



**INDEPENDENT SCHOOLS INSPECTORATE**

**ST MARTIN'S SCHOOL**

**INTEGRATED INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## St Martin's School

Full Name of School	<b>St Martin's School</b>		
DfE Number	<b>312/6005</b>		
Registered Charity Number	<b>312648</b>		
Address	<b>St Martin's School 40 Moor Park Road Northwood Middlesex HA6 2DJ</b>		
Telephone Number	<b>01923 825740</b>		
Fax Number	<b>01923 835452</b>		
Email Address	<b>office@stmartins.org.uk</b>		
Head	<b>Mr David T Tidmarsh</b>		
Chair of Governors	<b>Mr Roy Jakes</b>		
Age Range	<b>3 to 13</b>		
Total Number of Pupils	<b>396</b>		
Gender of Pupils	<b>Boys</b>		
Numbers by Age	0-2 (EYFS):	<b>0</b>	5-11: <b>254</b>
	3-5 (EYFS):	<b>76</b>	11-13: <b>66</b>
Number of Day Pupils	Total:	<b>396</b>	
Head of EYFS Setting	<b>Mrs Jackie Lindsay</b>		
EYFS Gender	<b>Boys</b>		
Inspection dates	<b>23 Apr 2013 to 26 Apr 2013</b>		

## PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in November 2010

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

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

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

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

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

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

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

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Sue Vale

Mr Timothy Cannell

Mr Graham Malcolm

Mrs Alison Fleming

Mrs Linda Griffith

Mrs Marjorie Harris

Reporting Inspector

Team Inspector (Head, IAPS school)

Team Inspector (Head, IAPS school)

Team Inspector (Head of Juniors, IAPS school)

Team Inspector (Head of Juniors, ISA school)

Co-ordinating Inspector for Early Years

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Martin's School was founded in 1922 as a day and boarding school, although boarding ceased in 1994. It is now a preparatory school for boys aged three to thirteen years, and has a pre-prep department for Years 1 and 2 which opened in 1979. The school is situated in Northwood, a suburb to the north-west of London. It is a charitable trust, administered by a board of governors. Since the previous inspection in 2010, the Kindergarten building, adjacent to the pre-prep classrooms has been refurbished. Before- and after-school care is available and changes to the school day have allowed extra time for a new activities programme.
- 1.2 At the time of inspection there were 396 boys on roll, of whom 40 attend the Nursery (Kindergarten) on a full or part-time basis. There were 36 pupils in Reception, making a total of 76 pupils in the EYFS. Two hundred and fifty-four pupils are in Years 1 to 6, and 66 are in Years 7 and 8. There are 29 pupils who have English as an additional language (EAL), only four of whom require extra support. The school has identified 67 pupils as having special educational needs and/or disabilities (SEND), all of whom receive extra support in school. There are no pupils who have a statement of special educational needs.
- 1.3 St Martin's is an academically selective school. Entry is chiefly at three, four and seven years of age, though a few pupils enter later as occasional places arise. The overall ability profile of the school is above average. Most pupils come from the local and surrounding area, from professional backgrounds, and transfer to independent senior schools at the age of thirteen. A large proportion of the pupils come from third generation Asian backgrounds and there is a wide mix of different ethnic backgrounds and cultures. The school aims to create a happy friendly atmosphere giving pupils an all-round education. Whilst preserving the Christian ethos of the school it aims to cultivate mutual tolerance and understanding of other faiths.
- 1.4 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***

School	NC name
Kindergarten	Nursery
Kangaroos	Reception
Bears	Reception

### ***Pre-Preparatory Department***

School	NC name
Pandas	Year 1
Tigers	Year 1
Lions	Year 2
Leopards	Year 2

***Preparatory School***

School	NC name
3TL,3FH, 3PG	Year 3
4SM, 4RC, 4SW	Year 4
5HM, 5RM, 5VW	Year 5
6CC, 6LF, 6SD	Year 6
7BA, 7GB, 7FR,	Year 7
8IM, 8AOFB, 8MH	Year 8

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The quality of the pupils' academic achievements is excellent, in line with the aims of the school. Pupils are articulate and they are mathematically and linguistically highly able. Those with SEND or EAL make excellent progress because of the high quality of the support they are given. This is particularly evident in the EYFS where children make rapid progress in developing their linguistic and mathematical skills. Pupils have extremely positive attitudes to their learning, participating well and with enjoyment in lessons. Their excellent progress is supported by consistently excellent teaching and by a highly effective and stimulating curriculum. This is complemented by an outstanding programme of extra-curricular activities. The majority of marking of pupils' work is highly effective but pupils across all subject areas do not always know how to improve their work.
- 2.2 The pupils' spiritual, moral, social and cultural development is excellent. Pupils are extremely well-mannered, considerate and delightful with each other, and their behaviour is praiseworthy. They are caring members of their own community and understand their social responsibility to help others who are less fortunate, for whom the pupils raise a substantial amount of money. Excellent pastoral care is a strong contributory factor to the pupils' high quality personal development. The youngest children in the EYFS quickly develop caring and supportive attitudes to each other. Relationships between pupils and staff and amongst the pupils themselves are extremely positive. The arrangements for welfare, health and safety are strong.
- 2.3 Governance is excellent although the involvement of governors in the EYFS is not as strong as in other parts of the school. Leadership and management at all levels are extremely effective. Excellent team work from the senior leaders in the school ensures that the school runs smoothly and to the benefit of the pupils. There is a limited formal structure for the monitoring of the pupils' progress to enable teachers to build on their previous knowledge and skills. Links with parents and carers are excellent.



## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

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

### **(ii) Recommendations for further improvement**

2.5 The school is advised to make the following improvements.

1. Ensure that the procedures for monitoring the progress and achievement of individual pupils enable teachers to build on the pupils' previous skills and learning.
2. Ensure consistency in marking across all subject areas, in line with the school's policy.
3. Strengthen the involvement of governors in the EYFS.

### **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 throughout the school is excellent.
- 3.2 Pupils are very well educated in accordance with the school's aims. They are offered the support and encouragement needed to thrive, grow in confidence and realise their full potential.
- 3.3 Throughout the school pupils achieve high levels of knowledge, understanding and skills in curriculum subjects and extra-curricular activities. The pupils have an extremely wide range of knowledge for their age; they are highly articulate, listen to each other well and are able to reason logically. Pupils are confident readers and often read beyond expectation. These skills are successfully built upon as pupils move through the school with all making strong progress. Some of the oldest pupils won a national spelling competition. Younger pupils achieve high standards of literacy and older pupils write very well, both imaginatively and factually. The pupils' numeracy skills are very strong; they can work independently and think critically. The most able older pupils in a religious studies (RS) lesson produced some very thoughtful and thought-provoking ideas. Pupils use information and communication technology (ICT) competently across a range of subjects for research or to present their work. The pupils are creative, as seen in the high standard of art work around the school. In the EYFS, children achieve well and make rapid progress in their learning particularly with their speaking and language development. They can read and write simple sentences, they are developing their phonics knowledge and are able to manipulate numbers effectively for their age.
- 3.4 Both group and individual achievements of pupils outside the classroom are good. In sport, pupils achieve a high level of success both individually, with pupils representing the county, and in teams. They are successful in art, music and drama and pupils appreciate the opportunities to try out new activities. The range of extra-curricular activities enables pupils to extend their interests and achieve well and many pupils take advantage of the activities available which range from cartoon drawing to debating.
- 3.5 The achievements of pupils with SEND are good and pupils are catered for well according to their needs and make good progress against their starting points. Pupils with EAL also achieve very well and make excellent and rapid progress, largely as a result of the high quality teaching throughout the school. This was seen for example amongst the youngest pupils in the school who make particularly rapid progress in developing their speaking. Pupils are well prepared for the move to senior school.
- 3.6 The pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available from lesson observations, work scrutiny and interviews with pupils, it is judged to be excellent in relation to national age-related expectations. The majority of pupils gain a place to their first choice senior school, with a significant number gaining academic scholarships, as well as some sporting and musical awards. This level of attainment, as judged, indicates that pupils make a high rate of progress in relation to pupils of similar ability, particularly amongst the older pupils. In addition, opportunities to offer academic challenge to the most able are evident across the whole curriculum.

- 3.7 The pupils' attitudes to learning are excellent. From the EYFS upwards, pupils enjoy school. Pupils often show high levels of concentration and engage fully with their work. The pupils' exemplary behaviour in the classroom and around the school strongly supports their overall achievement. They are diligent and focused and put forward their own ideas with confidence. They are avid learners, capable of working independently or co-operatively and can organise their work efficiently.

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

- 3.8 The quality of curricular and extra-curricular provision is excellent.
- 3.9 The well-planned curriculum gives pupils in Years 1 to 8 a rich learning experience that is appropriately broad and challenging to suit their needs. It strongly supports the school's aim to deliver a rich and balanced education for pupils up to senior entry. Class-based teaching in Years 1 to 4 provides pupils with a very strong foundation for their learning. From Year 5 the specialist teaching allows excellent preparation for entrance examinations to senior schools, and careful setting and streaming arrangements to match the pupils' abilities works well. As well as focussing on the requisite examination subjects, recent developments such as the Year 6 language activities in which pupils can learn German, Italian and Spanish, and the introduction of philosophy for children in Years 2 to 4, enrich the curriculum. The curriculum is reviewed regularly by senior staff and each department produces a subject development plan; each subject is reviewed on a rolling programme. Pupils identified with SEND and those who are more able are supported well by the curriculum and extra-curricular provision. Individual education plans are drawn up and shared with parents. Where it is felt to be advantageous, pupils receive extra support lessons. Since the previous inspection, further opportunities for enabling pupils of all abilities to engage in open-ended investigation and learning have been extended as recommended at that time. Pupils have many opportunities in their lessons to work both independently and co-operatively with others.
- 3.10 The provision in the EYFS is excellent. Following recent initiatives, curriculum documentation has been changed in line with requirements and the increase in staff in the Kindergarten has ensured that the quality of learning is sustained. A wide range of activities, both indoor and outdoor, together with a good balance of adult-led and child-initiated tasks, enables children to respond to the high expectations of staff. This is particularly supportive for the increasing numbers of pupils who have English as an additional language. Outdoor activities are planned well throughout the EYFS and create an excellent learning environment, which the children thoroughly enjoy. Good opportunities for children to initiate their own learning in the outdoor environment meet the recommendation of the previous inspection.
- 3.11 Specialist science, art, design and technology (DT), ICT and music rooms offer the pupils many opportunities for active learning. The outstanding facilities for physical education and the excellent skills of the teachers enhance the pupils' physical development. The school strongly believes in participation for all; there are over 100 individual music lessons taken each week and a very high percentage of pupils in Years 3 to 8 have participated in at least one sports fixture in the last academic year. The personal, social and health education (PSHE) and life studies programmes effectively support their excellent personal development.
- 3.12 Pupils have plenty of opportunities to learn beyond the classroom. Recent day trips have included visits to Hatfield House and Batchworth Lock in Rickmansworth. Pupils in Years 5 to 8 experience at least one theatre visit per year and Year 6 have

an annual day trip to France. Pupils in Year 7 recently went to hear a popular children's author speak at a local school. A programme of residential visits is arranged for all pupils from Years 3 to 8 and this makes an important contribution to the extra-curricular provision. There is an extensive programme of lunch-time and after-school clubs and activities. They are very popular with the pupils and provide options to suit most tastes from a host of sporting and musical activities to Greek and Roman Club and Brain Teasers. The extra-curricular activities support pupils' achievement and progress across the curriculum and contribute very well to their personal development.

- 3.13 Pupils benefit greatly from links with the local and global communities. School choirs sing at a local retirement home; the rock and jazz bands play in the local church fete and the school has established a partnership with a school in Kenya. In addition, local state schools participate in the rugby sevens tournament and come to the school to share DT workshops and the swimming facilities.

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

- 3.14 The quality of the teaching is excellent.
- 3.15 Throughout the school teaching is highly effective in promoting the pupils' high level of progress and reflects the aim of the school to develop the potential of each boy. From the EYFS onwards, the pupils' needs are given careful consideration. Lessons are effectively planned to support different ways of learning through using paired and group activities as well as individual tasks. Teachers know their pupils very well. They work highly effectively as a team, particularly in the EYFS.
- 3.16 Much marking of the pupils' work in the best practice is excellent, and follows the school's marking policy, but this practice is inconsistent across subject areas and year groups. Some marking gives insufficient guidance on how pupils can improve their work. Comments, when written, are largely constructive and expanded on orally when work is returned to the pupils.
- 3.17 Teachers demonstrate excellent subject knowledge, manage lesson time effectively and make strong use of a variety of resources. High quality teaching is characterised by a brisk pace, with the pupils' interest fostered, maintained and extended by cross-curricular strands contributing to the pupils' excellent achievement and spiritual, moral, social and cultural development. In discussions and in responses to pre-inspection questionnaires, pupils felt that the majority of teaching makes learning fun. Praise and encouragement are used effectively. The pupils' work as displayed in both classrooms and public areas of the school are tangible recognition and appreciation by staff of the pupils' efforts. Pupils are given a range of opportunities for independent thinking appropriate to their age and ability. An exceptional example was seen when younger pupils, as part of their speaking and listening development, delivered short speeches on an animal of their choice together with a power point presentation. In a few examples of less successful teaching, tasks are not so well matched to the pupils' needs, which results in a few pupils not making the progress of which they are capable.
- 3.18 Teachers have high expectations of the pupils' behaviour and encourage excellent attitudes to learning throughout the school. This starts right from when children first start at the school in the EYFS. High quality teaching assistants from the EYFS onwards support the pupils' learning very well. This is particularly effective for those pupils with EAL and for those with SEND. Throughout the school, those pupils who

are more able are also very well supported and challenged in their learning in most lessons.

## **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 spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 From the EYFS onwards, the school fulfils its aims to promote the pupils' happiness and enjoyment as members of a caring community. This promotes excellent behaviour and good relationships at all ages. Pupils consistently demonstrate excellent manners and empathy towards each other. In the classroom they demonstrate respect for one another's views.
- 4.3 The pupils' spiritual development is excellent. Pupils are highly aware of the variety of backgrounds within the school and demonstrate a respect for the beliefs and opinions of others. From an early age, pupils are involved in assemblies, visits to churches and have visiting speakers such as local vicars regularly attending the school. This is supported in the curriculum with RS lessons and through cross-curricular links; prep school pupils were struck with the awe and wonder of seeds growing and the beauty of the world. Older pupils demonstrated excellent reflective skills in a RS lesson. The pupils' self-esteem and confidence is high due to the regular praise they receive for their efforts to demonstrate an understanding of others.
- 4.4 Pupils show excellent moral awareness. They understand the difference between right and wrong and abide by the rules which help the school function smoothly as a community. They listen carefully to the views of others and are articulate in expressing their own views, showing respect and consideration when involved in class discussions. In discussions with inspectors, they demonstrated their understanding of the rewards and sanctions policy and were appreciative of recent changes which the school had administered through suggestions from the school council. Pupils feel that the majority of staff treat them fairly. Children in the EYFS have very strong feelings about what is right and wrong. They are developing good inter-personal skills and co-operate well with each other, taking turns and sharing equipment. Older children in the EYFS develop their independence and show that they are beginning to understand the feelings of others.
- 4.5 The social development of the pupils is excellent. Pupils greet each other and visitors in a friendly and open fashion. An outstanding feature of the school is the exceptional manners of the pupils and their excellent behaviour. Whatever their age pupils thrive on the responsibilities which they are given such as captains of sport, librarians, being tour guides for prospective parents or prefects. Activities such as 'St Martin's has talent', the 'Ninetieth Anniversary Quiz' and numerous cake sales have helped raise generous funds for charities such as a local hospital and for multiple sclerosis, raising awareness of those less fortunate and an awareness of money. A 'buddy' system successfully enables both staff and pupils to ensure that everyone is informed of arrangements in school even if they were not present when the arrangements were made. Pupils' awareness of citizenship matters and public institutions is good.
- 4.6 The pupils' cultural development is excellent. The school celebrates various religious festivals such as Christmas and Diwali when parents also share in celebrations, often being actively involved. Sports trips abroad, visits to an ecology area in Year 2 and later in Year 8 promote an understanding of the diversity of the

world. The pupils' understanding is further developed through work in the curriculum by being able to reflect on art, literature or music. The standard of personal development when the pupils leave school is excellent as they are well prepared for senior school and life beyond the classroom.

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

- 4.7 The quality of pastoral care is excellent.
- 4.8 The pupils' development is assisted by strong relationships between staff and pupils which helps the school in its aims to promote the enjoyment of life through challenge, interaction, compassion and achievement. A 'worry box' allows pupils to express their concerns which are followed up confidentially by a member of staff who gives practical advice or assistance. Pupils fill out a pastoral questionnaire which enables staff to provide support as appropriate. Pupils with SEND and EAL are well supported.
- 4.9 The school is highly effective in promoting excellent behaviour and in its provision to guard against bullying. Sanctions are used infrequently but fairly, and rewards reinforce positive behaviour and good work. At break times pupils play enthusiastically together, often in a competitive nature, but always co-operatively. Pupils are confident and happy. On the very rare occasions where the pupils felt that bullying occurs, they believe that the school deals with any situations very well and very quickly. Whilst a small minority of parents in their responses to the pre-inspection questionnaire felt that the school did not always deal well with any cases of bullying, the school correctly follows its own procedures concerning bullying records and sanctions.
- 4.10 Pupils are encouraged to be healthy through developing good eating habits and taking regular exercise from the EYFS upwards. There are vegetarian and salad options available to pupils. Pupils are eager to apply for a position on the school council to voice their opinions, although some indicated in their responses to the pre-inspection questionnaires that they did not always feel that they were able to express their opinions. Inspection evidence shows that there are plenty of opportunities for them to do this. The school council has had an input into the recent anti-bullying charter with the addition of posters to the campaign. Ideas from the pupils themselves are often adopted, which they appreciate. The key person is used well in the EYFS to give excellent support and care, and the close teamwork ensures that their concern is always for the good of the children and that all are treated equally.
- 4.11 The school has an appropriate accessibility plan.

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

- 4.12 The contribution made by the arrangements for welfare, health and safety is excellent.
- 4.13 Safeguarding arrangements have regard to official guidance. Requirements in this area made by the previous inspection have been acted upon and systems are now robust. Pupils themselves say that they feel safe and the vast majority of parents who responded to the pre-inspection questionnaire believe that their children are safe and very well cared for in school. Safer recruitment procedures are carefully carried out. Child protection training is regularly undertaken for all staff, including those with particular responsibilities, and the designated child protection officer

ensures that all training is up-to-date. Workshops and policies on e-safety and the use of mobile phones alert parents and pupils to possible mis-use.

- 4.14 Appropriate measures are taken to reduce the risk from fire and other hazards. Regular fire drills are carried out, and all drills are properly timed and recorded in the log book.
- 4.15 Health and safety is given a high priority in the school. The grounds are kept in excellent condition, and staff are vigilant in looking out for potential hazards across the site. The school has developed a clear and appropriate health and safety policy with suitable risk assessments. These include when pupils go out of school on trips. Pupils who are ill or injured are cared for well, in a designated medical area. Medicines are appropriately stored and the procedures for their administration are followed correctly. Parents are appropriately informed if their child has had an accident at school. The admission and attendance registers are properly maintained and stored. Families where pupils are absent are contacted on the first day of absence.
- 4.16 In the EYFS, children's welfare is promoted effectively and the safeguarding of children is carefully ensured. Teachers are highly vigilant for the children's safety, for example when making vegetable kebabs the youngest children were reminded to take care of the skewers they were using because there was a sharp point.



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

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

- 5.1 The governance of the school is excellent.
- 5.2 The governors are highly committed to the school and to securing its aims. In order to achieve these, they have an effective oversight of all sections of the school. These are supported very well because governors work closely with staff in regularly reviewing school policies and procedures. They discharge their responsibilities for educational standards, financial planning and investment in staff, accommodation and resources very well, thus supporting the excellent academic achievement and personal development of the pupils.
- 5.3 Governors are actively involved, and through regular visits to the school they become knowledgeable about the school's strengths and weaknesses. They are very supportive of senior leaders. However, governor links with the EYFS are not as strong as in the rest of the school.
- 5.4 The governing body discharges its responsibilities regarding child protection, safeguarding children, safer recruitment and welfare, health and safety suitably. They ensure that there is an annual review of safeguarding. The governors support new initiatives and ensure that the school maintains its excellent provision from the EYFS onwards. Their involvement in school self-evaluation aids understanding of what is successful and what requires development.

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

- 5.5 The leadership and management of the school at all levels are excellent.
- 5.6 An experienced senior management team including the leadership of the EYFS collectively and collaboratively supports the school's aims and ensures its success. Teamwork is a strong feature of the successful nature of the school. The commitment of all staff is highly supportive of the pupils' excellent personal development as seen in the high quality pastoral care given.
- 5.7 Leadership and management provide clear educational direction, as reflected in the excellent quality of the pupils' education. Self-evaluation is accurate. The school development plan has clear and relevant ideas for its future improvement. It is frequently evaluated and clear criteria for its success are included. Policies are regularly reviewed, both by the governing body and by the senior leadership team. Their implementation is monitored both by the senior management team and heads of department. All those working with pupils are suitably checked and appropriately trained in safeguarding, welfare, health and safety. The requirement of the previous inspection regarding checks on staff has been met. Teachers and other staff are deployed appropriately and contribute significantly to the pupils' excellent progress and their welfare. Induction procedures for new staff are good and were clearly evident during the inspection week.
- 5.8 Teaching throughout the school is regularly monitored by the head teacher, senior leadership team and heads of department. There is also an effective system of 'buddying' amongst the staff who observe each other's lessons and give support to

one another. The school is aware of the attainment and progress of individual pupils although this is not rigorously monitored formally but more often on an informal basis.

- 5.9 In the EYFS children are cared for very well and safeguarding is thoroughly adhered to. Staff are suitably qualified and the ratios of adults to children are good. Since the last inspection all previous recommendations have been met and the refurbished outdoor play area is an excellent example of how the EYFS has developed and improved. Parents are made very welcome and receive detailed reports on their children's progress and achievements. Resources are well used and children thoroughly enjoy the freedom of working both indoors and outside. Self-evaluation is accurate and always puts the child first.
- 5.10 The school has excellent links with parents, carers and guardians, in accordance with its aim to establish a family-based partnership. In the pre-inspection questionnaire the parental responses indicated a good level of satisfaction with the school. The majority are satisfied with the high standards of behaviour and education, and the leadership of the school. An open-door policy ensures that parents can contact the staff. In their responses to the pre-inspection questionnaire, a few parents expressed dissatisfaction with the way the school handles their concerns. The complaints log indicates that the school deals with complaints in line with the complaints policy and procedures.
- 5.11 Parents feel well informed about life at the school. The website, which gives details about updated policies, school events and activities, newsletters and home/school diaries are established systems of communication between home and school and ensure that parents are appropriately informed. Parents of prospective pupils are invited to tour the school on open days throughout the year. Parents new to the school are provided with comprehensive information through the prospectus, website and school handbook. All required information is provided to parents of current and prospective pupils. Information evenings and parents' consultations take place and all parents receive detailed and helpful annual reports on their son's progress. Whilst some parents in the questionnaire felt that they are not kept as informed about their child's progress as they would like to be, the inspection findings do not support this view. Each pupil's progress is regularly reviewed and the results shared with parents.
- 5.12 Parents are enthusiastic about the opportunities to be involved. They appreciate the occasional invitation to lunch or to watch a swimming lesson. There are many social opportunities to meet other parents organised by an active Friends of St Martin's. Parents can represent their son's form on a committee which regularly meets to discuss school issues. Parents are invited to meet staff on formal and informal occasions. Parents across the school are willing helpers for activities such as trips.

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