



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
THE NEW ECCLES HALL SCHOOL**

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## The New Eccles Hall School

A boarding welfare inspection under the residential special school regulations was carried out by Ofsted at the same time, and a separate report published on [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

Full Name of School	<b>The New Eccles Hall School</b>		
DfE Number	<b>926/6041</b>		
Address	<b>The New Eccles Hall School Quidenham Norwich Norfolk NR16 2NZ</b>		
Telephone Number	<b>01953 887217</b>		
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Email Address	<b>headmaster@neweccleshall.com</b>		
Headmaster	<b>Mr Richard Allard</b>		
Director	<b>Mr Sean Simington</b>		
Age Range	<b>3 to 19</b>		
Total Number of Pupils	<b>117</b>		
Gender of Pupils	<b>Mixed (97 boys; 20 girls)</b>		
Numbers by Age	7-11:	<b>10</b>	11-17: <b>107</b>
Number of Day Pupils	Total:	<b>79</b>	
Number of Boarders	Total:	<b>38</b>	
Inspection Dates	<b>11 March 2014 to 14 March 2014</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 January 2011.

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, as amended. 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.

This inspection did not cover any aspect of boarding, nor check compliance with the National Minimum Standards for Boarding Schools. Boarding was inspected separately and concurrently by the Office for Standards in Education (Ofsted), Social Care inspection of this residential special school. The report is to be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

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. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

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

- 1.1 The New Eccles Hall School is a co-educational boarding and day school founded in 1945. It is located in rural south Norfolk and is set in 30 acres of parkland. The school is owned by Eccles Hall School Ltd. Its director is based in the school and is responsible for all financial and non-educational matters and governance. There is no board of governors. The headmaster is responsible for all educational matters.
- 1.2 The school aims to help all pupils develop good work habits, and to encourage good manners, and respect for the environment as well as each other.
- 1.3 Currently there are no pupils below Year 3 or in Year 13. There are 117 pupils (97 boys and 20 girls) in total. Ten pupils, all boys, are in the junior section of the school (Years 3 to 6, aged 7 to 11 years). Secondary-aged pupils are in Years 7 to 12, aged 11 to 17, and number 107 (87 boys and 20 girls). This includes 16 pupils in Year 12 in the sixth form (12 boys and 4 girls). Boarding is offered for pupils aged 8 or above. There are 79 day pupils and 38 boarders.
- 1.4 The school has identified 102 pupils as having special educational needs and/or disabilities (SEND). Of these, 82 have statements of special educational needs. Pupils come from a wide range of backgrounds and geographical areas, with a very small proportion from overseas. Ten pupils speak English as an additional language (EAL).
- 1.5 The ability level on entry is below the national average, with a significant number of pupils having entry skills between two and three years beneath their chronological age, with some five or more years behind. A small proportion of pupils have been identified by the school as being more able, as well as having learning difficulties.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. In the school, pupils in Years 3 to 6 are in the Junior Department, those in Years 7, 8 and 9 are Lower Seniors, and those in Years 10 to 13 are Upper Seniors.

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

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

- 2.1 The quality of the pupils' achievements is excellent. Pupils of all abilities, including those with EAL and the most able, respond very positively to the skilled teaching and specialist support which they receive. The quality of teaching is excellent. The careful manner in which pupils are gently helped to build their confidence, together with their very positive attitudes, ensures that they make rapid and sustained progress in relation to their often significant difficulties. All achieve a recognised qualification and some achieve A grades in GCSE. For most, this represents outstanding levels of progress from their starting points. The curriculum is excellent and is carefully tailored to pupils' individual needs. Sports education plays a significant role. Additional activities, trips and visits are plentiful and enriching.
- 2.2 The quality of the pupils' personal development is excellent, reflecting their response to the teaching methods and the vibrant and flexible curriculum, through which the school's aims are comprehensively fulfilled. Pupils usually support each other very kindly and they share concerns and successes with mature empathy, helping each other overcome difficulties. They exercise responsibility well. Instances of bullying are rare, reported at once and dealt with promptly. Pupils engage very readily with the good pastoral and therapeutic support provided for them. The school is aware that some of the concerns of a small minority of pupils, expressed in responses to the pre-inspection questionnaire and in discussions, are justified. These related to the safety of their personal possessions, and delays in school action in response to school council proposals. Arrangements for welfare, health and safety are sound in that conscientious measures are taken to ensure that pupils are safe and secure on the site, but action has not always been prompt in seeking appropriate professional advice about safeguarding matters.
- 2.3 Governance, leadership and management are sound overall. The leadership's best success is in sustaining the unique character of the school and developing in pupils the confidence to learn and live in today's world. Governance is effective in some aspects, but the implementation of the safeguarding policy has not been rigorous. The school has dealt with the majority of the recommendations of the previous inspection, but development plans are not sufficiently detailed to form a useful tool to stimulate growth and improvement. Paperwork is not sufficiently systematic for the school to track pupils' records appropriately. Subject schemes of work are of limited value. Close contact with parents is secured, especially through electronic means so that parents can see their child's successes and needs as soon as they occur. Parents responding to the confidential pre-inspection questionnaire showed high levels of enthusiasm and appreciation for the school's work across all areas.

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

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

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

- implement all appropriate safeguarding arrangements by ensuring that all incidents requiring consultation with the appropriate authorities are reported promptly and recorded. [Part 3, paragraph 7(a) and (b), and for the same reason Part 3, paragraph 8(a) and (b) under Welfare, health and safety].

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

2.5 In addition to the above regulatory action point, the school is advised to make the following improvements.

1. Keep systematic and full chronological records of serious behavioural incidents and how they have been dealt with.
2. Improve the usefulness of the written schemes of work.
3. Ensure that the school development plan forms an effective tool to stimulate and measure improvements.



### **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 excellent.
- 3.2 The school amply fulfils its aim to help all pupils develop good work habits. Pupils are well educated in relation to their difficulties. Throughout the school pupils are keen and enthusiastic about their studies, both inside and outside the classroom. They delight in each small step they make in learning and are proud to tell visitors how much progress they have made in developing confidence and in their learning. Pupils of all ages and in all subjects can demonstrate rapid and sustained progress in all their learning, often from starting points that are several years below the average for their age. Their excellent achievement improves on the standard at the time of the previous inspection.
- 3.3 Pupils work well independently and in groups, encouraging and praising each other particularly well. They engage keenly in their lessons and they respond positively to enthusiastic teaching and challenging questions. They listen attentively to each other's ideas. Pupils express their ideas to the very best of their ability, orally and in written work. They apply their mathematics skills diligently, persevering when meeting problems. More able pupils take GCSE early and a pupil qualified for the UK Mathematics Challenge final this year. Pupils think things carefully through. Often from timid starts, they soon participate successfully in their lessons. They enjoy practical activities in science, design and technology, pottery, art, drama and music. In sport they also contribute with great enthusiasm and exuberance this helps them to do well. Individual pupils have participated in national cross-country running and athletics competitions, county rugby and international swimming with the Great Britain Para-Olympic Squad.
- 3.4 Pupils' achievement in the very wide range of extra-curricular activities is excellent. Pupils show commitment and enthusiasm in all activities, from health and fitness to table tennis and the Duke of Edinburgh's Award scheme, in which some pupils are working for the gold award. Pupils' contribution to charity work is heartfelt and they put their own difficulties aside to speak passionately about those less fortunate than themselves.
- 3.5 The following analysis uses the national data for the years from 2011 to 2013. The pupils' attainment at GCSE is below the national average for pupils in maintained schools although some individuals achieve high standards. These results, at whatever standard, generally represent excellent achievement in relation to their difficulties and to the average for pupils of similar abilities. This is shown by analyses of nationally standardised measures that are available and also supported by evidence seen during the inspection, including lesson observation, discussions with pupils and examination of their work. In the sixth form pupils achieve to the best of their ability. Some successfully complete AS and other qualifications, and some have recently begun A-level courses.
- 3.6 Pupils with EAL progress as well as their peers, responding very well to the individual bespoke work in the 'International Study Centre'. The most able pupils are also clearly identified and tackle successfully the more challenging tasks provided for them. Pupils' workbooks, whatever their background or ability, reflect the great pride and endeavour which is a common characteristic of their attitudes to learning.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The curriculum is highly suited to each individual, whatever their background or needs. It is specifically designed to meet the school aims and makes a very strong contribution to pupils' personal development, their learning and progress.
- 3.9 The curriculum is planned exceptionally well on an individual basis. Broad, interesting and challenging activities enable all pupils to thrive, including boarders. Literacy and numeracy are given emphasis through individual or small group work. Specialist support in 'The Tardis' and 'The College of Knowledge' offers tailored programmes that deal with pupils' full range of needs. Pupils with EAL are well catered for in 'The International Study Centre'. The curriculum is adjusted to ensure that the more able and the particularly talented pupils are provided with appropriate extension.
- 3.10 In addition to the specialist focus, the curriculum covers all statutory requirements. French enhances the linguistic provision from an early age. Technology is promoted well. Humanities are fully included along with a wide range of aesthetic and creative experiences. Science has good practical as well as scientific content. Musical activities include frequent concerts. When pupils choose subjects in Upper Seniors, consideration is given to enjoyment and confidence. GCSE choices are bespoke alongside BTEC awards covering business, public services and outdoor learning.
- 3.11 The personal, social and health education (PSHE) programme, the Certificate of Personal Effectiveness (CoPE) for Years 9 to 12 and the Duke of Edinburgh's Award form key provision for all pupils. The Award Scheme Development and Accreditation Network (ASDAN) augments provision in Years 10, 11 and 12. As part of this scheme, Year 10 pupils undertake a residential trip to the Auvergne in France. The school's rural setting provides a particularly beneficial resource for learning. The walled garden is used well to enhance life skills provision: pupils grow vegetables there, for use in the school's kitchens.
- 3.12 In the sixth form, Year 12 pupils follow individual programmes. Where pupils are new to the school at this stage, much emphasis is placed on developing confidence and self-esteem first, so that they can reach a position that assures their learning and progress.
- 3.13 Sports are a significant activity for all age groups and include cross-country running, athletics, rugby and swimming. The on-site 'high ropes' activity area and the swimming pool offer further opportunities for enjoyment and physical fitness.
- 3.14 The quality of careers provision is high. Careers interviews are offered to every pupil. In Year 12, every pupil develops a *curriculum vitae* and a personal statement. These enable excellent preparation for future job applications. Pupils receive a taste of working environments via well-planned external workplace visits.
- 3.15 There is a very wide range of well-supported extra-curricular activities, trips and visits. A trip to Paraguay involved significant school-wide fundraising. Local community links include successful fund-raising events for local charities and shared activities with a local primary school that promote community spirit and understanding amongst pupils.

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

- 3.16 The contribution of teaching is excellent.
- 3.17 Teaching is highly effective in enabling all pupils to make significant progress and fully supports the school's aims. Provision for the many pupils with statements of special educational needs enables them to make rapid progress and targets on their individual education plans show regularly increased challenge. Teachers have outstanding knowledge and understanding of pupils' needs and make excellent provision for their varying abilities through carefully structured daily planning. Expectations are high and whilst there is currently a little inconsistency as teachers adjust to the new marking and assessment policy, most marking and feedback recognises pupils' strengths and provides clear comments guiding pupils on how to improve their work. Teaching offers appropriate levels of challenge, including for sixth-form pupils. Vigilant monitoring of progress enables teachers to select activities which are very well matched to keep pupils interested and engaged.
- 3.18 Teachers have excellent subject knowledge enhanced by high-quality training designed to meet the needs of all pupils. They use this to great effect to provide the best possible information and explanations to nurture pupils' understanding, enjoyment and progress. Excellent and regular communication between staff ensures that teaching expertise is shared to best effect for pupils of all abilities, including for boarders. Brisk pace, a range of approaches, carefully selected resources and imaginative use of the outdoor environment all contribute to the creation of stimulating and successful teaching. Staff use technology-based materials to enhance pupils' learning. A focus on the development of independent learning skills is being successfully woven into the daily planning. Pupils respond positively to this opportunity to develop and exercise their thinking and skills.
- 3.19 Relationships between teachers and pupils are excellent. Teachers expect and encourage pupils to behave responsibly and to work hard in their studies and they are given ample praise and every encouragement to do so. Pupils respond well to the holistic teaching approach and the trust placed in them by showing a high degree of respect and courtesy to both peers and adults alike. The patience, support and care offered by teachers for pupils are reciprocated in many instances by the examples of pride, perseverance and endeavour shown by pupils of all abilities in the execution of their work.
- 3.20 The school comprehensively fulfils the recommendations set out in the statements of special educational needs. Pupils speak highly of the impact that the specialist staff in the 'Tardis' and the 'College of Knowledge' have on their development and progress. Pupils who arrive at the school at an early stage of speaking English are sensitively assessed, taught and monitored in the 'International Study Centre' and integrated into classes alongside their peers as soon as they are ready. The range of A grades in GCSE is testament to the significant challenge in class offered to those whom the school regards as particularly able.
- 3.21 Since the previous inspection the school has improved its arrangements for tracking progress with the introduction of an effective schools' data management system and a nationally recognised suite of standardised and attainment tests. These enable staff to gain a full understanding of pupils' progress and achievement which they use to plan their next steps from day-to-day.

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

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Pupils' spiritual development is particularly outstanding. The beautiful, spacious setting engenders calm and reflection, helping pupils form a personal perspective on the non-material aspects of life. Over time, they develop a mature emotional outlook well beyond the confines of their difficulties. They use their understanding of world religions to develop, reflect upon and share beliefs. Pupils are courteous, and respond well to the school's emphasis on developing their confidence. They are very aware of their own difficulties and develop an excellent range of strategies to overcome them showing excellent self-awareness. They feel highly valued. They show significant concern and understanding for each other, strongly supporting the aims of the school.
- 4.3 Pupils' moral development is good and some aspects are excellent. Pupils have a very clear sense of right and wrong and their relationships with each other, and with staff and visitors, show cooperation. Most behave exceptionally well. They are generous and thoughtful, raising funds for charities at local, national and international levels. Pupils keenly feel a sense of justice and fair play. They develop a keen sense of values through debating events such as the annual 'Pupil Conference'. Whilst in the questionnaire and in discussion pupils cited instances of improper behaviour and concerns about the security of their belongings, pupils understand that there are consequences to such actions.
- 4.4 Pupils' social development is excellent. They support and encourage each other. They enjoy excellent relationships with their teachers and their peers. Mealtimes are friendly occasions where pupils and staff can share social time together. Pupils take great pride in guiding visitors around the school. They enjoy taking responsibility and are open and welcoming. House competitions and extra-curricular activities develop in pupils a strong sense of team responsibility. This is reinforced more formally through the all-age School Council and through the Duke of Edinburgh's Award scheme, the higher level awards of which help develop pupils' social skills to a sophisticated standard. Understanding of British democracy is a more recent but successful development.
- 4.5 Pupils' cultural awareness is excellent. They appreciate cultural diversity and they accord dignity to the values and beliefs of others. Pupils show a willingness to participate in and respond to artistic, musical, sporting, mathematical and cultural opportunities. This leads to harmonious relations across the school which emphasise understanding, tolerance and inclusion. Pupils experience a range of cultures either through school or through the excellent opportunities to travel abroad. Exchange arrangements with pupils from Spain strongly support pupils' cultural awareness. During the inspection the visit of a Russian group afforded further first-hand appreciation of cultural differences. A key support for wider cultural awareness came from a trip to Paraguay in 2013. Regular trips to France provide further enrichment and understanding of other cultures.
- 4.6 By the time they leave the school, pupils' personal development is excellent.

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

- 4.7 The contribution of arrangements for pastoral care is good.
- 4.8 Every member of staff takes responsibility for pupils' care under clear direction from the school leadership. The ready communication amongst staff, both verbally and through the electronic system, helps to ensure that guidance and support meet pupils' pastoral needs and thereby their academic needs.
- 4.9 Relationships between pupils and staff are excellent. The highly effective individual tutor system includes the opportunity for pupils to choose their own personal tutor. A few pupils in their questionnaire responses indicated that they were not confident they could turn to an adult if necessary, in interviews all pupils identified who they would approach for help or advice. Pupils also readily turn to fellow pupils, known as 'the coloured jumpers', who have responsibility for peer support.
- 4.10 Pupils are encouraged to eat a healthy diet and there are adequate choices available at mealtimes with plenty of fresh fruit and vegetables. The extensive grounds and the plentiful opportunities for sport facilitate regular exercise.
- 4.11 A detailed policy encourages good behaviour and covers all aspects of pupils' behaviour. In their responses to the questionnaire a small minority of pupils indicated that they felt that the school does not always deal with any bullying that occurs. In interview pupils reported that these were dealt with swiftly and effectively. The vast majority of pupils said they feel safe at school but the school is aware that a few pupils are concerned about theft of their personal belongings. Recent action it has taken to deal with this has not yet had time to make its intended impact. A small minority of pupils feel that sanctions and rewards are not fairly applied by teachers, but checks of records and discussions with pupils and teachers did not substantiate this view. Responses in the questionnaire that were found, on discussion with pupils, to refer only to boarding, were referred to the concurrent boarding inspection.
- 4.12 The school has a suitable and recently reviewed policy for improvements to the access for disabled pupils.
- 4.13 Although the school has improved the way in which it seeks the views of pupils since the previous inspection, it agrees that action it has taken on proposals put forward by the School Council have been slow to bear fruit.

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

- 4.14 The contribution of arrangements for welfare, health and safety is sound.
- 4.15 The school is strongly committed to ensuring the welfare, health and safety of all its members, focusing effectively on the many pupils with special educational needs. It is successful in most aspects and takes careful and comprehensive measures to ensure that pupils are safe and secure on the site. Child protection training is thorough and updated appropriately regularly. Links between the school and local welfare agencies are generally good. However, the reporting of safeguarding concerns to the appropriate agencies and the keeping of records of serious behavioural incidents have not been sufficiently prompt or robust.
- 4.16 Risk assessments are clear for all the main areas of school life and they are regularly revised. Precautions to prevent the risk of fire are in place, and both drills and inspections are held regularly. However, risk assessments following alleged

incidents of improper behaviour or theft of belongings have not been recorded effectively so it is not clear whether or not they have taken place.

- 4.17 The school's medical facilities are adequate. Medicines are carefully stored, clearly labelled and controlled. The school has a suitable proportion of staff trained in first aid. All admission and attendance registers and records are maintained and preserved appropriately.

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

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

- 5.1 The quality of governance is sound.
- 5.2 Some aspects of governance are strong. The presence of the director in the main school building ensures constant and ready understanding of the work of the school. Governance provides clear oversight, support and challenge to the school and ensures that pupils are given every opportunity to succeed and develop in accordance with the school's aims. Governance has a clear understanding of the school and its role. Reports received on pupils' academic performance ensure understanding of the effectiveness of teaching and pastoral care. Boarding is informally monitored but the specific formal requirements have not been completed as required. Governance ensures that staffing levels are appropriate and financial planning is effective.
- 5.3 Review of the policies and procedures for child protection and for welfare, health and safety are careful and thorough. However, governance has not ensured that the school's safeguarding policy has been properly implemented or that all actions recommended at the previous inspection in terms of development planning have been completed.

### **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 and others, is sound.
- 5.5 All staff, including those with defined responsibilities, support the school aims well. Good policies provide an effective framework for a concerted approach. Implementation of the policies is mostly good and for teaching and the curriculum, it is excellent. However, the implementation of the safeguarding and behaviour policies is not well documented, so that there is not always a record of whether action has been taken.
- 5.6 The leadership provides effective direction to the school and this has led to pupils' excellent achievement and personal development. Improvements to whole-school development planning were required in a recommendation of the previous inspection. However, the current arrangements are somewhat limited in scope as an effective tool to stimulate and measure improvements and to help pupils continue to achieve as well as they do because the targets are too general and do not specify how they are to be achieved, or by whom.
- 5.7 Staff know their job descriptions and fully meet the educational, social and emotional needs of the pupils. All members of staff, whether teaching staff or other specialists, and including catering and maintenance staff, contribute thoroughly to the school's success. However, the school is aware that schemes of work produced by subject leaders are too generalised to be of best use to teachers. The marking policy is a recent addition and has not yet had time to be consistently well implemented.
- 5.8 The school has a clear and accurate view of most of its work. Checks on the quality of teaching and learning take place in relation to the regular appraisal process. This

has recently been improved to ensure that its use helps teachers continually develop and refine their practice. Checks on pupils' progress are much better developed than they were at the time of the previous inspection.

- 5.9 Suitable arrangements are made for checking and recording whether staff are suitable, before their appointment. Through these checks, the school ensures that it recruits, retains and provides appropriate further training for staff. All are made fully aware of the school's expectations when they join the school. The leadership has undergone training in safer recruitment. Regular training helps staff meet the needs of all the pupils, whatever their difficulties. Training in child protection, welfare, health and safety is undertaken with appropriate frequency by all staff and meets all requirements.
- 5.10 The strong links with parents are reflected in the high level of support shown in the responses to the parents' questionnaires. Almost all are very satisfied with the level of support and education that their children receive and with the high quality of communication with the school.
- 5.11 Parents have good opportunities to come in to school to experience school life, and see what their children have been learning. There are opportunities for them to come in for training sessions themselves. For example, training in e-safety was offered to parents following a successful school conference on the topic.
- 5.12 A good range of information is provided to parents before their child starts at the school and this continues once their child is on roll. Since the previous inspection a new technology-driven management information system has been successfully introduced allowing parents full access to information in all areas of pupils' behaviour and progress. Through this, thorough and useful reports are sent home twice a year and tri-weekly marks are made readily available to parents. Regular parents' evenings provide opportunities to discuss their children's progress and development with members of staff. Staff and school leaders are also available outside of the official meeting times. Parents can make ready contact with all members of staff via school email. The annual review process for children with statements of special educational needs encourages the participation of parents, staff and other professionals.
- 5.13 There is a comprehensive complaints procedure published on the school website. The vast majority of those returning parental questionnaires were happy with the way in which their concerns had been dealt with. However, while there are records made of concerns, the school's record keeping is not clear enough to ensure that these can be audited and action seen to have been taken expeditiously.

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