



INDEPENDENT SCHOOLS INSPECTORATE

ST DAVID'S SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	St David's School
DfE Number	306/6068
Registered Charity Number	669613
Address	St David's School 23-25 Woodcote Valley Road Purley Surrey CR8 3AL
Telephone Number	020 8660 0723
Fax Number	020 8645 0426
Email Address	office@stdavidsschool.co.uk
Head Teacher	Ms Cressida Mardell
Chair of Governors	Mr Douglas Brown
Age Range	3 to 11
Total Number of Pupils	145
Gender of Pupils	Mixed (81 boys; 64 girls)
Numbers by Age	3-5 (EYFS): 31 5-11: 114
Head of EYFS Setting	Mrs Tessa Hartfield
EYFS Gender	Mixed
Inspection dates	09 Oct 2012 to 12 Oct 2012

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in October 2008.

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

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and the EYFS 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

Mr Adrian Palmer

Mr Graham Gorton

Mrs Deborah Buckenham

Reporting Inspector

Team Inspector (Headmaster, ISA school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St David's School is a co-educational, Christian preparatory school for pupils from the ages of three to eleven. It was founded in 1912. The school became a charitable trust in 1963 and is now administered by a board of governors. The school is in a residential, tree-lined road in Purley. Most pupils come from professional or business families with a variety of cultural backgrounds, including European, African and Indian origins, and live within ten miles of the school. Since the previous inspection, there have been changes of chair of governors and of head teacher, and the senior leadership of the school has been restructured.
- 1.2 At the time of the inspection, there were 145 pupils on the roll, of whom 31 were in the Early Years Foundation Stage (EYFS). In total, 45 pupils were in Years 1 and 2, and 69 pupils were in Years 3 to 6. There were 64 girls and 81 boys. Eleven pupils have been identified as having special educational needs and/or disabilities (SEND), and receive additional support. No pupil has a statement of special educational needs and no pupil has English as an additional language. The ability profile of the school is above the national average. There is some variation in ability from year to year, although most pupils have an ability that is at least above average.
- 1.3 The school aims to educate the whole child, so that educationally, socially and morally, pupils are able to integrate and flourish when they progress to their secondary schools. The school seeks to value pupils as individuals and to provide a friendly, family atmosphere, where courtesy, kindness and consideration for others are fostered in all pupils. The school aspires for the pupils to pursue excellence in intellectual, physical and cultural activities, whilst also developing their spiritual and moral understanding.

- 1.4 National Curriculum (NC) nomenclature is used by the school for the EYFS and throughout this report to refer to year groups in the school. The year group nomenclature used by the school for Years 1 to 6 and its National Curriculum equivalence are shown in the following table.

School	NC name
Form 1	Year 1
Form 2	Year 2
Form 3	Year 3
Form 4	Year 4
Form 5	Year 5
Form 6	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school fulfils its aims well. Pupils' achievements, including those in EYFS, are good, as are their attitudes to learning. The overall effectiveness of the EYFS is excellent. Most of the pupils reach the Early Learning Goals by the age of five and many exceed them. Pupils develop their skills, knowledge and understanding well in many subject areas. Pupils are articulate and talk enthusiastically on a number of topics, often using complex vocabulary. Skills in information and communication technology (ICT) are not yet fully embedded across the curriculum. The provision for pupils with SEND is particularly good: the programme is well structured and records and assessments are efficiently kept and used. Pupils, including those with SEND, make good progress in relation to their ability, although, in some lessons the work set for those who are gifted and talented does not always match their abilities. Pupils enjoy success both on the sports fields and in music. Pupils' generally excellent behaviour in lessons and positive relationships with each other and their teachers enable positive learning to take place. The broad and well-balanced curriculum, together with the extra-curricular activities, supports pupils' learning well. Pupils enjoy a range of experiences that enhance their creative, sporting and life experiences.
- 2.2 Pupils' personal development and the arrangements for pastoral care, welfare, health and safety are excellent. Pupils are self-confident and self-aware, showing emotional maturity for their age. The St David's Way underpins the moral code of the school. Pupils have a strong sense of right and wrong, and seek to abide by the school rules. Pupils show respect for one another. They are generally courteous and considerate in their dealings with their peers and with adults. Risk assessments are detailed. An anomaly was noted in the process of carrying out Criminal Records Bureau checks, which highlighted that a small number of teaching staff and assistants had been in post prior to the correct clearance being obtained.
- 2.3 Governance is good. There are a number of new governors and the board is looking to increase in size once it has identified the skill set it requires. The governors' profile in the school has raised considerably since the previous inspection. However, the governors have not been sufficiently rigorous in their monitoring of the school's safeguarding procedures. Sound strategic planning and school improvement planning are in place but are not yet sufficiently developed. The quality of leadership and management is good, and excellent in the EYFS. The role of those in middle management is not clearly defined and systems to monitor policies and procedures are not sufficiently rigorous. Links with parents are excellent, and parents are extremely happy with their involvement in the school.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:

- ensure that all necessary recruitment checks are carried out on all staff before they begin work at school and that the checks are accurately recorded on the centralised register [Part 3, paragraphs 7.(a) and (b), and for the same reason, Part 4, paragraphs 19.(2)(a) and (c)].

(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. Ensure that at all levels there are rigorous systems to evaluate outcomes, and to monitor the way in which policies and procedures are implemented.
2. Ensure that the planning of work in the short and longer terms is undertaken across all subject areas and at all levels.
3. Extend the opportunities for pupils to use ICT in their learning across the school.
4. Extend the provision for pupils who are gifted and talented to cover all subject areas.

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 good.
- 3.2 Pupils are well educated in accordance with the school's aim of educating the whole child. Pupils develop their skills, knowledge and understanding well in many subject areas and in the extra-curricular programme. In the EYFS, the educational programmes for language and communication give children, including those with SEND, many opportunities to express themselves clearly, confidently and with much enjoyment.
- 3.3 Pupils are articulate and talk enthusiastically on a number of topics, often using complex vocabulary. They listen to their teachers and one another carefully and are becoming more skilled at writing expressively, particularly at the top of the school. Their numeracy skills are good and they are able to apply them well in lessons. Skills in ICT are not fully developed and there is little evidence that the use of ICT is embedded across the curriculum. Pupils' reasoning skills are appropriately developed.
- 3.4 Most pupils transfer at the age of 11 to the local maintained or independent school of their choice, some of which have stringent and challenging entrance examinations. Pupils also achieve well in individual and team games. The school has a number of local champions and representatives in national finals in a variety of sports, with national wins in gymnastics on a number of occasions. The recent centenary celebration, involving every pupil in the school, was a demonstration of the pupils' high level of achievement in music. Pupils have also sung a number of times for advertisements on radio and television.
- 3.5 Pupils' attainment cannot be measured in relation to performance against a fixed national average, but on the evidence available during the inspection, their achievement overall is good in relation to their ability. Pupils study a broad curriculum. The levels of attainment seen during the inspection show that they make the expected levels of progress. Pupils with SEND also achieve at a level that is commensurate with their abilities, due to the staff ensuring that they are given appropriate tasks in lessons and the very high quality of support offered by the learning support department. Pupils who are recognised as being gifted and talented do not have their needs met as well, although the school is now putting a programme in place to provide them with support. In the EYFS, good and sometimes excellent progress is made towards the Early Learning Goals, with most children achieving them by the age of five and many exceeding them.
- 3.6 Pupils' attitudes to learning are good. Their generally excellent behaviour in lessons and positive relationships with each other and their teachers enable positive learning to take place. They concentrate well and persevere at a given task, but quite often the slow pace of lessons leads to the pupils losing focus, therefore limiting the level of progress they make. At times, less care is taken in the presentation of pupils' written work. Pupils are given opportunities to work in pairs and small groups, and they generally do so with enthusiasm and enjoyment. Pupils arrive at lessons promptly and settle quickly to their work.

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

- 3.7 The overall quality of the curricular and extra-curricular provision is good.
- 3.8 This overall provision effectively supports the school's aims. The curriculum covers the requisite areas of learning and includes French from Year 1. Pupils benefit from specialist teaching in a number of subjects from the Nursery onwards. Planning for continuity of learning is well developed across the school in some subject areas, such as English and mathematics, but is less effective in others. In the Reception class, weekly and daily plans are drawn up and adjusted according to the children's achievements. They are discussed daily with the teaching assistant. However, this example of good practice is not consistent across the setting. The school is aware and is starting to address this. The role of subject co-ordinators has already been identified as a key part in the next stage of the school's curriculum development. A personal, social and health education (PSHE) programme encourages all pupils to gain understanding about themselves, other people and the wider world.
- 3.9 Pupils with SEND are very well supported. Individual education plans (IEPs) are regularly reviewed. Outside agencies are consulted when their advice is deemed appropriate. In the EYFS, very good support is given to children with SEND, either within the class or with the help of the special educational needs co-ordinator, who visits weekly. Provision for the gifted and talented pupils is under development by the school and there is already a programme to identify such pupils. Provision for the most able during lessons in some cases is still somewhat limited.
- 3.10 The curriculum is supported by a good range of learning resources. The school has developed a revised curriculum for the teaching of ICT to ensure that the needs of all the pupils are met. At present, the use of ICT to support learning across all subjects is limited and this has been identified in the school development plan.
- 3.11 Since the previous inspection, the school has reviewed its assessment arrangements and has introduced a more rigorous system to track pupils' progress. Both have improved learning and progress. Year 6 pupils are well prepared for 11+ entry examinations. Pupils are given good opportunities to express their creativity in art, drama, dance and music. Individual instrumental lessons, the concert band and choirs provide pupils with opportunities to perform together at formal and informal occasions. The physical education and games programme provides good opportunities and specialist teaching in a range of sports. All greatly enhance the breadth of the curriculum offered to the pupils. In the EYFS, a baseline assessment of each child is conducted on entry and children's progress and achievements are recorded up to the end of the Reception Class. Regular assessments, for example in the form of observations, are used in planning the next stages for individual learning.
- 3.12 The quality of the provision in the EYFS is excellent. Planning is of a high standard and the activities provided are closely matched to children's abilities. This ensures that every child is suitably challenged by the learning experience provided.
- 3.13 The academic curriculum is supported by an extra-curricular programme, with activities that are held before or after school and at lunchtimes. Pupils attend the activities with great enthusiasm and enjoy a range of experiences that promote their creative, sporting and life experiences. An extensive range of educational visits enhances the pupils' learning experience and, in addition to this, Year 6 pupils benefit from the opportunities afforded through a trip to Boulogne. Pupils participate

in several local sporting and performing arts events with other schools. A range of visiting speakers enhances learning in many subjects. The school has many good links with the local community that are of great benefit to the pupils. These include strong links with the local church and visits to a retirement home to talk to the elderly residents.

3.(c) The contribution of teaching

- 3.14 The quality of teaching is good.
- 3.15 Teaching makes an effective contribution to achievement and learning, enabling the pupils to make steady progress. During the inspection, a number of excellent lessons were seen. In the best lessons, high quality planning and the strong subject knowledge of the teacher enable the pupils to make good progress. The very positive relationship between the teacher and pupils and the brisk pace of the teaching lead to a high standard of behaviour, which enhances progress. In the less successful lessons, as at the previous inspection, there is a lack of variety in teaching styles and of appropriate planning for the different needs in the class, especially those of the more able. In a significant number of lessons, all the pupils are expected to undertake the same work.
- 3.16 The very effective learning support department significantly promotes the progress of those pupils identified with SEND. They are quickly identified and appropriate levels of support are put in place. This support is based on high quality IEPs that provide relevant information about each pupil's needs. This enables teachers to adapt their teaching more appropriately for these pupils.
- 3.17 The recommendation of the previous inspection report to develop the use of ICT across the curriculum and broaden the range of skills that pupils acquire has not yet been fully implemented, and some learning is therefore limited. From Reception, interactive whiteboards are available in all classrooms and where used well, these result in stimulating lessons that enthuse the pupils and maintain their interest.
- 3.18 The quality of marking is inconsistent. In the best examples, there is clear advice for the pupils on how to improve their performance in the future, in accordance with the marking policy. However, in practice this is rare and too often work goes unmarked.

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 is successful in achieving its aim to provide a friendly, family atmosphere, conducive to learning, where courtesy, kindness and consideration for others are fostered in all pupils.
- 4.3 The quality of pupils' spiritual development is excellent. Pupils are self-confident and self-aware, showing emotional maturity for their age. They participate with enthusiasm in singing hymns in assembly, and absorb the values that are explored in assemblies and in religious education lessons. Pupils benefit spiritually from the school's link with a local church, in the celebration of St David's Day and through sharing their own beliefs. Participation in the festival of remembrance at the local cenotaph provides pupils with the opportunity to be part of a global occasion. Music and art are also used effectively to reflect pupils' feelings.
- 4.4 The pupils demonstrate good moral development. They have a strong sense of right and wrong, and they behave very well. The St David's Way underpins the moral code of the school. Pupils have a clear understanding of the principles that underpin the school's expectations. They are generally courteous and considerate in their dealings with each other and with adults. The Wizard Class of the Week provides an excellent platform for the demonstration of mutual respect and support, as does the Star of The Week Award. Pupils work and play together amicably and demonstrate good manners. They generally co-operate and collaborate well in lessons, in pairs and groups. The school's house system provides an excellent framework to encourage pupils to support one another. The recycling scheme provides opportunities for the pupils to take an active role in looking after the planet, something they take very seriously.
- 4.5 The social development of the pupils is excellent. Pupils readily accept responsibility in many forms, for example as head boy and girl, team captains, playground 'buddies' and monitors, amongst others. They are eager to contribute to the well-being of the school community. Older pupils have opportunities to work with and support younger pupils and they do so with care and compassion. They also contribute willingly and generously to charitable causes, locally, nationally and globally. Successful examples of these are the Seeds for Sudan and the Wells in Africa projects. The Year 6 Business Week is an excellent example of how the pupils are proactively involved in a project ultimately to improve the lives of those less fortunate. Pupils elect representatives to the school council, and its members take their role seriously in discussing school development and improvement, and in representing the views and ideas of peers in council meetings.
- 4.6 The school has an excellent multi-cultural policy. Whilst Christianity is principally taught, pupils are actively encouraged to understand, appreciate and sometimes celebrate other major world faiths. Their understanding is supported through visits to places of worship. They accept and appreciate that many different faiths, languages and cultural traditions are represented within the school. They enjoy learning about other customs, as when Hindu, Sikh and Buddhist parents came into school to share their religious and cultural traditions. Pupils also learnt about cultural diversity through a fashion show of national dress.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Staff provide excellent support and guidance for the pupils, in accordance with the school's aim of creating a friendly, family atmosphere, conducive to learning, where courtesy, kindness and consideration for others are fostered in all pupils.
- 4.9 The relationships between staff and pupils and amongst the pupils themselves are extremely positive. Pupils generally see all members of the school staff as people who look after them well and to whom they can turn should the need arise. In interviews, some older pupils expressed that some staff members are not consistent in their dealings with pupils. Pupils work well together in class; they readily support one another in the learning process, creating a mutually supportive environment.
- 4.10 Adults working in the EYFS are well deployed to provide support for children's welfare. Relationships are positive and the behaviour of the children is managed well. A system by which staff act as key people for each child works well. This promotes excellent behaviour and co-operation, and ensures that the children are happy and feel secure in a warm and welcoming setting. The children are very confident when talking and playing with adults.
- 4.11 From the EYFS upwards, pupils are encouraged to be healthy through developing healthy eating habits and taking regular exercise. This is reflected in the healthy options available at lunchtime for the pupils and through their physical education and games programmes. In interviews, pupils emphasised the school's promotion of healthy living and they see regular physical exercise as key in this respect. The PSHE policy and curriculum further support this area.
- 4.12 The school is effective in promoting good behaviour and guarding against harassment and bullying, and it deals constructively with any unacceptable behaviour, taking due account of any related difficulty or disability. In interviews and in response to the questionnaires, some older pupils expressed concerns that some instances of bullying had occurred. The inspection team found no evidence of this. During interviews, pupils were clear about who they would approach for support and help if required.
- 4.13 The school employs effective methods to seek the views of pupils. The school council, made up of representatives from Years 1 to 6, provides an excellent forum for the discussion of whole-school issues. A key strength that underpins the life of the school is that the staff know the pupils extremely well and pupils feel confident to talk to staff, who they respect and feel that they can trust.

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

- 4.14 The contribution of arrangements for welfare, health and safety are excellent overall.
- 4.15 The school meets its aim to value the pupils as individuals and to provide a friendly, family atmosphere. The dedicated staff know the pupils well and there is a relaxed and respectful rapport between them.
- 4.16 The child protection and safeguarding policy has due regard to official guidance. Throughout the school, arrangements for safeguarding pupils are thorough and promoted effectively. All staff, including those with specific responsibilities, receive relevant training so that they have comprehensive knowledge of procedures, should a concern occur. Pupil safeguarding matters are discussed at governors' meetings. However, since the previous inspection, a number of staff were employed without full completion of the necessary recruitment checks and recording of these on the school's central register of appointments. Secure procedures, including monitoring arrangements, are now being implemented for the safer recruitment of employees.
- 4.17 All necessary measures are taken to reduce the risk from fire and other hazards. General risk assessments ensure that the safety of pupils, and of the whole school community, is a priority and that any necessary actions identified are dealt with efficiently and swiftly. Detailed risk assessments are undertaken to ensure the safety of pupils while on educational trips.
- 4.18 Arrangements to ensure health and safety are effective and include provision for pupils who are ill or injured, or have SEND. The EYFS has a trained paediatric first aider. First-aid training is undertaken by all appropriate staff. The school has a suitable plan to improve educational access for those with SEND.
- 4.19 The admission and attendance registers are suitably maintained and correctly stored for the previous three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of the governance of the school is good.
- 5.2 The governance arrangements for the school support the leadership well and are in line with the school's aims. Since the previous inspection, there has been a change in chair and the governing structure has been re-organised. As a board, governors see themselves as critical friends of the leadership. Governors have a clear view of how well the school functions. They have a number of committees with a clear remit, and these meet regularly. The governors have adopted a higher profile in the school since the previous inspection and have become more involved in the longer-term development of the school. The designated EYFS governor is a regular visitor to the department.
- 5.3 Financial planning is good and strategic planning is developing as the governors are starting to work more closely with senior managers. Since the previous inspection, governors have undertaken regular training sessions. For example, they have all attended safeguarding training. The governing body fulfils its responsibilities for welfare, health and safety. An annual review of safeguarding policies and practices is undertaken.

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

- 5.4 The quality of leadership and management is good.
- 5.5 Since the previous inspection, the school's leadership has gone through a period of flux. The acting head has now become head teacher, a new deputy head has been appointed, and parents commented positively in their questionnaire responses on the direction the school is taking. The leadership and management of the EYFS are very strong.
- 5.6 A current key priority is to improve the day-to-day management of the school and to raise the profile of middle leadership and management. Curriculum co-ordinators are in post but they do not have job descriptions and are not accountable for standards within their curriculum areas. At present, there are no effective arrangements for monitoring the quality of teaching across the school, although a start has been made by conducting reviews of standards, including work scrutiny. There is a development plan, but this is not sufficiently sharp to allow the school to judge the effectiveness of its implementation. An annual appraisal system for all teaching staff is linked to their professional development, and is helping them to review their own performance on a regular basis.
- 5.7 The school is successful in recruiting and retaining staff, who undergo an effective induction programme and are trained as required for their roles in safeguarding, welfare, health and safety.
- 5.8 The school has suitable procedures for checking the suitability of staff and governors. However, these have not always been implemented correctly. A small number of staff were appointed without all the required checks in place. The school

has taken the necessary steps to correct matters, as far as is possible, and to ensure that monitoring arrangements are more rigorous for the future.

- 5.9 Links with parents, carers and guardians are excellent. The school has developed this partnership extremely well, from the EYFS upwards. There is an open and accessible ethos within which parents feel welcome. Parents are very happy with the school's provision for their children. In their responses to the pre-inspection questionnaire, the great majority of parents were enthusiastic about the school and the opportunities they have to discuss their children's progress. They also commented very favourably on the impact the recently appointed head teacher has had on the day-to-day running of the school and the standards being achieved. A small proportion of parents expressed concerns about the handling of complaints, including bullying, and the provision of information. Inspectors found that the school handles the concerns of parents promptly and with due care, following its published procedures. Parents are aware of the formal complaints procedure.
- 5.10 Parents of current and prospective pupils receive the required information about the school. Parents are able to contact staff by email and appreciate the quick response this produces. School and Parent Teacher Association newsletters are sent by email to parents, as well as class letters informing them about the term's work. Parents receive suitable information about their children's progress. Meetings are held twice a year, alongside reports about each child's work and progress. The format of reports has been improved to include more detailed targets, and half-termly effort grades are now used to give parents more information about their children's effort and attainment.
- 5.11 Parents have good opportunities to be involved in the life and work of the school. A wide range of social and fund-raising events is organised through the strong and supportive Parent Teacher Association.

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