



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

ST EDWARD'S PREP

INDEPENDENT SCHOOLS INSPECTORATE

St Edward's Prep

Full Name of School	St Edward's Prep		
DfE Number	870/6005		
Address	St Edward's Prep 64 Tilehurst Road Reading Berkshire RG30 2JH England		
Telephone Number	0118 9574342		
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Email Address	office@stedwardsprep.com		
Head	Mr Stuart Morgan-Nash		
Proprietor	Mr Sam Antrobus		
Age Range	4 to 13		
Total Number of Pupils	117		
Gender of Pupils	Boys		
Numbers by Age	4-5 (EYFS):	19	5-11: 88
	11-13:	10	
Number of Day Pupils	Total:	117	
Head of EYFS Setting	Mrs Kirstin Silcock		
EYFS Gender	Boys		
Inspection Dates	19 o 22 Jan 2016		

PREFACE

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) Regulations 2014. The range of these Regulations 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.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI interim inspection was in January 2010.

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.

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

Inspectors

Mr Richard Johnson

Mr Howard Tuckett

Miss Mary Regan

Reporting Inspector

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St. Edward's Prep is a proprietorial day school for boys between the ages of four and thirteen. Founded in 1947, it occupies a single site in a residential area of Reading. It is centred upon a Victorian town house, which has been extended to provide specialist teaching areas for music, science, art and information and communication technology (ICT). The school makes use of nearby sports facilities.
- 1.2 The school aims to provide pupils with a high-quality, broad-based education, which inspires and challenges them to reach their full potential within a supportive and caring environment. It sets out to give them the skills they need to approach the next stage of their education with confidence and enthusiasm, and aspires to develop the whole child, instilling manners and promoting a spirit of tolerance.
- 1.3 In December 2014, the school became part of the Wishford group of schools. The proprietor is guided by an advisory board. The current head took up his post in September 2015. Other changes to the membership of senior leadership team have recently taken place. Recent developments have included a revised timetable, assessment system and programmes of study, as well as the introduction of new behaviour management strategies. A refurbishment of the catering facilities has also taken place.
- 1.4 At the time of the inspection there were 117 pupils on roll. Of these, 19 were in the Early Years Foundation Stage (EYFS); all attend full time. The ability profile of the school is above the national average. The school has identified 14 pupils as having special educational needs and/or disabilities (SEND), of whom eight receive specialist learning support funded by their parents. There are no pupils with education, health and care plans or a statement of special educational needs. The school provides six pupils with support for English as an additional language (EAL). Pupils predominantly come from business and professional families in the local area, and reflect the diverse range of cultural heritages to be found there.
- 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 St Edward's Prep is successful in meeting all of its aims. The achievements of the pupils are good, including those of the children in the EYFS. Many pupils transfer to selective senior schools at age 11. Pupils have high levels of numeracy and literacy, and all ability groups make good progress throughout the school. Pupils benefit from a good curriculum and good standards of teaching. Teachers in the EYFS know their children well, and plan activities which engage their interest and meet their needs. The outside area for Reception provides limited opportunities for children's learning. The curriculum has evolved rapidly, with new schemes of work in major subjects and an innovative cross-curricular approach in others. In a few cases, curriculum planning and activities in lessons do not include strategies to meet the needs of learners of all abilities. Parents and pupils are highly satisfied with the range of subjects and extra-curricular activities available, and pupils' views about the quality of teaching are positive.
- 2.2 Pupils have an excellent level of personal development by the time they leave the school. Children in the EYFS enjoy coming to school, and show strong social skills. Pupils are polite, confident and show respect for the differing beliefs and cultures within their diverse community. They are well prepared for life in modern British society. Pupils benefit from good pastoral care. Staff know their pupils well, and there are warm and supportive relationships. Work to ensure high standards of behaviour is making a strong impact but is not fully consistent across the school. The procedures to promote pupils' welfare, health and safety are good and the safeguarding arrangements follow current guidance.
- 2.3 The governance of the school is excellent. The new proprietor has a clear vision for its future development, and this is shared with the leadership team. Highly effective support is provided by the advisory body, and through the sharing of good practice within the group of Wishford schools. The leadership and management of the school are good; the new leadership team has made rapid progress in many areas. In a few areas, such as the management of teaching and pupil behaviour, the most recent changes are not fully embedded. All the recommendations of the previous inspection have been met, so that the EYFS is now fully included in school development planning. Parents are provided with extensive information, and feel involved in school life and events. Those with children in the EYFS benefit from a strong partnership with the setting.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Improve curricular planning to meets the needs of learners of all abilities and ensure the plans are implemented in all lessons.
2. Embed the implementation of the behaviour management policies in all classes, thus ensuring that the improvement in this area is sustained.
3. Make more effective use the EYFS outside area to promote further high quality learning opportunities.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 The school is successful in meeting its aim of providing pupils with an education which inspires and challenges them to reach their full potential. Children in Reception, including those with SEND and EAL, make good progress in relation to their starting points. Children are highly articulate and enjoy learning. They are creative and keen to make their own choices and think things out for themselves. They have a good mathematical vocabulary, work confidently with numbers. Children can predict whether big objects are always heavier than smaller ones, giving well-reasoned answers. They communicate confidently. They have a good knowledge of letter sounds and names. By the end of the EYFS year, most children are beginning to write simple sentences. The more able children can write sentences using connectives and a wider vocabulary. Children have good concentration. Children work well independently and in small groups, learning through play and exploration.
- 3.3 Older pupils in the school are highly numerate and have good scientific skills, and can apply these logically to solve problems. This can be seen in their cross-curricular work in science, technology, engineering, art, mathematics and design topics. They are able to use their rapidly developing ICT skills to support their learning in other subjects, presenting and researching information. Pupils write clearly, showing a good awareness of their audience, read regularly and fluently and have strong listening skills. They are creative, producing imaginative work in their music and art lessons. Their linguistic ability is excellent, and their physical skills are well developed, as a result of their frequent opportunities to take part in sport and physical exercise.
- 3.4 Pupils' group and individual achievements are excellent and several pupils have gained exceptional results in national and international mathematics competitions. School teams have a successful record in inter-school fixtures. Individuals have gained places in county and district teams in football, rugby, gymnastics and golf. A pupil won a regional chess tournament. Results in external public speaking and music examinations are excellent. All pupils are involved in high-quality musical and drama productions, performing confidently in public.
- 3.5 The pupils' attainment cannot be measured in relation to national age-related expectations, but is judged to be good. This is supported by evidence from lesson observations, a scrutiny of the pupils' work and a review of the school's own assessment data. Many pupils achieve entry into selective senior schools at age 11. A few are awarded scholarships. This level of attainment indicates that pupils make good progress throughout the school in relation to pupils of similar ability. In the pre-inspection questionnaires, almost all pupils felt that they make good progress in their work.
- 3.6 Those pupils with SEND and EAL make good progress and gain confidence, because they are effectively supported by specialist learning support staff, and teaching assistants who are aware of their needs. The more able pupils make excellent progress, as a result of the broad and challenging extension programme provided for them.

- 3.7 Pupils' attitudes to learning are good. They apply themselves well in most lessons, respond confidently and readily ask questions to clarify their understanding. They usually work well together in pairs and groups, when given opportunities to do so, and follow instructions promptly so that there is effective use of time during lessons. In a few lessons, time is wasted due to poor behaviour. Their written work is well presented and organised.

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

- 3.8 The contribution of curricular and extra-curricular provision is good.
- 3.9 The curriculum covers all of the required areas of learning and meets the needs of all pupils. This achieves the school's aim of providing a broad-based education, and contributes to pupils' good achievement. All parents that responded to the questionnaire feel that the school provides a good range of subjects and extra-curricular activities.
- 3.10 All children in the EYFS have access to a broad and balanced curriculum which encompasses the learning and development requirements. In addition, children benefit from drama, French, music, sport and swimming, taught by subject specialists. The timetable provides a good balance of adult-led and child-initiated learning. Close monitoring and early intervention ensure any learning difficulty is identified and appropriate support is provided. New schemes of work ensure a strong focus on the early acquisition of reading skills. Emphasis on handwriting has a positive impact and many children are beginning to write in a cursive script. Since the previous inspection, an outside area has been developed for learning. However, it offers limited challenge or excitement for the children. The curriculum is enriched by visits to a woodland area and involvement in school concerts and plays. Martial arts and a street dance club are available after school.
- 3.11 The curriculum for the older pupils has recently improved, with the introduction of new programmes of study in mathematics and English. The timetable has also altered to provide additional teaching time for these subjects. The success of this can be seen in the high standards of achievement in these areas. The wide range of subjects provided is also well suited to meeting the varied entrance requirements of senior schools. Pupils of all ages study French, and those in Year 6 and above learn Latin. The curriculum for the older pupils makes effective use of the specialist subject expertise available.
- 3.12 The curriculum is generally well planned, and allows the pupils to make good progress. The introduction of STEAMED topic work draws together aspects of these subjects in an innovative cross-curricular approach, allowing pupils to apply their skills in these subjects to solve undertake exciting challenges. Subject planning often includes activities which successfully engage the interest of boys. This was seen in history, where older pupils enjoyed comparing the comparative statistics surrounding the *Titanic* disaster. In a few subjects, there are limited opportunities for pupils to practise longer pieces of writing. In these few cases, the needs of the more able pupils are not fully met.
- 3.13 Activities to extend the learning of the more able pupils are usually apparent in curriculum planning, and there is a programme of additional activities. Pupils with SEND and EAL receive specialist support, and have detailed individual learning plans and targets. In a few cases, planning documentation does not clearly indicate how the needs of these pupils are met during timetabled lessons.

- 3.14 The curriculum for personal, social, health and economic education (PSHE) has also been reviewed. It ensures that pupils are well prepared for their senior school and for later life, and reflects the school's active commitment to promoting the values inherent in British society. It is enhanced by visits and events, providing careers advice and encouraging entrepreneurship in the older pupils, as well as opportunities for debate, problem solving and teamwork. There is a balanced coverage of political viewpoints. The school also provides an excellent range of extra-curricular activities. These include cookery, numerous sports, chess and varied musical and artistic activities. In interviews, pupils said that they value these opportunities.
- 3.15 The school has established good links with the community, taking part in local events and regularly visits a local church. Pupils raise significant amounts for charities and support a local food bank and homeless shelter, increasing their awareness of those less fortunate than themselves. New links have also been forged with other schools within the Wishford group, including opportunities for pupils to work together on teambuilding activities and a joint art project. The curriculum is well supported by a wide range of visits, including overseas residential trips. These generate great benefit to pupils' personal development and cultural understanding.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is good.
- 3.17 Teaching is effective in promoting the good progress of pupils and supports the aims of the school. Teachers in the EYFS are enthusiastic and highly skilled. They know their children extremely well, have high expectations and engage and motivate them through some well-planned activities. Planning is comprehensive and takes full account of the differing needs of the children. A standardised entry assessment was recently introduced and, alongside comprehensive teacher assessments, provides a clear picture of abilities, attainment and progress, helping teachers to identify the next steps in learning. Teaching approaches are varied and designed to make learning fun. For example, when children were continuing the story of a baby bear and owl having a picnic on the moon, they made food for the picnic using modelling clay. Resources are of good quality and are used effectively to promote children's learning.
- 3.18 In the remainder of the school, most teaching is well planned; lessons offer challenging work and are delivered at a stimulating pace that engages pupils' interest and fosters their enthusiasm. Time and resources are used effectively. Teachers make regular reference to learning objectives and criteria for success throughout their lessons, and pupils are able to measure their own achievement against these. In a few lessons, teachers' expectations of what pupils can achieve, and the activities planned, are insufficiently matched to the differing abilities within the class, particularly for pupils with SEND and EAL. Teachers are well informed about the specific needs of these pupils. However, their planning does not always take these into account.
- 3.19 Planning throughout the school makes specific provision for meaningful homework which supports current learning. Teachers monitor homework and other work given, and provide prompt feedback. All teaching promotes tolerance and respect in line with the values of the school, and is non-partisan in its coverage of political issues.

- 3.20 Teachers employ a range of effective and stimulating teaching methods and pupils' enjoyment of their lessons is evident. Consequently, pupils show interest and a willingness to learn. Good work is rewarded through the house point system, which the pupils follow enthusiastically. There are usually high expectations of effort and behaviour. In a few cases, teachers do not consistently challenge any lapses. Subject specialist teachers take specific responsibility for their own subject areas, successfully conveying their knowledge and enthusiasm. This was seen in music, where the youngest pupils learned to use percussion instruments quickly and skilfully. All teachers display good subject knowledge. Teaching assistants are used effectively to support the learning of pupils with SEND and EAL.
- 3.21 A new marking policy has recently been introduced and is just being implemented. Pupils understand the marking scheme and report that they appreciate the focused feedback it offers them. This policy is proving to be very effective in supporting pupils' progress. Teachers use questioning skilfully to probe pupils' understanding, and adapt their planning and the pace of the lesson accordingly.
- 3.22 In response to the recommendations made in the previous inspection, the school has increased its ICT provision to include tablet computers and a well-resourced ICT suite. Every classroom has an interactive whiteboard and teachers use these to good effect in many lessons. There is an increasing use of computers as a learning resource for research and presentation. The school has recently introduced a new assessment system, and this information is now effectively shared with teachers to assist in planning their lessons.
- 3.23 In the questionnaire, almost all pupils felt that teachers help them to learn and provide individual help where required. Pupils report that they find their work interesting, and are encouraged to develop their independence.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The school is highly successful in meeting its aim of developing the whole child, instilling manners and promoting a spirit of tolerance. Children in the EYFS demonstrate growing confidence as they arrive at school and separate from their parents. They settle quickly into the morning routine; hanging up their coat, unpacking their bag and preparing for the day ahead. Children are developing decision making skills for example when they choose which activity to start the day with. They have good social skills and show respect for adults and each other. They play co-operatively taking turns and sharing, as was observed when a group of children were constructing a complex flyover for their cars and trucks. Staff actively promote British values such as democracy, individual liberty and tolerance. Children have a keen sense of right and wrong. They thoroughly enjoy the cultural diversity of the school community and share in Chinese New Year and Diwali celebrations. Children are highly positive about school, and arrangements for their transition to Year 1 are well managed.
- 4.3 All pupils show excellent self-knowledge, self-esteem and self-confidence. They are emotionally mature, and can reflect upon the non-material aspects of life, understand other faiths and are proud of the respect shown to the beliefs of others. They have a strong awareness of the feelings of their peers and the adults about them.
- 4.4 Pupils accept responsibility for their own behaviour. Mutual respect is evident amongst all pupils in the daily life of the school. Pupils show this in their discussions, for example in lessons, such as considering the points of view of those who did not agree with Jesus and his teachings. They have a well-developed sense of right and wrong and understand the rule of law. They are proud that they can share their house points with their parents. They show respect for the civil and criminal law of England; pupils discuss, knowledgeably, how their own school code of conduct, is based on the laws of the land. Recent work on the Magna Carta reflected their understanding of the importance of individual liberty. In debates and project work, they display a strong ethical awareness of issues such as sustainable energy and capital punishment. There is no evidence of discrimination in their behaviour and opinions.
- 4.5 Pupils demonstrate excellent social skills. They have outstanding manners, and are friendly and polite towards visitors. They work well together in collaborative activities, encouraging and supporting others. They demonstrate initiative and have a strong awareness of those less fortunate than themselves. They are regularly involved in charitable activities in their local community and on a wider national scale, showing their commitment to making a positive contribution to wider society. Events have included raising funds to purchase two new sewing machines for a local charity, and fundraising for children's hospitals and war veterans.
- 4.6 All pupils develop a good knowledge of the public institutions and services of England and of the values espoused by British society. Younger pupils enjoy meeting people from emergency services, such as police and fire officers. Through electing their peers to the position of form captains and onto the school council,

pupils demonstrate an understanding of democracy. The school recently held a model election with one pupil being elected 'Prime Minister' for a day.

- 4.7 The harmonious school community consists of a broad range of pupils from diverse cultures and religious backgrounds. They enjoy celebrating different religious festivals, and older pupils have visited a local synagogue. Through their many musical, artistic and creative activities, pupils develop an excellent appreciation of their own and other cultural traditions. Their knowledge is further enhanced through their work in French, in geography and in history, and through their overseas trips.
- 4.8 By the time they leave the school, pupils have an excellent standard of personal development.

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

- 4.9 The contribution of the arrangements for pastoral care is good.
- 4.10 In the EYFS each child is assigned a 'key person' who establishes regular contact with parents to ensure that each child settles quickly in the setting and that their individual needs are well met. Children are happy at school and enjoy highly positive relationships with adults. They feel safe and secure and trust the adults who care for them. They develop a clear understanding of the importance of a healthy lifestyle, the need for regular exercise and eating healthy snacks and lunches to keep fit and well. Children are becoming increasingly independent. For example, they can change into their own sports kit.
- 4.11 Throughout the school, relationships are generally warm and positive between all members of the community. Form tutors know their pupils well, and provide strong support and guidance. Pastoral issues are communicated promptly and effectively between staff. Pupils report that they can share any concerns or worries readily through the 'Chatterbox' system, monitored by a nominated member of staff. Pupils know how to keep themselves safe online, and how to respond appropriately to any incidents of cyber-bullying.
- 4.12 The school is successful in promoting good behaviour. In the questionnaire, a small minority of pupils felt the school's system of sanctions was not applied fairly and a few parents were of the opinion that the school does not always achieve high standards of behaviour. Also, a small minority of both parents and pupils felt that the school does not tackle bullying effectively. Inspection evidence, based upon interviews with pupils and staff, a scrutiny of behaviour records and observations around the school, shows that the school has identified these issues, and has implemented a new rewards and sanctions system that has improved behaviour. The process is now shared online with parents, and pupils feel that it is a fairer system. It takes into account any related difficulty or disability in dealing constructively with unacceptable behaviour. It is supplemented by a revised monitoring and recording system, allowing senior staff to intervene promptly in cases of bullying and patterns of poor behaviour. As a result, incidents are decreasing, and any cases of bullying which occur are swiftly and appropriately addressed.
- 4.13 The school is successful in promoting a healthy lifestyle through providing appropriate food, through frequent opportunities for physical exercise and through PSHE lessons. Staff monitor healthy eating choices at lunchtimes. A small minority of pupils feel that the school does not listen and respond to their ideas. However, inspectors found several examples where changes had resulted from suggestions from the school council, including improved catering arrangements, revised break

time routines and new playground equipment. The school has a suitable accessibility plan to increase the educational access for pupils with SEND.

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

- 4.14 The contribution of arrangements for the welfare, health and safety of the pupils is good.
- 4.15 Arrangements in the EYFS ensure that children's welfare is promoted thoroughly. Throughout the school, including the EYFS, the safeguarding arrangements reflect current guidance. All staff have recently received training in the dangers of extremism, in addition to their regular safeguarding training, which includes the potential for online danger for pupils. There is a thorough induction process for new staff. Designated senior staff for child protection have suitable, up-to-date training, and they have established appropriate links with local safeguarding agencies. Any concerns are carefully recorded. Recent changes to procedures, subsequent to the change of proprietorship, ensure there is a thorough recruitment process, and all the required checks are carried out and recorded diligently.
- 4.16 There are suitable procedures to ensure the health and safety of staff and pupils, including those with SEND. These have recently been revised and improved. All activities which take place both on and off site are reviewed for risk. In a few cases, these assessments are not formally recorded. The site is maintained to a suitable standard, and there are thorough procedures for the maintenance and servicing of plant and equipment. The recent introduction of formal checks ensures that potential hazards are anticipated. Effective procedures guard against the risks from fire. All equipment is tested and serviced at the required intervals, evacuation drills take place termly and exit routes are clearly signed and accessible.
- 4.17 There are good arrangements to meet the medical needs of sick or injured pupils. A high proportion of staff are trained in first-aid, including two with higher level paediatric qualifications. Secure protocols are in place for the administration, storage and recording of any medications required. Well-stocked first-aid boxes are located throughout the school, and staff are well informed about pupils' medical needs. There is a suitable medical room, where pupils can await collection by their parents. Children in the EYFS are encouraged to manage their own hygiene.
- 4.18 The admission register and the attendance registers are correctly maintained and stored. Absences are followed up promptly and conscientiously.

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 recent changes to the governance of the school have made a notable contribution to the success of the school in meeting its aims. The proprietor has an ambitious vision for the school's future development and shares this with the leadership team. This has already resulted in successful changes to the school's leadership structure, the curriculum and pastoral care arrangements, with a positive impact already evident on pupils' achievement. This ensures effective discharge of governors' responsibilities for standards. Judicious budgeting has led to enhanced resources and facilities. Although some aspects of these changes were not complete at the time of the inspection, significant progress is clearly evident in all of the areas identified for improvement and all the recommendations of the previous inspection have been dealt with. During the inspection, staff and parents spoke highly favourably of the recent changes to the governance of the school.
- 5.3 The proprietor provides excellent support for the school through a centralised team that manages the financial, legal and regulatory aspects of all the schools within the group. An advisory body, made up of current and former head teachers with a broad range of expertise, including a good understanding of EYFS provision, meets regularly to review the school's progress against key objectives. Its members visit the school to observe lessons. The proprietor also makes frequent visits to meet leaders, staff and parents, and provides strong challenge and support to the leadership team. He has also been instrumental in setting up meetings and visits so that all the schools within the group can share good practice, training opportunities and expertise.
- 5.4 The arrangements to ensure the welfare and safety of staff and the safeguarding of children have also been strengthened. The proprietor is highly aware of the regulatory responsibilities of governance and carries out a thorough annual review of safeguarding, having trained as a designated safeguarding lead in order to monitor this area effectively.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.6 The school is successful in meeting all of its aims. The leadership provides clear direction to staff and pupils and this has led to the pupils' excellent standard of personal development and good achievement.
- 5.7 In the EYFS, there is an effective management structure and an ambitious vision for the future development of the setting, which includes creating a stimulating outdoor learning environment. In fulfilment of the recommendation of the previous inspection, there is greater representation of EYFS in the whole school development plan. The safeguarding of children is carefully ensured in a safe environment where routine risk assessments are thorough. Regular meetings monitor educational programmes and the progress children are making. All staff in the setting are well

supported and appraised regularly. There are frequent supervision meetings and good opportunities for professional development. The setting actively promotes diversity and equality and the shared set of values that denote Britishness. Good links have been established with external support agencies to support for children requiring additional help to learn.

- 5.8 The whole school development plan is based upon an accurate self-evaluation of the schools' strengths. It identifies detailed and realistic targets for improvement. Its impact can be seen in the rapid progress in curriculum development. In other areas, such as recent changes to the behaviour management strategies and the strengthening of the welfare, health and safety processes, substantial progress has been achieved within a short period of time.
- 5.9 Recent changes to the size and composition of the leadership team have improved its ability to meet all of its responsibilities. As a result, leadership and management at all levels is effective. The school has a comprehensive range of policies to cover all aspects of its operations, and these are implemented effectively. The leadership has in hand its plans to strengthen further the monitoring of academic progress, teaching and curriculum planning. The excellent links made with other schools within the group enable a constant drive for improvement, where staff compare practice, share resources and seek support.
- 5.10 Consultation with staff and their involvement in the development process underpin their highly positive attitude to the recent changes. This reflects the commitment of the leadership to respect the opinions of others and the democratic process, in a supportive and stimulating environment. Some initiatives, such as the new rewards and sanctions system, have evolved from staff suggestions. Staff say they find the leadership highly visible and readily approachable. All have worked together to meet the recommendations of the previous inspection report. Teachers use the improved ICT resources in many lessons and make effective use of assessment data to inform their lesson planning.
- 5.11 The leadership is successful in recruiting suitably trained and experienced staff and providing them with the necessary training in all aspects of safeguarding, welfare, health and safety. Recruitment procedures are thorough; with all relevant checks undertaken diligently, for example, for staff, governors and volunteers. These are carefully recorded on the central register. There is a detailed induction process, and new staff feel that this allows them to assimilate school policies and routines quickly.
- 5.12 Checks on staff quality and improvement are effective. All staff are appraised regularly, and set clear improvement targets. Recent staff training has included fire safety and behaviour management. In addition, staff attend numerous professional development courses, often linked to school development priorities. They have begun to visit other schools and observe each other's lessons in order to share good practice. Communication between staff is excellent. Frequent staff meetings and emails keep staff well informed about school routines and pupil issues, helping to ensure effective pastoral care.
- 5.13 Parents of current pupils express strong satisfaction with the education and support provided for their children. They and parents of prospective pupils are provided with a wide range of information about the school. The school website provides access to considerable information including the required policy documents. Parents are satisfied with their communication with the school. They receive weekly updates,

half termly newsletters, monthly briefings and an annual year book. There is an annual parent questionnaire.

- 5.14 Parents are invited to an excellent variety of activities at schools such as information evenings, the weekly celebration assembly and sports fixtures. The active parent teacher group supports the school by organising social events and assisting on open days. Responses to questionnaires show that the overwhelming majority of parents feel that they are actively encouraged to be involved in events and other aspects of the school's work, and that information and policies are readily available.
- 5.15 A very small minority of parents indicated they were not satisfied with the information they received about their child's progress. However, the termly grade card, detailed termly written reports and two parent consultation meetings per year ensure that parents are kept well informed about their child's progress. The EYFS setting has developed a strong partnership with parents, and they are fully involved in their children's education.
- 5.16 A suitable complaints policy is in place, and the school deals promptly with concerns that are raised in accordance with its published procedures.

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