



INDEPENDENT SCHOOLS INSPECTORATE

ST JOHN'S SCHOOL

INTEGRATED INSPECTION

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St John's School

Full Name of School	St John's School
DfE Number	881/6013
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Email Address	secretary@stjohnsschool.net
Head	Mrs Fiona Armour
Proprietor	Mrs Joanne Osen
Age Range	3 to 16
Total Number of Pupils	313
Gender of Pupils	Mixed (181 boys; 132 girls)
Numbers by Age	3-5 (EYFS): 35 5-11: 158 11-16: 120
Head of EYFS Setting	Mrs Janice Shepherd
EYFS Gender	Mixed
Inspection dates	12 Feb 2013 to 15 Feb 2013

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in September and October 2009.

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 2013. 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 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 Peter Jones	Reporting Inspector
Mrs Kate Carey	Team Inspector (Head of pastoral care, GSA school)
Mr Colin Ashby	Team Inspector (Former Headteacher, ISA school)
Mrs Susan Gorham	Team Inspector (Headteacher, GSA school)
Mrs Louise Harwood	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St John's School Billericay is an independent day school for boys and girls from the ages of three to sixteen. The school was founded in Billericay in 1928 and since 1993 has been owned by the current proprietor. The school is on a single site with a mixture of old and new buildings, including a recently built block of eighteen classrooms and a large sports hall. The current headmistress was appointed in 2003.
- 1.2 The school, which is academically non-selective, has 313 pupils on roll, with 181 boys and 132 girls. The school has an on-site Early Years Foundation Stage (EYFS) setting with 35 children of three years of age and over. There are 68 pupils who have been identified as having special educational needs and/or difficulties (SEND) and 47 of these receive support. No pupil has a statement of special educational needs. Pupils come from a range of ethnic backgrounds. There are 23 pupils for whom English is an additional language (EAL), and all receive some form of support for their English.
- 1.3 Pupils come to the school from a fifteen-mile radius around Billericay, including east London and the wider Essex area. The great majority of pupils come from homes where parents work in finance or are small business owners, with some from professional groups. The ability profile is slightly above the national average in the junior school and in line with the average in the senior school.
- 1.4 The school's aims are to value every individual, develop happy and motivated pupils, pursue academic excellence and produce pupils with the confidence to play a full part in society.
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Pre-Reception	Nursery
Reception	Reception

Junior School

School	NC name
LK	Year 1
UK	Year 2
Form 1	Year 3
Lower 2	Year 4
Upper 2	Year 5
Lower 3	Year 6

Senior School

School	NC name
Upper 3	Year 7
Lower 4	Year 8

Upper 4	Year 9
Lower 5	Year 10
Upper 5	Year 11

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 St John's School Billericay is a distinctive, caring school where pupils, including those in the EYFS, achieve well and enjoy their education. The school has made good progress since the previous inspection and largely meets its aims. In the EYFS children make good progress. In the senior and junior schools, the pupils' achieve well in academic work, attaining results in national tests and examinations which are good for their levels of ability. They have secure basic skills in literacy and numeracy and in the creative and expressive areas of learning. Their attitudes to learning are good; they are receptive and attentive learners, keen to participate and willing to explore ideas in their lessons when given the opportunity. The academic curriculum across the school is well designed, making good use of teacher expertise and resources to meet the pupils' needs, and is a significant factor in their good achievement. The extra-curricular programme provides a range of activities which is good for junior pupils and sound for older pupils. It is well organised, although that for the senior pupils does not provide sufficient breadth of experience to meet the pupils' interests. Good quality teaching, where teachers know their pupils and support them in working to the best of their ability is a key factor in good achievement. There is some teaching which while sound, does not do enough to make full use of the pupils' abilities.
- 2.2 The good personal development of all the pupils, including their spiritual, moral, social and cultural development, reflects the school's well managed pastoral care provision and the close attention the school gives to the needs of pupils as individuals, together with good arrangements to ensure welfare, health and safety.
- 2.3 Governance shows good awareness of safeguarding and provides suitable guidance on educational and financial matters, including the provision of premises, with new classrooms and a fine sports hall, in line with the aims of the school and contributing successfully to the pupils' good achievement and personal development. Leadership and management are focussed at all levels, including in the EYFS, on the individual needs of pupils and this plays a key role in the school's success.
- 2.4 Since the previous inspection the school has worked successfully to meet the recommendations made, including the monitoring of teaching and the development of teaching and learning styles, the introduction of an appraisal process, the increase of information and communication technology (ICT) provision and the improvement of reports to parents. The school has made sound progress in development planning, but implementation of plans is hampered by inconsistent communication. Some progress has been made in the improvement of library facilities. Since the previous inspection the EYFS setting has successfully addressed the recommendation to plan for individual needs and has made good progress towards developing outdoor learning but this is not yet securely or imaginatively embedded in the short-term planning.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Implement the school's development plan using a more structured and consistently styled approach to meeting its objectives.
2. Increase the range of extra-curricular activities for older pupils.
3. In the EYFS, put in place a more rigorous overview of the curriculum areas.

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 aims of the school in preparing pupils to become happy, confident and highly motivated young people and pursue academic quality are broadly fulfilled. In their academic work and to a significant extent in their extra-curricular activities pupils, including the more able, successfully develop their skills, knowledge, understanding and application of ideas. Pupils express themselves confidently and clearly both orally and in their written work. They can reason logically and show independence as learners when given the opportunity. The pupils speak clearly, are articulate and confident at reading, and are attentive listeners.
- 3.3 Throughout the junior and senior schools pupils show good mathematical and numeracy skills. Art classes in both schools result in high quality creative work. Pupils make sound progress in the use of ICT reflecting an increase in ICT resources and their enhanced use, in response to the recommendation from the previous inspection. Pupils throughout the school achieve well through a physical education programme which makes good use of specialist teaching in the well-equipped gymnasium, and on the school's playing fields, to promote fitness successfully.
- 3.4 In the EYFS, all children achieve well and make good progress relative to their starting points. By the end of Reception most have attained the early learning goals and some have exceeded them. Children demonstrate strong social skills, clear cooperation and attentiveness. Older children read simple texts fluently and have a secure understanding of number operations between 1 and 10. Children of all ages demonstrate well developed ICT skills and manipulate the mouse with great dexterity and coordination.
- 3.5 The following analysis uses the national data for the years 2009 to 2011. These are the most recent three years for which comparative statistics are currently available. Results in national curriculum tests at age 11 have been good in relation to the national average for maintained primary schools. Overall, results show improvement and, in English in 2011 were well above the national average for maintained primary schools. Results in GCSE have been good in relation to the national average for maintained schools. This level of attainment indicates that pupils make progress that is good in relation to the average for pupils of similar abilities. Those pupils with SEND achieve and develop well at the school as a result of their own motivation, a reflection of their enjoyment of school, and the school's careful monitoring of their progress. The school is notably successful in meeting the learning needs of these pupils across all age ranges. Approximately half of the pupils leave at the end of Year 6 to go to selective schools, other independent schools or maintained schools. On leaving school at 16 pupils go to sixth forms in maintained schools or colleges, with some to local independent or grammar schools.
- 3.6 Attitudes to learning are very good. Pupils are attentive, keen and motivated to achieve academically and in extra-curricular activities. Pupils in Year 11 show a high level of maturity and with the help of their teachers focus closely on achieving their potential. This prepares them well to move on to the next stage of their education.

3.7 Extra-curricular sporting activities are popular and well supported. Pupils have achieved recent sporting success in swimming and cross-country at regional events for independent schools. Some pupils attain Duke of Edinburgh's Award (DofE) scheme silver and gold awards, and others achieve high grades in instrumental and dance, speech and drama examinations. Others show initiative in individual projects, such as setting up a radio station within the school.

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 aims of the school to motivate pupils and achieve academic quality are well supported. The well-planned curriculum contains a wide range of subjects and is effective in its coverage of the requisite areas of learning. Good opportunities exist to develop basic skills of literacy and numeracy, as well as skills of listening and speaking which develop throughout the school. Creative, expressive and practical subjects have a strong place in the curriculum and opportunities for developing these skills are plentiful. Pupils are happy with the option choices available to them at GCSE.

3.10 The EYFS curriculum provision is good. Staff pay close attention to the divergent needs of the children, supporting fully the school's aim to value every individual. The educational programmes help all children to reach their expected levels of development but limited use is made of trips, visits and visiting speakers to enrich the curriculum. In particular, they provide children with many opportunities to express themselves clearly, confidently and with enjoyment although opportunities to experiment imaginatively in the area of expressive arts and design are more limited.

3.11 The needs of individual pupils throughout the school are catered for by using ability grouping as appropriate to allow them to gain in confidence and work at the right pace. The school has made good progress in developing the pupils' access to ICT, through designated lessons in Years 7 to 9 and the introduction of compulsory ICT in Year 10 from 2013. This meets the recommendation of the previous report. The school has made sound progress in meeting the recommendation about developing library facilities and more initiatives are planned.

3.12 Support for those with SEND is of a good standard. Teachers are aware of the pupils' individual education plans and there is good communication between specialist staff and other teachers in the junior and senior schools. The reduced programme of GCSE courses for those with SEND helps their good levels of attainment. Pupils with EAL follow the normal curriculum and are monitored carefully to ensure that they make progress. Pupils who arrive from other countries with very limited English skills are very well supported and quickly develop, and cope well with, the language. The curriculum meets the needs of the most able both through its focus on basic skills and the scope it provides for challenge, particularly in mathematics, science and history. These arrangements meet the recommendation of the previous inspection report.

3.13 Since the previous inspection, effective schemes of work for personal, social and health education (PSHE) have been developed across the whole school, incorporating citizenship, careers education and useful information about educational destinations after Year 11. Compulsory religious education (RE) in Year 10 and humanities in Year 11 enable pupils to develop a range of skills and understanding related to their personal development. An extension programme for

Friday afternoons provides a range of activities such as skiing, cookery, ten-pin bowling, swimming, street dancing and rock school. Pupils enjoy this programme which also encourages links between junior and senior school pupils.

- 3.14 The curriculum is supported by a range of extra-curricular activities which makes good provision for younger pupils and sound provision for older ones. Some older pupils and some parents say they would like a wider range of sporting and other opportunities, and inspectors agree that choices are rather limited. Several popular sports clubs are on offer, some delivered by the school's own sports teachers but with outside instructors brought in to widen the range. Extra-curricular activities for older pupils include dance, drama, music and sport as well as subject clinics related to examination courses which allow for extended work for the most able in languages. Good links with the local and broader community have been established, for example, through links with a local church, and through charitable work for local, national and international good causes.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is good.
- 3.16 Teaching supports the school's aims well. Teaching is good overall and some is excellent. The most successful teaching, including in the EYFS promotes good progress across the school and helps pupils become independent learners. It is well planned, takes careful account of the pupils' learning needs, shows enthusiasm for the subject and high levels of subject knowledge. It promotes rapid pace, a variety of learning activities, uses ICT to very good effect and makes learning a challenging, yet motivating and enjoyable activity. The most successful teaching encourages children to ask questions, think for themselves and to make links in their learning. Pupils thrive and learn quickly where teaching shows these qualities. Where teaching is less successful, learning objectives are not so clearly focussed, lessons lack pace, less imaginative use is made of learning resources and opportunities for pupils to participate and show their ability are limited. The outcome is sound progress, but does not match that made in response to the best teaching. Occasionally teachers in the EYFS talk and children listen for too long without enough activity and creativity.
- 3.17 Pupils in the junior and senior schools benefit from specialist teaching in for example art, French and Spanish and from the teachers' good subject knowledge. In the EYFS resources are well used in the classroom. EYFS staff are keen for every child to achieve well and regular, careful observations of the children, in both formal and informal sessions, ensure that staff are aware of their readiness to take the next step forward in their learning.
- 3.18 Small class sizes allow teachers to focus on ensuring the progress of each pupil. Teachers are willing to give time and commitment to helping their pupils succeed. Pupils particularly value the way that teaching meets their individual needs both during and outside lessons. They are given individual help when they find a particular piece of work difficult. Pupils in the junior school say that teaching makes lessons fun and this gives them confidence to learn. Several senior school pupils remarked that teachers are often willing to 'go the extra mile' to help them succeed. These key strengths in teaching are an important factor in the pupils' good achievement.

- 3.19 Pupils are enabled to have a good understanding of the progress they are making. Regular assessment in the senior school enables older pupils to have a clear and realistic view of their current progress. In the junior school, targets are set for pupils. All pupils say they know what they need to do to improve. Marking is regular but the quality of marking is not always consistent with school marking policy, and not all provides clear targets for improvement.
- 3.20 Pupils with SEND are well supported by teaching which draws on a good understanding of their learning targets. The teaching of those with EAL is effective and ensures that these pupils quickly reach levels of English which allow them to achieve to the best of their ability. The learning needs of the most able pupils are appropriately catered for through tasks which provide additional levels of challenge, and extension work. In order to further support such pupils, the school has begun to identify more specifically, high levels of skills and aptitudes across the academic and broader curriculum. The school has addressed the recommendations from the previous inspection report relating to the sharing of good practice and varied teaching and learning styles. This has helped the school to achieve its current good teaching provision.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of the pupils' spiritual, moral, social and cultural development is good.
- 4.2 The school is successful in achieving its aim to be a caring community, encouraging pupils to be considerate and respectful of others. From the youngest age the pupils are encouraged to have an appreciation of the world around them. In the EYFS, the children's personal development is good. All children happily share resources, take turns and organise themselves effectively.
- 4.3 Pupils throughout the school have a good spiritual awareness that is supported by their RE lessons and thoughtfully prepared assemblies on spiritual themes. Younger pupils' understanding of other religions has been enhanced by visits to churches and other places of worship.
- 4.4 The pupils' moral development is good. Pupils have a clear sense of right and wrong. They appreciate the importance of abiding by the school rules and their own class rules, and understand that these are for the benefit of the school community. The pupils have good understanding of moral issues and respect for the law, reflecting the school's ethos and a suitable PSHE programme. Through involvement in raising money for charities pupils demonstrate well-developed understanding of their obligations to those who are less fortunate than themselves. For example the school's link with a local hospice inspired a group of pupils to put in place a number of fundraising initiatives and Year 9 pupils visit a local old peoples' home each week.
- 4.5 Pupils show good social awareness. The school council, whose members are democratically elected, has been developed since the previous inspection. They have achieved a number of changes including for example the introduction of an astronomy club. Pupils gain good knowledge and understanding of public institutions and services in England through a well-organised programme of guest speakers such as local politicians, representing both political parties, bank representatives, health visitors and career advisors.
- 4.6 The pupils' cultural awareness is sound. Younger senior school pupils enjoyed the opportunity to experience Indian drumming and the pupils' interest in other cultures is developed to some extent through subjects such as French and art, where western and other cultures are studied. All pupils, including those in the EYFS, take an interest in the variety of backgrounds and cultures represented throughout the school. They show respect and understanding for the diversity of the school community.
- 4.7 The pupils have a good standard of personal development by the time they leave the school and fulfil with confidence roles of responsibility such as head girl, head boy, prefects and librarians. Year 11 pupils are mature young people who have grown into their role as senior pupils and are well prepared to move on to the next stage of their education.

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

- 4.8 The quality of pastoral care is good.
- 4.9 The pastoral care the staff provide for the pupils throughout the school meets the aim of the school to ensure that the pupils are happy and safe.

- 4.10 In the EYFS, provision for the children's well-being is good. The key persons promote the standards of courtesy and behaviour expected and give priority to the children's happiness, health and safety so that they form good relationships with one another and with adults and develop their independence. Children are well supported in their transitions within the school.
- 4.11 Positive relationships between the staff and pupils are evident and promote effective learning, ensuring that the pupils will be well prepared through their personal development, for their adult lives. Teachers know their pupils well, but recording systems, by which pastoral care and other information about pupils can be shared across the school, are not fully developed.
- 4.12 The pupils are familiar with the school rules and help devise appropriate rules for their classrooms. A school council provides the students with an opportunity to express their opinions, which they feel are valued by the staff. The pupils feel happy and safe and that their teachers always want the best for them. They are able to develop a strong sense of purpose as part of their school community. Pupils feel they can confide in any of their teachers. Pastoral leaders across the school encourage pupils to let teachers know if they are worried by anything at school. Younger pupils were comfortable about discussing what makes them feel anxious during a PSHE lesson. This caring ethos permeates the school.
- 4.13 The school actively promotes a healthy lifestyle through the PSHE programme and science lessons, covering drug awareness, safety in electronic communications, hygiene and health issues. Medical staff make regular and valuable contributions to the pupils' personal development. The physical education lessons give pupils regular exercise both indoors and out. The excellent quality sports hall extends the scope of physical activities. The lunches provided by the school are enjoyed by the pupils that have them and promote healthy eating. Many of the pupils bring in their own packed lunches but these are not monitored to provide similar encouragement to eat healthily. Children in the EYFS are taught to understand that physical exercise and healthy eating, together with personal hygiene, are essential for a healthy lifestyle. They can explain the need to wash hands carefully before eating their healthy snacks to avoid the spread of germs.
- 4.14 Behaviour management throughout the school is based on positive reinforcement and the pupils feel that they are well supported by their teachers. Pupils feel that the rules and sanctions are fair and justified and that bullying or harassment of any kind is unacceptable. In the questionnaire distributed to parents in connection with the inspection a small number expressed the view that the school did not deal well with any cases of bullying, but inspectors could find no evidence to support this view. The questionnaire distributed to pupils was completed by a small number of whom a small minority felt that the school did not take account of their views and teachers were not fair in the way they gave rewards and sanctions. These views were not supported by the inspectors' observations around the school or by the interviews they held with pupils. Incidents of poor behaviour are dealt with swiftly and the support network is effective in ensuring the pupils feel fairly treated. The good relationships between the staff and pupils are built on mutual trust and there is a pride in belonging to a caring school where everyone clearly gives their time generously.
- 4.15 The school has a realistic and suitable plan to improve educational access for pupils with SEND which ensures that pupils with particular difficulties make good progress, are well supported in their learning and have full access to the curriculum.

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

4.16 The contribution of arrangements for welfare, health and safety of pupils is good.

4.17 Arrangements, including those in the EYFS support the school's aims. The school makes suitable safeguarding arrangements, including recruitment checks and appointment procedures, which have regard to official guidance. The school meets in full the requirement from the previous inspection that these arrangements should be put in place. Appropriate training in child protection is in place and is included in the induction of new members of staff. Suitable contact, including in the EYFS, is maintained with local welfare agencies. The school has thorough risk assessments and takes the necessary measures to reduce risk from fire and other hazards, making good use of external contractors to ensure regular checks on fire safety and other equipment are made. The arrangements for pupils who are ill are appropriate. The school has ensured that its attendance and admission registers are completed and stored correctly

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governance makes an effective contribution to the successful achievement of the school's aims with regard to valuing every individual, producing happy and highly motivated pupils and pursuing academic quality throughout the school, including the EYFS provision. The proprietor is fully aware of her responsibilities and these are executed well. The school is encouraged to fulfil its aspirations and is committed to maintaining its ethos. The regular meetings between the proprietor and the headteacher, both formal and informal, coupled with an 'open door' policy between senior management and the proprietor, including the latter's role as the school's bursar, ensure that information about school matters is communicated well. Oversight is effective and governance responsibilities are discharged well.
- 5.3 The proprietor knows the staff and has regular contact with them. A good working relationship with senior staff ensures that both support and appropriate challenge are provided. The proprietor conducts an annual review of safeguarding and takes care to see that appropriate selection procedures for the appointment of staff are followed. Governance responsibilities for financial planning are discharged effectively. All departments have a budget which is submitted for approval and appropriately evaluated providing suitable measures of financial management within the school. Good material resources, accommodation and staffing support the pupils' good achievement and personal development.

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

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.5 The school largely fulfils its aims to pursue academic quality, to prepare pupils to play a full part in society and ensure they are valued, and to develop happy and confident pupils, who are highly motivated. Policies for safeguarding and welfare, health and safety are in place and are successfully implemented under the direction of the senior staff, with suitable delegated responsibilities allocated throughout the school.
- 5.6 There is good leadership in the senior team on academic and pastoral matters with effective delegation to middle managers throughout the school. Teaching and other staff work cooperatively, with commitment and an understanding of their own and others' roles and responsibilities. The overall school management structure gives an outline of reporting lines for senior managers. Staff have a generally good understanding of the roles and responsibilities of senior managers and of their accountability to their line managers. The effectiveness of communication across the school is made less easy for staff by inconsistent styles of presentation, and a limited use of ICT for shared access to data and information for the purposes of management and organisation.
- 5.7 Leadership and management of the EYFS are good. Children are well cared for in a safe, spacious and well-organised environment. Staff implement safeguarding

procedures extremely effectively. Managers have a good understanding of the areas of learning and how children learn, although monitoring of the curriculum areas is not sufficiently thorough, resulting in some limitations. They have high expectations for all aspects of the provision and meet regularly with staff to communicate clear objectives for improving practice.

- 5.8 The school has responded to the previous inspection report in formulating an adequate school development plan. However, the division into sections in different formats limits its effectiveness in communicating the school's plans. Effective departmental development plans have been prepared which define responsibility for each objective, costings and timescales for implementation and indications of what the impact on learning will be when objectives are met. All members of the senior management team contribute ideas towards development planning and the current school development plan identifies recent achievements and future targets and building plans.
- 5.9 Pupils are well known by senior and middle management staff as well as other teachers and teaching assistants, who offer much individual support both in and out of the classroom. The leadership and management provide good educational direction, which is reflected by good levels of achievement and the positive personal development of pupils, who say they feel safe and well supported.
- 5.10 In response to the recommendations of the previous inspection the school has effectively monitored teaching and learning through lesson observations as part of the formalised biannual staff appraisal process, with a staff review in the intervening year.
- 5.11 Management and staff deployment at all levels ensures suitably qualified teachers and teaching assistants are trained and motivated to carry out their roles effectively, including in safeguarding, welfare, health and safety. Staff are aware of their pupils' different educational and personal development needs and lesson planning often reflects this. Arrangements for the recruitment of staff, volunteers and governors are suitable and are appropriately recorded.
- 5.12 Catering, maintenance, cleaning, grounds and administration staff have a good knowledge and understanding of the school and they contribute positively in helping the school to run smoothly on a day-to-day basis.
- 5.13 Links with parents are good. In the EYFS, links between home and school are excellent. Before the children are admitted parents are encouraged to share information from home in order to help the children to settle in. This open dialogue continues throughout the early years and parents expressed their strong appreciation for the daily opportunities to be kept informed.
- 5.14 The school's 'open door' policy encourages face-to-face communication with parents. The school has a parents' social committee which runs events and social functions to help raise funds for the school for initiatives including outdoor play equipment. The parents' responses to the pre-inspection questionnaires were very positive about the safety of their children in school, the progress they make, the availability of school policies, communication with staff and the way that the school treats each child as an individual. Inspection evidence supports these views.
- 5.15 For all pupils, reports are sent out each term, with detailed reports written at the end of the Michaelmas and Trinity terms and a shorter interim written report at the end of the Lent term. In addition report cards are also sent out in October and February

half terms. In responding to the previous inspection report the school now ensures that reports to parents contain more information about the pupils' progress and they set specific and meaningful targets for future learning. In addition there are parents' evenings, at least one per annum, which also give parents an opportunity to meet teachers and discuss their child's level of achievement and progress.

- 5.16 Parents are kept well informed through the recent publication 'Celebration of Youth Awards', and news items posted on the school's website, which also publishes school policies and gives wide-ranging information about the school. The school provides the required information for parents, and has in place, and follows, a suitable complaints policy.

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