely positive about the school and give particular praise for its communication, ICT, music, the excellent quality of pastoral care and children's happiness at school.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendation for further improvement

2.5 The school is advised to make the following improvement.

1. Fully establish the current appraisal system to enable all staff to benefit from a regular review of their performance.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Pupils' achievements and learning are excellent across the school.
- 3.2 The school fulfils its main aim of offering a broad-based curriculum in order to facilitate the acquisition of knowledge and skills to equip pupils for the future as active, confident and responsible members of a rapidly developing society. Well-focused action by the school ensures that pupils achieve high standards in their academic work and extra-curricular pursuits.
- 3.3 Pupils' strong literacy and numeracy skills develop from an early age. The quality and standards of the EYFS are excellent. Children make substantial progress in all areas in relation to their starting points. By the end of Nursery, children can count and order numbers up to ten and recognise two-dimensional shapes. They know phonic sounds, are able to write their own name and use a computer to navigate programs. At the end of Reception, children exceed the expectations of the Early Learning Goals; they write simple sentences, read at a level above their chronological age, understand the numerical values of coins and use these to perform simple addition and subtraction sums. They enjoy using a computer confidently to investigate symmetry and are confident in the use of programmable toys and digital cameras. A project on North American Indians engaged them in role-play and creative and imaginative development. The children work industriously and enjoy choosing from the wide selection of construction kits that develop their problem-solving and manual dexterity skills.
- 3.4 Throughout the school, pupils demonstrate extensive reasoning powers, as seen when working out English derivations of Latin words, and develop excellent listening and speaking skills, as observed when they were discussing complex sentence construction following a museum visit. They make well-reasoned predictions and test these in science; investigative work on magnets was very perceptive. Their considerable creative abilities are shown in their imaginative art-work and their contribution to the wide range of musical ensembles and choirs that so enrich the life of the school. Physical skills develop well from an early age through regular specialist instruction. This results in success in local tournaments in football, hockey and other sports, such as judo, demonstrating the high levels achieved overall, with some pupils progressing to represent county teams. Pupils use ICT successfully in a wide range of subjects, not only drawing on it for independent research in science, but also arranging an assembly using presentation software, which included digital film sequences that they had produced.
- 3.5 Beyond the classroom pupils enjoy success in a wide range of extra-curricular activities in which they achieve highly in relation to their age. In addition to their considerable success in various sports, pupils engage confidently in musical activities, where the standards achieved, particularly in choral singing, are very high. A large proportion of pupils learn a musical instrument, with significant numbers gaining passes at merit and distinction level in their individual instrumental exams. A high proportion of music scholarships are gained to independent secondary schools and pupils have gained places in a national children's orchestra. Pupils participate eagerly, achieving a particularly high standard of performance, in ambitious major school productions. Pupils with SEND achieve high standards; they gain recognition for their achievements in assemblies and develop the necessary strategies to meet

the challenges they face, enabling them to play a full part in the life of the school and continue successfully in their secondary education.

- 3.6 The following analysis uses the national data for the years 2009 to 2011. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of 11 have been high in relation to the national average for maintained primary schools. The school provides a rigorous curriculum for all pupils, which includes work at a high level in all subjects. This level of attainment indicates that pupils of all abilities and backgrounds, including the most able and those with SEND or EAL, make excellent progress. Almost all pupils continue at the age of eleven to their first choice selective independent school, a large proportion gaining academic or specialist awards.
- 3.7 Pupils' attitudes to learning are excellent; they take pride in both their own achievements and the success of others. They are well-organised and most industrious in their studies; they listen hard and are keen to take part in any class activity, whether it is answering a question, suggesting a new idea or carrying out independent research. In all aspects of school life, pupils co-operate extremely well.

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

- 3.8 The school's curricular and extra-curricular provision is excellent.
- 3.9 Curricular provision is very effective in covering all the required areas of learning. It is enhanced by specialist teaching and additional subjects such as French from Nursery onwards and Latin in Years 5 and 6. The curriculum makes an excellent contribution to pupils' learning and achievements, fulfilling the aims of the school. Thorough curriculum planning ensures that pupils acquire the knowledge, understanding and skills they require for the next stages of their learning. Pupils in Year 6 are exceptionally well prepared for their future schools, both socially and for their entrance examinations. Throughout the curriculum, pupils at all ages use the school's extensive ICT resources to enhance their learning and develop strong independent research skills. A thorough programme of personal, social, health and citizenship education (PSHCE) strongly supports the pupils' personal development. Pupils' understanding is further enhanced by cross-curricular links in many subjects. A focus on Tudor explorers, for example, permeated the pupils' learning in ICT, mathematics, music, art and design and technology.
- 3.10 The curriculum is extremely well-matched to the different ages and abilities of the pupils. In meeting the needs of the range of children who attend the EYFS, the provision is excellent. The detailed educational programmes enable the children to make substantial progress in all areas of learning. A range of interesting activities is always available to promote enthusiasm and encourage children to widen their vocabulary, for example, when they were investigating outer space; children made a large contribution in the planning which led to a range of activities and investigations which they enjoyed hugely, enabling them to develop their creativity and problem-solving skills.
- 3.11 Grouping according to ability in English and mathematics in older year groups enables teaching to be much more focused on the pupils' differing capabilities. Provision for pupils with SEND is excellent, ensuring that they are supported very well in their learning. They receive highly effective guidance and one-to-one support from specialist teachers; close monitoring and extensive communication with class teachers ensure that the pupils are particularly well supported both in individual

lessons and the classroom environment. The work set is closely tailored to match the pupils' range of abilities, ensuring that their particular needs are met. Additional challenge for the most able through well-focused extension work furthers their understanding, knowledge and skills. In a mathematics lesson, graded problems on telling the time challenged the more able, while those pupils who were finding the concept more difficult to understand undertook appropriate activities to support their learning.

- 3.12 The academic curriculum is supported by excellent extra-curricular provision. A wide range of activities enriches and broadens the pupils' educational experiences. The extensive programme includes activities such as cookery, gymnastics, photography, and drama. Pupils benefit greatly from a wide-ranging physical education (PE) and games programme, which provides specialist teaching in many different sports. The school makes excellent provision for extra-curricular music. Pupils of all levels of experience regularly sing and play in ensembles, assemblies and informal concerts.
- 3.13 The curriculum is further enriched by a variety of visitors to the school and visits by pupils to places of interest, including museums, art galleries and residential trips. Visits from the fire brigade, police and charitable bodies all enrich learning and develop the pupils' understanding of the world around them. Pupils benefit from the school's positive links with the community and develop an awareness of the local and wider community by initiating fund-raising activities, including supporting a nursery school in The Gambia. Local links are strengthened further through the carol service in a local church and connections with the local bookshop, which arranges for authors to visit the school.

3.(c) The contribution of teaching

- 3.14 The quality of teaching is excellent.
- 3.15 Throughout the school, skilful teaching enables pupils to make strong progress in relation to their abilities and ensures that pupils develop their skills and increase their knowledge and understanding in all subjects, in line with the aims of the school. Lessons are very well planned and are based on the teachers' thorough understanding of the pupils' needs. The marking of pupils' work is of very good quality. In most instances it contains encouraging comments, suggestions for improvement and appropriately set targets for pupils to achieve. Teaching is strongly supported by a range of on-going assessments. Teachers make good use of data concerning pupils' progress to enable them to plan their own teaching. The electronic system for recording assessment in the EYFS is a strength of the setting as it allows detailed progress of each child to be stored and used in planning next steps in learning, as well as identifying those who need extra support or more challenging tasks. It also enables the careful monitoring of children with SEND and EAL, highlighting exactly what is required in the way of support.
- 3.16 Throughout the school, teachers know their pupils well and the excellent relationships between teachers and pupils, along with good adult to pupil ratios, enhance the quality of teaching considerably. The best lessons are taught at a brisk pace, where enthusiastic teaching, effective questioning, and an appropriate range of activities enable pupils of all abilities and aptitudes to make rapid progress. A wide variety of teaching styles engages pupils and they maintain their concentration and levels of interest. This was exemplified in a PSHCE lesson, where pupils were engaged in discussions in pairs, asking each other questions and were actively

involved in their learning. Skilful use of interactive whiteboards and fluent use of ICT contribute strongly to stimulating lessons, which are beneficial to pupils' learning and ensure significant progress throughout the curriculum. Teaching resources are of very good quality and help teachers to produce thought-provoking lessons which enthuse pupils and maintain their interest. For example, in the construction of their wooden go-karts pupils learnt how to use a power drill and saw safely and accurately. The plentiful supply of appropriate resources in the EYFS, together with a balance of adult-led and child-initiated activities, enable children to respond well to the high expectations of the staff. The imaginatively designed outdoor play areas and regular PE sessions enhance their physical development and their ability to be independent, make choices, take risks in a safe environment and learn to interact sociably with others.

- 3.17 Teaching benefits strongly from regular discussion between colleagues who teach the same pupils for different subjects. Teachers' subject knowledge is excellent. Most lessons are characterised by lively and enthusiastic teaching, appropriately set tasks, the effective use of resources and perceptive questioning to challenge the pupils and develop their understanding. The use of specialist teachers in subjects such as music, PE, ICT, art and design and technology engenders high expectations which enable pupils to make significant progress.
- 3.18 Teaching successfully engages pupils and fosters their independent learning. In a history lesson about the Aztecs, for example, the teacher, playing the role of Henry VIII, ordered the class to Mexico to compare the Aztec city of Tenochtitlan to London during the fifteenth century, using picture evidence. Well-qualified learning support staff have an excellent understanding of how to use assessment data to recognise pupils' individual needs. Such needs are identified promptly, resulting in well-researched support for the pupils and class teachers, and the regular monitoring and review of progress. The learning support department keeps parents well informed of their child's progress. The majority of the pupils with EAL have a good command of English and participate fully in class activities. The few whose English is less well developed are supported strongly by specialist teaching.

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 aims, for pupils to develop a sense of moral values, respect for the ideas and beliefs of others and to develop a range of desirable personal qualities, such as politeness and concern for their peers, are met extremely effectively. Pupils are confident, caring and courteous. They show high levels of consideration for one another and respect for adults. Pupils have a genuine concern for each other's welfare and show healthy respect for each other's differences. In the EYFS, the children's personal, social and emotional development is excellent and they work well together, sharing happily and taking turns. Their behaviour is exemplary and they listen to and respond to instructions from adults carefully. Children are happy within the setting, as can be seen in the way they readily talk to adults and trust in the support provided by the staff in a secure environment.
- 4.3 The pupils' spiritual development is excellent. They are self-aware and confident, and these qualities are developed through assemblies, PSHCE, religious education and other lessons. They reflect perceptively on their learning and behaviour and articulate their thoughts and feelings in a mature manner. In a class assembly, pupils spoke, sang and acted confidently; their high sense of self-esteem was evident during their presentation. Throughout the school, pupils respond enthusiastically to discussions in class and reflection on issues such as the differences between people and the uniqueness of each individual. Pupils enjoy many spiritual experiences; for example, some of the youngest pupils were excited and enthralled by looking at their aqua dragons. Pupils have a strong understanding of the practices and principles of Christian worship and discover the main themes of other world faiths.
- 4.4 Moral development at all ages of the school is excellent. Pupils have a strong sense of right and wrong, and understand the reasons for the rules which guide their behaviour. The golden rules, the school's code of behaviour, are recognised, respected and followed throughout the school. Pupils are keenly aware that they are responsible for their own actions and show an appreciation of how these can affect others. In discussion they talked intuitively about the need for considerate behaviour on the playground. Pupils develop their moral awareness further, for example in considering the ethical implications of one of Aesop's fables. They have a strong sense of fairness and enjoy sharing in each other's successes, in class and in assemblies. As they move around the school pupils are unfailingly polite and helpful toward each other, the school staff and visitors.
- 4.5 Excellent social awareness is evident in the ease with which pupils talk and interact with adults and each other. Older pupils take on responsibilities as house captains, sports captains and in other supporting roles, which they carry out with diligence. They take a keen interest in ensuring the well-being of younger pupils. Pupils share their ideas through the school council, to which representatives from each class in Years 3 to 6 are elected. Pupils are knowledgeable about public institutions and services and respect the diversity of backgrounds of people living in the United Kingdom.
- 4.6 Pupils' cultural awareness and understanding are excellent and they experience and appreciate many different cultures. Pupils' developing awareness of their own and

others' backgrounds strengthens through learning about the Chinese New Year celebrations and visits to the British Museum. Pupils' inspirational art work is stimulated by festivals such as Mardi Gras and visits to galleries, all of which generates vibrant and informative displays around the school. Pupils demonstrate a clear understanding of and a tolerance towards the faiths and customs of other cultures. Pupils' personal development is excellent by the time they leave school.

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

- 4.7 The quality of pastoral care is excellent.
- 4.8 High levels of mutual respect, co-operation and concern for others, shown by pupils and staff alike, enable pupils to feel secure and relaxed in school and contribute to their high levels of personal development. Positive, supportive relationships, both between staff and pupils and amongst the pupils themselves, form an outstanding foundation for the learning and welfare of all members of the thriving and cohesive school community. Provision in the EYFS for the children's well-being is excellent. High priority is given to their happiness, health and safety so that children form strong relationships with each other and with adults developing their independence. Each child's 'key person' is important in this development. Procedures to help Reception children in the transition to Year 1 include a handover day in the summer prior to the move, electronic transfer of progress information and an incremental move towards more directed teaching.
- 4.9 Through their PSHCE and science lessons, children gain a good understanding of healthy living and healthy eating. Extensive participation in school's sporting programmes within and beyond the curriculum ensures that pupils engage regularly in exercise and understand its role in staying healthy. Children in the EYFS also learn the benefits of healthy eating and exercise as prerequisites of a healthy lifestyle.
- 4.10 The school is highly successful in promoting good behaviour; breaches of the code of behaviour are extremely rare and are dealt with fairly and constructively. Very effective measures guard against bullying. Its success in ensuring excellent behaviour is seen in the consistently high levels of courtesy and consideration, which ensure a calm atmosphere conducive to learning. Teachers know the pupils well and share responsibility for their support. The sharing in daily staff briefings of changes in circumstance or temporary problems ensures prompt awareness and a sensitive response to those in need of care.
- 4.11 In the playground, older children actively seek to support younger ones. Positive discussions in class focussing on friendship, helping each other, being sensitive to one another's feelings and good ways to build bridges, cement a fully integrated community with a high level of awareness. Pupils clearly appreciate this work, particularly those with individual needs or weaker social skills, who are also carefully nurtured by learning support staff. The school has an effective three-year plan to improve educational access for pupils with SEND.
- 4.12 Pupils readily take individual concerns to any teacher, including the head and deputy. They find the staff very approachable and always prepared to listen. Pupils commented in discussion that their opinions are sought and valued. Pupils express their views lucidly and with confidence. Communicating their ideas through class delegates to the regular school council meetings has resulted in several innovations, including increased playground equipment.

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

- 4.13 The arrangements for welfare, health and safety are excellent.
- 4.14 Detailed policies and procedures are clearly reflected in practice, ensuring that the school meets its aim of enabling pupils to enjoy a safe and supportive environment. The school takes a particularly thorough and effective approach to safeguarding children, under the careful leadership of highly experienced staff and the close monitoring of the proprietors. Training in safeguarding is undertaken as required.
- 4.15 In both the EYFS and the main building, the school undertakes all necessary measures to reduce risk from fire, including regular testing of equipment, staff training and evacuation drills. These are evaluated closely, resulting in any necessary improvements being effected promptly. A diligent approach to the assessment of risk and the monitoring of premises and facilities on both school sites ensure that the risks from other hazards are carefully managed. Induction procedures for new staff are very thorough and include training in safeguarding, fire evacuation and general matters of safety.
- 4.16 Staff have a high level of health and safety awareness. Children in the EYFS learn what they need to do to keep themselves safe, developing hygienic routines. This reflects how, throughout the school, the arrangements for welfare, health and safety contribute strongly to the pupils' personal development. Staff are vigilant in ensuring the pupils' safety, both on site and on off-site visits, for which detailed guidance is provided. In the recent development of additional premises, the school has paid particular attention to ensuring health and safety, and to the safe transit of the small number of pupils who walk to the upper school building once a week for extra-curricular activities. All staff undertake first aid training, several key staff having a higher level of qualification. Together with appropriate medical facilities and clear procedures for the administration of medication, this ensures excellent provision for pupils who are ill or injured. Relevant staff training and excellent communication between staff contribute strongly to ensuring that the school makes high quality provision for pupils with individual medical needs or SEND. Admission and attendance registers are completed in accordance with requirements.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is excellent.
- 5.2 Throughout the school, including in the EYFS, the proprietors bring a breadth of experience, including legal and educational expertise, and take a close, supportive interest in the operation of the school. All three directors of the proprietorial company play an active role in the governance of the school. One director, as managing governor, takes prime responsibility and maintains frequent contact with the head and staff, ensuring that governance secures an excellent oversight of the life of the school. Close monitoring on a daily basis and direct involvement in areas such as finance, staff training and future development, enable the proprietors to fulfill their responsibilities and the school to meet its aims.
- 5.3 Through excellent communication with the school's leadership, the proprietors facilitate and monitor high educational standards and ensure wise financial investment in staff, resources and accommodation. Regular contact and support provide the leadership with well-focused challenge and stimulus, as well as the opportunity to review and reflect.
- 5.4 The proprietors are highly effective in fulfilling their statutory responsibilities, notably in the regular evaluation and review of the school's safeguarding procedures and practices, and in securing a healthy and safe environment for pupils and staff.

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

- 5.5 The quality of leadership and management is excellent.
- 5.6 The senior leadership and subject co-ordinators provide high quality leadership and management. They enable the teaching staff to work together cohesively to fulfil the aims of the school and its regulatory responsibilities. The leadership and management of the EYFS are excellent. The astutely refurbished facilities and plentiful resources, together with regular visits to the setting, are evidence of the considerable support provided by the school's leadership and proprietors.
- 5.7 Throughout the school, the leadership communicates its strong vision successfully to the rest of the teaching staff and entuses them to echo these principles in all aspects of their work. The caring EYFS team shares the clear ambitious vision for continued development and meets regularly to evaluate the effectiveness of the setting, also noting progress of individual children, to plan the next steps in their learning. Throughout the school, pupils gain considerably from the excellent management of teaching and learning, and from the leadership's focus on developing confident, responsible, considerate pupils, alongside consistently high standards of pastoral care. The leadership in the EYFS ensures that children are cared for extremely well in a welcoming, safe and stimulating environment. Safeguarding practices contribute strongly to the close attention paid to pupils' welfare, observed throughout the school.
- 5.8 The senior leadership team meets regularly to discuss all aspects of the school's performance and development, critically evaluating procedures in relation to its

vision that pupils deserve the best possible education. Constant self-evaluation in the EYFS is evidence of a strong commitment to continuous improvement.

- 5.9 The school has responded positively to the recommendation made at the previous inspection; it has successfully refined and developed its systems for monitoring the work of the school. Careful self-evaluation, undertaken by all teachers, the collaborative planning and support of experienced subject co-ordinators and senior teachers, observations of one another's lessons and regular analysis of pupils' work and progress all enable teachers to improve their practice in a supportive, co-operative atmosphere. Such measures have improved the quality of teaching and learning and enabled the school's leadership to maintain high standards. A system of appraisal has been developed but is not yet fully established and not all staff currently benefit from a formal review of their practice. The EYFS setting has built further upon the strengths noted at the previous inspection; improvements include new premises, better monitoring and planning, together with effective training of instrumental music teachers and other part-time specialist staff in the particular requirements of EYFS framework.
- 5.10 The high quality of teaching and learning is achieved through the leadership's insistence on meticulous lesson planning, ensuring structured and stimulating lessons and appropriately challenging learning situations, which motivate pupils to achieve their best. Leadership secures high quality teachers, assistants and support staff, who are well supported by the conscientious management team, ensuring high staff morale; teachers are happy at the school, resulting in a stable staff who make a significant contribution to school life. The recruitment of staff is undertaken with rigour. Staff welfare is a priority for the leadership, who seek to anticipate staff needs and to relieve the pressures on class teachers as much as possible. Teachers appreciate the strong support from the leadership, to whom they turn readily for help and advice.
- 5.11 A strong work ethic is firmly embedded through leadership by example; the leadership and subject coordinators maintain high expectations for all teachers, to sustain consistently high standards. This creates an excellent sense of shared, corporate responsibility and engenders dynamic teamwork. All staff have personal action plans and are strongly encouraged to contribute ideas for school improvement. The leadership team clearly values the staff and is fully aware of their invaluable contribution to the success of teaching, learning and pupil welfare. Continuing professional development, through both external and in-school training courses, extends professional awareness and expertise, ensuring teachers are suitably trained to meet the needs of all pupils and their safeguarding, welfare, health and safety. Management and staff in the EYFS welcome the support for professional development, attending many training courses run by the school and the local authority. The setting has strong links with local agencies, such as speech therapists, to help children's development where needed.
- 5.12 Links with parents are excellent and the school's leadership places a high priority on ensuring an effective partnership between home and school. The leadership works actively with parents, meeting and greeting them at the gate every day and working to ensure that parents can communicate with them easily whenever the need arises. Parents in the EYFS are highly supportive of the school and appreciate the daily two-way communication; the message book in Nursery, for example, lists the proposed topics and shows how parents can help at home. Parents also welcome the regular reports about their child's achievement and progress and informal talks with staff at drop-off and collection times.

- 5.13 Parents of current and prospective pupils receive all the required information about the school. Its e-prospectus on the website provides comprehensive information on the school's aims and the parents' role in helping to achieve these. Parents are reassured that their children's welfare is paramount; telephone calls and e-mails are regularly exchanged to keep them fully informed. A comprehensive introductory guide to the school provides new parents with details about all aspects of school life. Newsletters and the annual school magazines keep parents abreast of school developments and their children's achievements.
- 5.14 Parents can be closely involved in school life through invitations to special assemblies, concerts, performances and in supporting sporting fixtures. Regular parents' evenings provide them with detailed information on their children's work and progress; written records of these and all other meetings are shared with parents to ensure a common understanding of the topics covered and decisions taken. Well-written termly reports provide parents with a full picture of their child's effort, achievement and the next steps for future progress. Parents contribute well to the curriculum through sharing special interests and talents and helping the children learn about and celebrate religious and cultural festivals.
- 5.15 A supportive parents' association provides an active social forum for parents and promotes non-academic events at the school. It raises funds for children's charities, furthering the children's social and moral awareness. Parents assist the school in many valuable ways, including providing form representatives, organising car-sharing, welcoming new parents to the school, accompanying school outings to support class teachers and helping with costumes for school productions.
- 5.16 The school responds with care and attention to any concerns which parents may have. Its complaints procedure is followed carefully when required. Parents are extremely positive about the school. In their responses to the questionnaire circulated prior to inspection, they praised in particular the quality of communication, strong standards in ICT and music, the high levels of respect, courtesy and consideration, the excellent quality of pastoral care and the happiness of their children at the school, their views being consistent with the inspectors' findings.

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