



**INDEPENDENT SCHOOLS INSPECTORATE**

**REDDIFORD SCHOOL**

**INTEGRATED INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Reddiford School

Full Name of School	<b>Reddiford School</b>
DfE Number	<b>310/6063</b>
Registered Charity Number	<b>312641</b>
Address	<b>Reddiford School 38 Cecil Park Pinner Middlesex HA5 5HH</b>
Telephone Number	<b>020 8866 0660</b>
Fax Number	<b>020 8866 4847</b>
Email Address	<b>office@reddiford.org.uk</b>
Head	<b>Mrs Jean Batt</b>
Chair of Governors	<b>Mr Graham Jukes</b>
Age Range	<b>3 to 11</b>
Total Number of Pupils	<b>306</b>
Gender of Pupils	<b>Mixed (174 boys; 132 girls)</b>
Numbers by Age	<b>3-5 (EYFS): 85    5-11: 221</b>
Head of EYFS Setting	<b>Mrs Ally McCabe</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>12 Feb 2013 to 15 Feb 2013</b>

## 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 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](http://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 and one other governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Penny Horsman	Reporting Inspector
Mr Derek Llewellyn	Team Inspector (Former Deputy Head, COBIS school)
Mrs Gillian Proctor	Team Inspector (Head, IAPS school)
Mr Graham Reeder	Team Inspector (Former Deputy Head, IAPS school)
Mrs Sue Bennett	Co-ordinating Inspector for Early Years

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Reddiford School is a co-educational preparatory school for pupils from the ages of three to eleven, situated in Pinner, Middlesex. It was founded by the White family in 1913 to provide a sound Christian education in the Anglican tradition. In 1973 the school became a charitable trust, administered by a board of governors. The aims of the school are to provide an education where each pupil is valued and enabled to fulfil his or her potential, both socially and academically. Whilst still adhering to Christian beliefs and perspectives, the school believes in equality of opportunity for all and welcomes pupils from all cultures and faiths.
- 1.2 The school occupies three buildings, one of which houses the Early Years Foundation Stage (EYFS), for children from the ages of three to five, opened since the previous inspection. Accommodation for the EYFS at that time now houses the pre-preparatory (pre-prep) department, for pupils from the ages of five to seven. This has made available accommodation from the preparatory (prep) department, allowing for specialist teaching rooms for information and communication technology (ICT), science and art.
- 1.3 At the time of the inspection, 306 pupils, 174 boys and 132 girls, were on the roll. Of these, 85 children, 49 boys and 36 girls, were in the EYFS, with 20 attending part-time. The ability profile of the school is above the national average with a number having ability which is well above the national norm and very few pupils having ability which is below the average. Four pupils have been identified as having special educational needs and/or disabilities (SEND) and all receive support from the school. No pupil has a statement of special educational needs. Seventy-two pupils come from families speaking English as an additional language (EAL) but none of them needs support for English.
- 1.4 Pupils come from the local area and their parents work locally or in London. They represent many different ethnic backgrounds that reflect the culturally diverse surrounding area.
- 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 All pupils, from the EYFS upwards, are highly successful in their learning and personal development. The school meets its aims to value every pupil as an individual and to prepare pupils for the constantly changing world in their life beyond the school. Excellent teaching contributes to the pupils' high standards of achievement and progress. Marking is regular, usually with helpful comments on how pupils can improve their work further. The pupils' self-assessment of their work is at an early stage of development. Pupils' attitudes to their work are excellent. Throughout the school, including in the EYFS, they enjoy their learning. They are interested in their studies and appreciate the many and varied opportunities offered to them, both within and outside the excellent curriculum.
- 2.2 Throughout the school, the pupils' personal qualities are excellent. The close-knit community and the warm and caring atmosphere in the school foster pupils who are well mannered and unfailingly polite. Their behaviour is exemplary and they understand that their actions affect others. Pupils reported that they are proud to be at the school. In their responses to the pre-inspection questionnaires, most parents were generally positive, reflecting their strong satisfaction with the education that their children are receiving. The pupils were also positive. A small number of both parents and pupils felt that incidents of bullying are not handled well. Inspection evidence does not support this view. Pupils interviewed reported that should any bullying occur it would be dealt with swiftly, and detailed records are kept. All staff, both teaching and non-teaching, provide excellent pastoral care and their example leads to the purposeful atmosphere that pervades the whole school. Arrangements for ensuring the welfare, health and safety of the pupils are excellent.
- 2.3 The school benefits from the strong leadership provided to the staff at senior management level. Leaders set out clear educational direction and vision for the future development of the school. They have formed excellent links with parents. Since the previous inspection, the quality of marking has improved and policies setting out provision for the most able pupils have been implemented more widely. The distribution of core subjects within the timetable has been considered and some alterations have been made. Governance of the school is good. The governors are committed to the school, play a key part in its development and receive regular reports to inform their discussion. They have excellent insight into the day-to-day life of the school through visiting regularly and receiving presentations from members of staff at every governors' meeting.

## **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. Extend the pupils' use of self-assessment.



### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 Pupils are extremely well educated and highly successful in their learning across all subjects and activities. The school fulfils its aims to motivate pupils to enjoy their learning. In lessons and in their written work, pupils show clear understanding and all make at least good and sometimes excellent progress. The pupils have a marked ability to listen to each other. They read and speak with confidence, whether in a classroom discussion or conversing with adults. Older pupils were able to discuss recent news events logically and clearly. Pupils acquire good mathematical skills from an early age. The oldest pupils were observed applying Pythagoras's theorem to problem solving.
- 3.3 In the EYFS children enjoy their learning experiences, which enable them to make significant progress. All children reach at least the expected levels of attainment in relation to their starting points, with a significant proportion exceeding the Early Learning Goals by the end of their Reception year. They concentrate exceptionally well and enjoy problem solving, such as cutting materials to fit the size of their pancake designs. The youngest children recognise initial letter sounds whilst older children write and read complex sentences. They use mathematical language such as longer and shorter correctly, and can identify three-dimensional shapes.
- 3.4 Throughout the school, pupils' creative skills are clearly evident in art displays, both two- and three-dimensional, which provide stimulus and interest. Pupils achieve well in science and are working at a high level. In ICT they reach good levels of competence, using it for research in some curriculum subjects. Pupils display highly developed physical skills across a range of sports.
- 3.5 When they leave the school at the age of 11, pupils transfer to local independent and maintained schools, and many gain awards for academic achievement or for art, music and drama. Pupils have been highly successful in national mathematics challenges and regional science competitions. Achievement in physical activities includes teams winning local competitions in rugby, football, netball and cross-country, and individuals gaining success in ballet, music and drama examinations.
- 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. Pupils' results in national tests at the age of 11 have been excellent in relation to the national average for maintained primary schools. This level of attainment, together with lesson observation, pupils' written work and curriculum interviews with them during the inspection, indicates that pupils make progress that is good in relation to pupils of similar ability. Results in 2010 indicated that progress was excellent. Those pupils who have been identified as having SEND or EAL often make rapid progress, as seen from scrutiny of their work, for example in English, and from conversations with them. They reported that the additional help which they are given aids their progress greatly. The most able pupils enjoy and make good progress in the challenges that are planned for them and the opportunities for extension work provided across the curriculum.
- 3.7 Pupils thrive in an atmosphere of hard work, enjoyment and effort. Their attitude to their work is excellent and they take pride in both their own achievements and the

successes of others. They sustain high levels of concentration during lessons, maximising the opportunities that are presented to them. They work very well together.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The curriculum covers all the required aspects of learning and enables the school to fulfil its aim to ensure that an appropriate challenge is provided for all pupils. French is taught to the younger pupils and this is replaced by Latin in pupils' final two years. Planning is rigorous across all subjects and departments of the school. A comprehensive programme for personal, social and health education (PSHE) throughout the school focuses on the development of pupils as individuals and includes good provision for citizenship and study skills.
- 3.10 In the EYFS, stimulating and thoroughly planned programmes result in a vibrant breadth of activities that motivate the children to learn with enthusiasm. Children benefit from the use of an excellent range of creative opportunities, such as weaving natural materials in the styles of well-known artists. Specialist staff provide high quality learning experiences to support individual children's needs, including those with SEND and the more able.
- 3.11 The curriculum throughout the school includes challenging and rewarding activities that encourage individuality, initiative and independence, and supports the pupils' achievements. It presents excellent opportunities for developing the pupils' intellectual curiosity; for example, older pupils were given the opportunity to express their own personal feelings in a debate on racism. In their responses to the pre-inspection questionnaire, a very small minority of parents indicated that very able pupils are not given appropriate support. The inspection team found that more able pupils are given additional challenges and work of greater difficulty in, for example, science and mathematics, and respond to these challenges enthusiastically, reaching higher than expected levels of attainment in individual work. Support staff give excellent help within the classroom for those pupils with SEND or EAL, and some pupils have individual lessons to support their learning. Individual plans are written for those who need support and also for those identified as being particularly able. These are used in all curriculum subjects. Focus groups operate before school where the needs of individuals are targeted.
- 3.12 The curriculum is enriched with day trips, for example to historical sites, and a residential visit to an activity centre. Visitors to every section of the school provide the pupils with rich learning experiences, such as when a paralympic athlete spoke about the experience of competing when deaf.
- 3.13 Extra-curricular provision is excellent. A wide-ranging programme, which changes termly, offers the pupils the opportunity to take part in and to try a new challenge. Science, robotics, Mandarin and current affairs are included in this programme and pupils spoke of the variety of activities with enthusiasm. The school has good links with the local community. The local library is used regularly. Visits to nearby places of worship provide good opportunities for pupils to learn about the customs and practices of religions other than their own.

### **3.(c) The contribution of teaching**

- 3.14 The contribution of teaching is excellent.
- 3.15 This meets the school's aim to provide an excellent standard of education that develops motivated and independent pupils who love learning. Teaching is enthusiastic and imaginative, demonstrating the high level of teachers' subject knowledge. It moulds confident, creative and independent thinkers who, throughout the school, make good progress in relation to their abilities. Lessons are characterised by detailed, targeted planning, with skilful questioning, choice of task and activity. Excellent work by teaching assistants supports all pupils, especially those experiencing difficulty with a particular task and those with SEND, and well-planned booster classes offer further support. Lively and challenging work for the most able pupils is a feature of almost all lessons. Teachers, subject co-ordinators and leaders of each department of the school have a secure knowledge of pupil performance and use planning, data and evaluation well when setting high, aspirational targets for pupils. Relationships between pupils and their teachers are excellent and demonstrate mutual respect. Behaviour in lessons is exemplary.
- 3.16 Teachers devise stimulating activities and experiences that capture the interest and imagination of their pupils and bring enjoyment to their learning. The opportunity to smell and compare exotic spices when learning about an Indian street market resulted in high quality writing. A discussion in PSHE on town amenities allowed pupils to empathise and respond thoughtfully to issues facing their community. Excellent teaching in mathematics made a complex geometrical task easier to understand and enjoy. Almost all lessons are delivered with a brisk pace and end with a plenary session when pupils and teachers can discuss what has been learnt.
- 3.17 In the EYFS, highly experienced and knowledgeable staff have an excellent understanding of how young children learn. Effective assessment and observation processes enable staff to monitor children's progress and identify next steps in their learning. An excellent balance of adult-led and child-initiated learning, for both the inside and outdoor environments, excites and motivates the children. Staff have high expectations and use good questioning skills to challenge children's thinking and extend their understanding. An exciting range of resources encourages children to explore and investigate, such as when they used magnifying glasses in the wildlife area to hunt for insects. These skills prepare them well for the next stage in their learning.
- 3.18 Regular and rigorous assessment, detailed record keeping, and skilled analysis and monitoring of individual pupils' attainment inform staff of the next steps in pupils' learning and target setting. Marking is consistently thorough and pupils appreciate the analytical and supportive comments made to guide and encourage them. Marking and assessment have both improved since the previous inspection. However, pupils' self-assessment of their learning is at an early stage of development and is inconsistent across subjects.
- 3.19 Teaching shows good use of resources. Although ICT is used in some subjects, it is still in the early stages of development, especially in the area of control technology.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The spiritual, moral, social and cultural development of pupils is excellent.
- 4.2 This fulfils the school's aim that all pupils are valued and able to develop to their full potential both socially and academically. The pupils understand the focus on the school's Christian ethos, which enshrines values of tolerance, care for others, forgiveness and empathy, within its community, and they are seen to demonstrate these attributes continually. They are happy to voice their opinions, knowing that their views will be respected. Pupils showed that they recognise importance in non-materialistic aspects of life. Displays throughout reinforce pupils' understanding of behaviours learned in school as skills for life.
- 4.3 Pupils develop an exceptional moral sense. In discussing the Ten Commandments, they showed clear understanding of right and wrong. From the EYFS upwards, they have a clear idea of what constitutes good behaviour.
- 4.4 The pupils accept responsibility extremely well, contributing with pride to the community of the school; their social development is extremely good. In the EYFS, the staff work together well as a team and this example supports the children's personal development. As a result, children play co-operatively, take turns when playing games and share toys. Senior pupils take their responsibilities very seriously. Some pupils act as 'playground buddies' and help to resolve difficulties amongst younger pupils at break times. Pre-prep prefects reinforce safe practice such as holding handrails when going downstairs and not running in the corridors. Pupils throughout the school are divided into three houses and older pupils are appointed as house captains; their responsibilities include organising teams for inter-house sports competitions, which they carry out well. The pupils show a high level of responsibility for the world beyond their school, helping those less fortunate than themselves. For example, the school raises money for a project in Uganda and cake sales have been held to support various charities.
- 4.5 The pupils' cultural awareness is excellent; the school respects and celebrates all faiths and cultures. The pupils have a deep understanding of the beliefs and cultural practices of others through their studies and through the multi-cultural mix which makes up the school population. The pupils spoke very positively about a cultural awareness week where parents came in to school and participated in cooking, art and story telling from their own traditions. Pupils of all backgrounds mix happily and harmoniously within the school community.
- 4.6 By the time the pupils leave the school at the age of eleven, their personal development ensures that they are ready for the senior school challenges ahead.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The school fulfils its aims to create an environment where all pupils are valued and enabled to develop to their full potential, both socially and academically, with equality of opportunity, contributing very successfully to pupils' personal development. Form teachers take the lead in pastoral care. Staff know pupils well across the whole school, with many teachers having the opportunity to teach across all departments. Extremely strong relationships exist between staff and pupils and also amongst the pupils themselves. Robust systems are in place for rewards and sanctions, and good behaviour and care for others are rewarded and celebrated. The PSHE curriculum and 'buddy' support schemes provide opportunities for pupils to discuss relationships with each other and with adults. In the EYFS, the provision for children's well-being is excellent. The effective 'key person' system enables children to form emotional bonds with staff, ensuring that they are happy and that their needs are met. They share their thoughts and ideas with confidence.
- 4.9 A healthy lifestyle is encouraged throughout the school, with priority given to physical exercise and healthy eating. All lunches and snacks are brought from home but staff monitor what pupils eat. Foods high in sugar and calories are actively discouraged and pupils are directed towards choosing fruit. Children in the EYFS have many opportunities to enjoy fresh air and exercise in the outdoor areas. They develop their understanding of healthy eating through discussions about fruit and vegetables at snack time.
- 4.10 Arrangements to guard against bullying are appropriate and effective. In their responses to the pre-inspection questionnaires, a small minority of pupils and parents expressed the opinion that bullying is not dealt with effectively. Inspection evidence did not support this view. In discussions with pupils of all ages, they reported that bullying was not a concern and they felt that the school would deal with any difficulties rapidly and constructively. Careful records are kept showing that appropriate action is taken. Pupils consider themselves proud to be at the school. All pupils feel safe and valued by teachers and their peers. Any disagreements amongst pupils are quickly resolved. In questionnaire responses, a small minority of pupils felt that rewards and sanctions given by teachers are unfair. Inspectors held discussions with pupils about this and could find no evidence to support this view.
- 4.11 The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities. In response to the pupils' pre-inspection questionnaire some pupils indicated that they do not always feel they have a voice in the school. However, from observations and discussion with pupils, no evidence to support this view was found. In interviews, pupils reported that the school council is democratically elected and that they feel their requests are listened to and taken seriously.

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

- 4.12 The contribution of arrangements for pupils' welfare, health and safety is excellent.
- 4.13 These arrangements are in line with the school's aims and support pupils' personal development well. All staff who work throughout the school are trained at the appropriate level in child protection for their responsibilities, and the recently amended safeguarding policy has regard to official guidance. The school has good working relationships with local children's services, as shown in documented feedback from them. In the EYFS, children's welfare is promoted effectively and the safeguarding of children is carefully ensured.
- 4.14 All necessary measures are taken to reduce the risk of fire and other hazards, with comprehensive risk assessments covering all areas of school life. Regular fire drills are held and records kept. Staff receive clear guidelines on fire safety. Health and safety procedures are reviewed and checked regularly. Children in the EYFS are taught about keeping safe and are shown how to follow hygienic routines, such as washing their hands before lunch and using tissues to prevent the spread of germs. All staff throughout the school are fully aware of health and safety procedures and pupils are reminded of these in lessons and as they move around the school. Electrical testing is regular and recorded appropriately.
- 4.15 Appropriate medical rooms are situated in all sections of the school and many staff are trained in first aid, including those in the EYFS who are trained in paediatric first aid. Risk assessments for outings and visits are rigorous, and the admission and attendance registers are completed and stored appropriately.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent.
- 5.2 The school is strongly supported by governors. Members of the governing body have a valuable blend of experience and expertise. They are successful in providing the stimulus and resources to ensure an effective education in line with the pupils' needs and the school's aims. Governors exercise prudent financial control and have ensured that the school benefits from high quality resources and staff. They have oversight of the strategic plan for the development of the school, which includes improvements to playing spaces and buildings, as evidenced in their strong provision for accommodation since the previous inspection. The EYFS is extremely well supported by a governor with specific responsibility for the youngest children, who visits regularly and meets with staff, and reports back to the full board so that it has effective insight into this department.
- 5.3 Governors are aware of their legal responsibilities and the full board annually reviews policies and procedures for safeguarding, safer recruitment, and welfare, health and safety. They are well informed about the school, receiving presentations from members of staff at the start of every governors' meeting. They visit the school regularly and meet the staff both formally and informally. They have a good insight into the daily life of the school and the learning and achievements of the pupils.

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

- 5.4 The quality of leadership and management is excellent.
- 5.5 The school fulfils its aims to ensure that all pupils are valued and enabled to develop to their full potential, both socially and academically. Pupils are inspired to reach the highest standards of which they are capable. Their excellent personal qualities and the high level of their achievements are a direct result of the ethos that has been created by the senior management team. In responses to the pre-inspection questionnaire and in interviews, pupils reported that they enjoy being at the school. A sharp focus exists for future and continuous improvement, and the school's leadership provides clear educational direction. Priorities have been identified through self-evaluation and discussion with staff. Plans and procedures are highlighted by subject and department leaders and these feed into the comprehensive and detailed school development plan. Leadership has ensured that the recommendations from the previous inspection have been implemented. Marking has improved through the identification and sharing of good practice and regular monitoring. Clear policies ensure full and consistent implementation of provision in the classroom for the most able pupils. The distribution of core subjects in the timetable has been reviewed.
- 5.6 All required policies are monitored regularly by senior staff. All staff and governors have been checked appropriately on appointment and these checks are recorded correctly on the single central register. Staff throughout the school are trained in safeguarding, welfare, health and safety. Numerous opportunities are provided for staff professional development. Leadership and management in the EYFS are excellent. Senior managers regularly monitor the programmes of learning and have

a thorough understanding of the statutory learning and development requirements. Since the previous inspection, effective improvements have been made to the ways in which staff plan and assess children's learning. These developments demonstrate the setting's strong commitment to continuous improvement to ensure the best possible outcomes for individual children within a safe and welcoming environment.

- 5.7 The quality of links with parents, carers and guardians is excellent. The school is conscientious in maintaining constructive relationships with parents so that together they contribute to the fulfilment of its aims, in the interests of pupils. Parents are kept well informed of the work of the school through the newsletter *Reddiford Read* and curriculum information, as well as electronic messaging, which is particularly valuable for communication in emergencies. A small minority of parents expressed dissatisfaction in response to the pre-inspection questionnaire regarding information about their children's progress. The inspection team found no evidence to substantiate this concern. Parents of pupils in every year group are invited to a meeting at the start of each year where the curriculum expectations and educational approach are explained. Clear communication channels are explained to parents who thus know whom to contact. Three parents' consultation evenings are held each year and on Fridays all staff are available in the playground after school if parents wish to speak to them. Parents receive two written reports, the first at February half term and the second in the summer term. Reports are clear and constructive but do not always include target setting. Careful records are kept of any concerns expressed by parents and of the action taken. An appropriate procedure for handling parents' complaints is available.
- 5.8 In the EYFS, opportunities are provided for children to share their home successes, and parents appreciate the availability of staff at the beginning and end of the school day to share information and discuss their children. Regular parents' information meetings and progress reports ensure that parents are kept well informed about their children's achievements. Effective induction sessions help children to settle quickly into the setting's routines. Parents commented on their children's happiness and exceptional progress, and the high quality care provided by the staff.
- 5.9 The youngest pupils, including those in the EYFS, have a 'home-link' book in which any communications can be recorded. After their first year in the pre-prep, all pupils have a homework diary in which they record their homework and house points. These books facilitate good personal communication between staff, parents and pupils. In their responses to the pre-inspection questionnaire, parents showed that they are generally satisfied with the education provided for their children.
- 5.10 Parents have very good opportunities to be involved in the life and work of the school, for example in initiatives such as the science careers week, when many talk to the pupils about their work. When a pupil is selected to play in a school team, parents receive a letter with clear information about the arrangements and an invitation to come and support. They are also invited to concerts and productions.
- 5.11 Parents of current and prospective pupils receive all the required information about the school and its policies, either in hard copy through the school prospectus or from the school's website.

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