



**INDEPENDENT SCHOOLS INSPECTORATE**

**WARWICK PREPARATORY SCHOOL**

**INTEGRATED INSPECTION**

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## Warwick Preparatory School

The senior school was inspected at the same time and a separate report published.

Full Name of School	<b>Warwick Preparatory School</b>
DfE Number	<b>937/6019</b>
Registered Charity Number	<b>1088057</b>
Address	<b>Warwick Preparatory School Bridge Field Banbury Road Warwick Warwickshire CV34 6PL</b>
Telephone Number	<b>01926 491545</b>
Fax Number	<b>01926 403456</b>
Email Address	<b>info@warwickprep.com</b>
Head	<b>Mr Mark Turner</b>
Chair of Governors	<b>Ms Kate Parr</b>
Age Range	<b>3 to 11</b>
Total Number of Pupils	<b>436</b>
Gender of Pupils	<b>Mixed (118 boys; 318 girls;)</b>
Numbers by Age	<b>3-5 (EYFS): 116    5-11: 320</b>
Number of Day Pupils	<b>Total: 436</b>
Head of EYFS Setting	<b>Mrs Kate Smart</b>
EYFS Gender	<b>Mixed (53 boys; 63 girls)</b>
Inspection dates	<b>09 Oct 2012 to 12 Oct 2012</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 October 2008

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website [www.legislation.gov.uk](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.

Ofsted monitors the work of independent inspectorates, including a sample of inspections, and you can find the latest evaluation of the work of ISI on the Ofsted website.

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 Penny Horsman

Mr Adrian Boyer

Mrs Jane Disley

Mr Thomas Mylne

Mrs Lynda Sharpe

Reporting Inspector

Team Inspector (Head, HMC junior school)

Team Inspector (Head, IAPS school)

Team Inspector (Deputy Head, IAPS school)

Co-ordinating Inspector for Early Years

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Warwick Preparatory School is a day school for boys between the ages of three and seven and for girls from three to eleven. Originally part of the King's School Foundation, it was established in its present form in 1944. It moved to its present site on the outskirts of Warwick in 1971. It is now part of the Warwick Independent Schools Foundation which also includes Warwick School, for boys from seven to eighteen, and King's High School, for girls from eleven to eighteen. All three schools are governed by one body, members of which sit on the committees of the individual schools. The structure of this body was reviewed in September 2012, reducing the number of governors to eighteen from thirty-two. Each school has a committee of six governors which meets termly in addition to a full governing body meeting. Since the previous inspection there have been changes to the senior leadership of the school.
- 1.2 The school aims to inspire each pupil to be their best within a happy, safe and stimulating environment by providing an education of the highest quality delivered by a team of dedicated professional staff. It seeks to offer breadth, balance and challenge and promote respect for others within a Christian ethos.
- 1.3 At the time of the inspection 436 pupils were on roll, 118 boys and 318 girls. Of these pupils, 116 (53 boys and 63 girls) were in the Early Years Foundation Stage (EYFS), 42 attending part-time. The school has identified 35 pupils as having special educational needs and/or disabilities (SEND) and of these 32 receive specialist support. No pupil has English as an additional language or a statement of special educational need. The ability profile of the school is above the national average with many pupils having ability that is well above average and very few having ability below average.
- 1.4 Pupils come mostly from professional families who live and work in the area surrounding the school. The majority of them are from a white British background with a small minority coming from several other different ethnic groups.
- 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
Nursery	Nursery
Reception	Reception

### ***Preparatory Department***

School	NC name
Lower 1	Year 1
Lower 2	Year 2
Middle 1	Year 3
Middle 2	Year 4
Upper 1	Year 5
Upper 2	Year 6

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

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

- 2.1 From the EYFS upwards pupils at Warwick Preparatory School are highly successful in their learning and personal development. Their achievement is excellent. The school successfully meets its aim to inspire each pupil to be the best that they can be within a happy, safe and stimulating environment. Excellent teaching contributes to the high standard of achievement although this is not yet wholly consistent. The pupils' attitudes to their work are excellent. They are interested in their studies and appreciate the excellent opportunities which are offered to them, both within and outside the curriculum.
- 2.2 Throughout the school the pupils' personal qualities are excellent. The warm and caring atmosphere in the school results in pupils who are well-mannered and unfailingly polite. Pupils reported that they are proud to be at the school. In their responses to the pre-inspection questionnaire a minority of pupils indicated that their views were not listened to but inspection evidence did not support these views. Parents were overwhelmingly positive in their responses to the pre-inspection questionnaire, demonstrating strong satisfaction with the education their children are receiving. All staff, both teaching and non-teaching, provide excellent pastoral care and their example leads to the purposeful atmosphere which pervades the school. Arrangements to ensure the pupils' welfare, health and safety are excellent.
- 2.3 Leadership and management are excellent in all sections of the school. Senior leaders have responded to the recommendations of the previous inspection to improve guidance in reports to parents on how pupils can improve. The school has implemented monitoring of teaching by senior staff and has concrete plans to extend this to middle management. The governors are committed to the school, play an important part in its development and have a good working knowledge of the day to day life of the school.

## **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) Recommendation for further improvement**

2.5 The school is advised to make the following improvement.

1. Extend the monitoring of teaching to subject leaders and middle managers to ensure that all teaching reaches the standard of the best.



### **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' achievement is excellent.
- 3.2 Throughout the school pupils are well educated and extremely successful in their learning across all subjects and activities. The school fulfils its aims to provide an education of the highest quality. In the EYFS children enjoy their learning, make good progress and are provided with ample opportunities to be independent, investigate, explore and think creatively. In the nursery they are able to repeat initial letter sounds and are learning to count. They enjoy making dens, planting bulbs and flowers and digging in the excellent outdoor area. Older pupils show clear understanding in lessons and in their written work and make at least good progress. They have a marked ability to listen to each other. In lessons and when conversing with adults they speak and read confidently. Younger pupils spoke convincingly about jealousy in personal, social and health education (PSHE), and older pupils were able to discuss what impact a disaster might have on their lives. From an early age pupils display good mathematical skills, such as performing complex addition tasks or using their knowledge of measuring in practical tasks. Their creative skills are clearly evident in art displays around the school which provide stimulus and interest.
- 3.3 In information and communication technology (ICT) pupils reach high levels of competence. Children in the EYFS can use digital cameras successfully. The use of ICT is common across the curriculum and especially in history, geography and religious education (RE). Pupils display highly developed physical skills across a range of sports. Pupils enjoy a variety of individual and team successes in sporting, musical and creative activities, winning local, regional and national competitions in, for example, swimming, riding, netball and debating. Girls are successful in achieving awards at eleven to either another foundation school or local maintained or independent schools.
- 3.4 The pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, it is judged to be excellent in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils of all ages and abilities make good progress, including those with SEND. These pupils benefit from careful planning for their needs in almost all lessons and from the specialist help offered by the learning support department. From conversations with SEND pupils and from scrutiny of their work it is clear that their progress is often rapid. Individual education plans, which give teachers information about their difficulties, are written in conjunction with parents. For the many able pupils, an abundance of opportunities for extension activities are provided within and outside the curriculum, which challenge their thinking.
- 3.5 Pupils thrive in the atmosphere of hard work, enjoyment and effort. Their attitude to their work is excellent and they take pride both in their own achievements and those of others. They sustain high levels of concentration during lessons maximising all opportunities which are presented to them. Pupils work very well together.

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

- 3.6 The contribution of the curricular and the extra-curricular provision is excellent.
- 3.7 Pupils are enabled to achieve high standards in all subjects and the provision supports the school's aims to provide breadth and challenge for each pupil. Planning is rigorous and effective and each subject is well resourced. The curriculum covers all the required aspects of learning and presents excellent opportunities for developing the pupils' intellectual curiosity from the EYFS upwards. In the EYFS the children's needs are well met with key workers ensuring that the curriculum is suitable for individual children.
- 3.8 The curriculum encourages individuality, initiative and independence. It is suitable for all pupils, helping them to achieve beyond their expected levels of development. In PSHE pupils often initiate discussion and the practical opportunities provided in art, science and design and technology (DT) develop reasoning and research. More able pupils are given additional challenges and work of greater difficulty in many curriculum areas, for example, history and geography and respond to them enthusiastically, reaching high levels of attainment in individual work. In their responses to the pre-inspection questionnaire a very small number of parents felt that appropriate challenge was not provided for such pupils, but inspection evidence did not support this view. Pupils with SEND benefit from the support of specialist teachers in the learning support department and almost always from teaching which is planned to include their needs. Recently Latin has been introduced into the final year and, since the previous inspection, the provision for specialist games and swimming teaching has been increased.
- 3.9 Residential visits to France and to a field centre are already well established for the oldest pupils and slightly younger pupils now enjoy a camping trip to enrich their curriculum. An excellent programme of educational visits is carefully monitored to ensure a balance in the provision with visits to, for example, theatres, museums and the local courts of law. Visitors frequently come into school to offer pupils of all ages opportunities to learn about the fire and police services and older pupils were enthralled to be taught how to stitch a banana skin medically during the visit of a surgeon.
- 3.10 Links with the local community enrich the curriculum. The school invites local artists to run workshops on topics such as glass tile and paper flower making. Pupils raise money for charities such as the local hospice where they sing at Christmas. They have also raised money for a school for children with special educational needs and support a school in Kenya.
- 3.11 Extra-curricular provision is excellent. A wide ranging programme, which changes termly, offers all pupils the chance to take part and to try a new challenge. Activities range from early morning touch typing and hand bell club to swimming squad practices and chess. Language clubs include Spanish and a French club for those who wish to catch up on work, and musical activities include a club for advanced flautists to cello club and choirs. Pupils report that they enjoy the wide range of activities and opportunities available to them.

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

- 3.12 The quality of teaching is excellent.
- 3.13 Teaching is consistent with the school's aims to inspire in every child a positive and committed attitude to learning. Lessons are carefully planned with clear objectives which are shared with the pupils. The majority of lessons move at a brisk pace and conclude with a session in which pupils and teachers can discuss what has been learnt. In the very few examples of less successful teaching observed the pace was too slow and the pupils' learning was too directed, which resulted in slower progress being made. In many lessons opportunities are provided for investigative and collaborative tasks which challenge and interest the pupils. In a science lesson on measurement with younger pupils the tasks involved timing each other in activities such as counting, writing and jumping. Pupils responded to this enthusiastically and it ensured good learning. In the EYFS pupils were encouraged to feel their heart beating after a physical education (PE) session and discuss why it beats faster after exercise to develop their understanding of their bodies.
- 3.14 Teachers have excellent relationships with their pupils, who are confident to seek help when they need it, thus meeting the school's aim to create a supportive community in which every child can grow in self-confidence and find their own voice. In interviews pupils commented that teachers will always notice if 'we have a frown and not a smile'. They appreciate that teachers are always ready to help them if they find work difficult. Pupils respond to the high expectations of the teaching which shows full awareness of their learning needs from the earliest age. In the EYFS, staff ensure that assessment through observation is rigorous and is used constructively to guide planning and target next steps for the children. This ensures excellent learning. Higher up the school, data from standardised testing in addition to individual teachers' knowledge of the pupils is used to monitor progress and inform planning.
- 3.15 Teachers are well qualified and share their love of their subjects with their pupils. Throughout the school the excellent teaching is enhanced by high quality and plentiful resources which are used to good effect, both indoors and in the outdoor learning area used by the EYFS children. The effective use of ICT in lessons, both within the classrooms and in the dedicated ICT rooms results in pupils using it competently within their studies for both recording and research. When undertaking research on individual topics in, for example history, geography or RE, pupils also make use of the excellent library.
- 3.16 Setting for the older pupils in English and mathematics enables staff to target their planning and teaching to provide appropriate challenge. Almost all teachers heed the good advice of the learning support department on how to provide support for pupils experiencing difficulties. In the vast majority of lessons a well-disciplined atmosphere encourages effective learning. Skilful use of questioning was seen frequently: open-ended questions encouraged independent thinking. These strategies enable all pupils, but especially the most able, to achieve very high standards.
- 3.17 The quality of marking is good. It is regular and helpful, often with many useful and encouraging comments. Each subject has adopted its own strategy for marking but the lack of an effective overall marking policy results in differences in both marking

approaches and target setting. The best marking shows clear targets for improvement, as well as being supportive and praising effort and achievement.

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

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school's Christian foundation enshrines values of tolerance, care for others, forgiveness and empathy within the school community. These values are adopted and appreciated by all the pupils. Through prayer and reflection in assemblies pupils appreciate the need for a quiet time in the day which nurtures their spiritual development. Younger pupils say grace before lunch each day and all pupils recite the Lord's Prayer. Pupils also benefit from opportunities to consider their own spiritual values and learn about the faiths and worship of others when, for example, they visit the local Sikh temple or listen to a talk on Hinduism. Pupils demonstrate an awareness of the non-material aspects of life and enjoy the inspirational art and music which is part of their daily lives.
- 4.3 A strong sense of fair play and the right of everyone to be respected as a person are highly evident throughout the school, reflecting the pupils' excellent moral development. They have a clear idea of good behaviour and develop a sense of right and wrong from the EYFS upwards. The school's value of the month programme, which pupils have readily embraced and understand, allows for excellent discussion throughout the school and especially with the older pupils within PSHE. In the EYFS children's development is supported through regular circle times, assemblies and certificates of achievement. With encouragement they learn to share and take turns and are well prepared to move on to the next stage within the school.
- 4.4 The pupils' social development is excellent. They enjoy using their own initiative and older pupils are very happy to help younger ones. Opportunities for positions of responsibility for the oldest pupils allow them to understand the demands of such roles and they take their jobs very seriously. The house system inspires collegiality throughout the school. Pupils act as tour guides on open days and all pupils are unfailingly polite and well-mannered when greeting visitors. Membership of the school council, made up of elected representatives who change during the year, offers pupils from Year 3 upwards the opportunity to speak on behalf of their peers, and members of the council spoke with great enthusiasm about their roles. Pupils are aware of public institutions and have visited, for example, the local law courts to further their understanding of public life.
- 4.5 Pupils have excellent cultural awareness. They respect and understand the religious and cultural beliefs of others through their studies. They are tolerant of, and interested in, other cultural habits and faiths as seen in the harvest assembly for older pupils when they heard about the plight of children overseas who have few resources in their school. They were visibly moved at the pictures they were shown of the school. Celebration of the Olympic Games and the Queen's Jubilee this past year alongside visits to galleries and museums develop pupils' awareness of the culture of this and other countries, and residential visits to France allow them to be immersed in a different culture for a few days.
- 4.6 By the time they are ready to transfer to their next school at age seven or eleven, the pupils' personal development ensures that they are ready for the challenges which lie ahead.

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

- 4.7 The pastoral care of the pupils is excellent.
- 4.8 Systems of pastoral care support the aims of the school to provide pupils with a happy, safe and secure environment. Staff know pupils well and relationships are excellent between staff and pupils and amongst the pupils themselves. Staff share any concerns about pupils, discussing them at staff meetings. Pupils are confident that they can turn to a member of staff if they need to share a problem and that help will be given. In the EYFS the key worker system ensures that children's needs and routines are recognised, strong relationships are forged and that children are confident about sharing any concerns with an adult.
- 4.9 A healthy lifestyle is encouraged throughout the school, with physical exercise and healthy eating being priorities. Pupils enjoy the nutritious lunches, and talk about the staff monitoring what they eat for both amount and balance. Healthy snacks are encouraged for break times or pupils can choose a piece of fruit provided by the school.
- 4.10 Arrangements to guard against bullying are appropriate. Pupils reported that they have confidence that staff resolve any incidence of bullying which does arise but that these are rare. A few parents indicated dissatisfaction with the handling of incidents of bullying. Inspection evidence did not support this view. Appropriate records are kept of any discussions about bullying. Opportunities are taken in PSHE and assemblies to deliver guidance to reinforce the pupils' understanding that bullying is unacceptable behaviour. The access plan for pupils with special educational needs is appropriate and is reviewed regularly.
- 4.11 The school council provides good opportunities for pupils to express their ideas. The school considers anything which is brought to the council.

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

- 4.12 The arrangements for welfare, health and safety are excellent.
- 4.13 The safeguarding procedures are suitable and have regard to official guidance. All staff are appropriately trained at the required level in child protection and all policies are up to date. In the EYFS children's welfare is promoted effectively and the safeguarding of children is carefully ensured.
- 4.14 All necessary measures are taken to reduce the risk of fire and other hazards, with comprehensive risk assessments covering all areas of school life. Regular fire drills are held and records kept. Staff receive clear guidelines on fire safety. Health and safety procedures are reviewed and checked regularly. Children in the EYFS are taught about keeping safe and are shown how to use tools safely and follow safe routines. Staff are fully aware of the health and safety procedures in the school and pupils are reminded of these in lessons and as they move around the school. Electrical testing is regular and recorded appropriately.
- 4.15 The medical staff provide high quality care. The well-equipped medical room is at the heart of the school and many staff are trained in first aid, including EYFS staff many of whom are trained in paediatric first aid. Clear management and consistency of care in all three foundation schools is overseen by the foundation health and safety officer who visits the prep school weekly and holds regular

meetings. All medical incidents are recorded and numbers are discussed at the health and safety committee meetings.

- 4.16 Risk assessments for outings and visits are rigorous and the admission and attendance registers are completed and stored appropriately.

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

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

- 5.1 The quality of governance is excellent.
- 5.2 The reduction in the membership of the overall governing body has resulted in a sharper focus on each of the three schools in the Foundation. All six governors for the preparatory school serve on one of two committees, finance or education and all attend termly full governing body meetings. This ensures excellent oversight of the school's work and supports the high academic achievement and outstanding personal development of the pupils.
- 5.3 The preparatory school governors are well qualified and provide a valuable blend of experience and expertise. They are most successful in providing the stimulus to ensure an effective education in line with the school's policies and aims. They all visit frequently and spend time in classrooms meeting staff and pupils and learning about the life of the school. Members of the preparatory school committee have received training for their roles including for child protection and safe recruitment. They take a close and effective interest in the EYFS. Governors meet and receive regular reports from the child protection officers on policy and procedures. These are then reviewed and discussed by the full governing body. Governors fulfil all their legally required duties for ensuring the welfare, health and safety of the pupils.
- 5.4 Governors exercise prudent financial control and ensure that the necessary levels of staffing, accommodation and resources are maintained overall. They take a close interest in development planning and work closely with the school's leaders.

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

- 5.5 The quality of leadership and management is excellent.
- 5.6 Staff, parents and pupils respect the deep commitment shown in the way the school is led. The senior leaders ensure that the school fulfils its aims to maintain a well-ordered and supportive community in which every pupil can feel secure, grow in self-confidence and find their own voice. Pupils are inspired to reach the highest standards they can. The excellent personal qualities of the pupils and the high level of their achievements are a direct result of the ethos which has been created and the example which has been set by the senior management team. In responses to the pre-inspection questionnaires and in interviews pupils reported that they enjoy being at the school.
- 5.7 A sharp focus exists for future and continuous improvement and the school's leadership provides clear educational direction. Priorities have been identified through self-evaluation and discussion with staff. Plans and procedures evolve and are then reviewed. Leadership has ensured that the recommendations from the previous inspection have been addressed. Reports to parents are now more detailed and include targets for future improvement. A useful letter explaining the gradings accompanies reports, and pupils and parents add their comments to the final copy. Evenings for parents to discuss progress with their child's teachers formally are held twice yearly. A very small minority of parents expressed dissatisfaction regarding information about their children's progress in response to



pre-inspection questionnaires; inspection evidence did not support this view. Monitoring of teaching is now undertaken by two senior staff. This has contributed to the excellent teaching evident in the school, although this is not yet wholly consistent. The school plans to extend monitoring to include subject leaders and middle managers to address this. A recently introduced information management system is enabling results of testing and progress to be easily available to all staff. In the EYFS rigorous assessment through observation is used effectively to guide planning and target next steps for the children whilst staff ensure that individual needs are well met.

- 5.8 All required policies and procedures are in place and these are monitored regularly by senior staff and the Foundation health and safety officer. Staff throughout the school are all trained in safeguarding, welfare health and safety at the appropriate level. Safe recruitment procedures are followed when new staff and governors are appointed. New arrangements are in place for staff appraisal and senior staff have been the first to be appraised. Numerous opportunities are provided for staff professional development, including in the EYFS.
- 5.9 The excellent leadership in the EYFS ensures that safeguarding of children is effective and provides a safe and welcoming environment for the children. Children progress well in a welcoming safe and stimulating environment which is well equipped and resourced. The leaders of the EYFS set out clear direction for developments within the setting. These have a strong focus on the well-being of each child, their personal achievements and the recording of these in individual learning journals. In responses to pre-inspection questionnaires parents indicated overwhelming support for the EYFS.
- 5.10 The quality of links with parents, carers and guardians is excellent. In their responses to questionnaires parents were overwhelmingly supportive of the school. Inspection evidence confirms this view. The school operates an open door policy and parents can make an appointment at any time to see their child's teacher. Parents are offered numerous opportunities to attend sports matches, concerts, assemblies and plays.
- 5.11 Parental concerns are handled with care and a correct complaints policy is in place although no formal complaints have been received. Parents of current and prospective pupils are provided with the required information about the school with the useful website having a dedicated parents' area. Parents receive regular newsletters and a termly magazine which records school events and successes and gives current news.

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