



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

WEST LODGE SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

West Lodge School

Full Name of School	West Lodge School
DfE Number	303/6002
Registered Charity Number	283627
Address	West Lodge School 36 Station Road Sidcup Kent DA15 7DU
Telephone Number	020 8300 2489
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Email Address	info@westlodge.org.uk
Head	Mrs Susan Webb
Chair of Governors	Mrs Chris Head-Rapson
Age Range	3 to 11
Total Number of Pupils	163
Gender of Pupils	Mixed (57 boys; 106 girls)
Numbers by Age	3-5 (EYFS): 40 5-11: 123
Number of Day Pupils	Total: 163
Head of EYFS Setting	Mrs Karen Stroud
EYFS Gender	Mixed
Inspection dates	05 Feb 2013 to 08 Feb 2013

PREFACE

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

Mr Andrew Edwards

Mrs Sara Robinson

Reporting Inspector

Team Inspector (Head, ISA school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The school was founded in 1940 and became an educational trust in 1981. It is a registered charity with a board of management that currently comprises 10 governors.
- 1.2 The school is located in Sidcup, Kent, and is housed in a Victorian building that has been modernised and extended over time. The accommodation includes a hall that is equipped for gymnastics and indoor sports, and a library. A recent building programme has added flexible classroom space, a new kitchen, cloakrooms and a central reception area. Outside, there is a playground and adventure play area. The school also makes use of a local sports field nearby.
- 1.3 The school has 163 pupils aged from 3 to 11, 57 boys and 106 girls, 40 of whom are in the Early Years Foundation Stage (EYFS). Children start in the Nursery in September following their third birthday and most attend part-time. They transfer to Reception in September when they are four. The school has one class in each year group, taught by a class teacher and specialist subject teachers.
- 1.4 The school aims to provide an intellectually challenging environment based on a broad and balanced curriculum. It seeks to foster pupils' independence and respect for self and others, and to promote a strong partnership between home and school.
- 1.5 The school seeks to encourage applicants from a wide range of backgrounds and it does not select by ability. The evidence of standardised tests used by the school indicates that the ability profile is above average overall, though the school provides for pupils across a wide range of ability. The school has identified 12 pupils with special educational needs and/or disabilities (SEND), for whom it provides additional learning support. One pupil has a statement of special educational needs. The school has six pupils who speak English as an additional language (EAL), to whom it gives extra support as needed.
- 1.6 Most pupils come from Sidcup and the surrounding boroughs. The school's intake reflects the diversity of the local area. A small number of families have had a connection with the school over two or three generations.
- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is highly successful in achieving its aims. It provides intellectual challenge and educational breadth, encourages independence and respect for others, and has established a strong partnership with parents. Since the previous inspection in 2008, the school has built on its strengths and has further developed leadership of the curriculum.
- 2.2 Pupils achieve extremely well. They make excellent progress from their different starting points and most reach standards that are high for their age. Pupils speak confidently, read avidly and write fluently. They manipulate numbers with ease. Most are successful in gaining entry to the senior school of their choice. Able pupils are encouraged to aim high. Pupils with SEND are supported extremely well in overcoming difficulties in learning so that they keep up with expectations for their age. Those with EAL are helped to make accurate use of English. Pupils achieve highly in lessons and in a range of activities beyond the classroom. Teaching is of a high quality and basic skills are taught extremely well. It is well planned and fosters a lively interest, so that pupils are eager and effective learners. Teaching is often, though not always, highly responsive in exploring during lessons the levels of individual pupils' knowledge, and building on from this point. High quality provision in the EYFS gives children an excellent start.
- 2.3 Pupils' personal development is excellent. Pupils are calmly confident, self-aware and considerate of others. They seek to abide by the code of conduct, and their behaviour is exemplary. Pupils readily take responsibility, for example as members of the school council, knowing that their contribution matters. They are interested in each other's experiences, and the diversity of their peers' backgrounds. They look outwards in learning about the wider world, and are well prepared for the next stage of their education. Pupils are extremely positive about their school experience.
- 2.4 Leadership and management are highly effective in shaping an ethos and environment for learning that fully support achievement of the school's aims. The leadership, strongly supported by senior management and the whole staff team, gives clear educational direction. Arrangements for safeguarding pupils and ensuring their health and safety are meticulously thorough. Governors strongly support the school. They ensure that all legal responsibilities are met and that the school has accommodation and facilities of high quality. Their oversight of pupils' curricular experience is less well developed. Pupils are known and cared for extremely well as individuals. The close involvement of parents reflects the school's welcoming, family atmosphere, and parents are highly satisfied with the school.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Share highly effective approaches more widely to ensure that teaching in all lessons explores and builds on individuals' existing knowledge.
2. Extend governors' oversight of pupils' curricular experience.

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 aims to provide an intellectually challenging environment. It is highly successful in doing this, encouraging breadth of achievement in curricular and extra-curricular activities, and bringing the best out in each pupil.
- 3.3 Pupils are confident and articulate in conversation. They learn to make themselves heard when addressing an audience, and they listen attentively. They make a rapid start in reading and become avid readers who are keen to recommend the books they enjoy to others. They write accurately, fluently and expressively, relishing creative story writing and delighting in playing with words in poetry. Basic skills of handwriting, spelling and punctuation are extremely well established. Pupils use computers effectively in finding and presenting information. They handle numbers with ease and apply their skills in tackling problems and puzzles. Pupils think logically in carrying out investigations, for example in science, and become highly skilled in independent research. They develop good physical skills, and understand from an early age how their bodies benefit from exercise.
- 3.4 Pupils participate keenly and strive to excel in singing and in musical and dramatic performances, and many gain success in playing a musical instrument. A small number of pupils recently reached the finals of the primary UK Maths Challenge. Pupils extend their skills in a range of clubs, for example building and developing their own websites. They are encouraged to aim high in activities outside the school and several pupils have participated in national championships in athletics and dance. Pupils with SEND achieve highly in overcoming difficulties and succeeding in a wide range of activities.
- 3.5 The following analysis uses the national data for the years 2009 to 2011. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of 11 have been well above the national average for maintained primary schools. Pupils' work shows high levels of attainment, with most pupils achieving well beyond the expectation for their age in reading, writing and mathematics. At the age of 11, the large majority of pupils are successful in gaining entry to the local grammar or independent school of their choice.
- 3.6 Both boys and girls make excellent progress from their different starting points, as shown in lessons and in the outcomes of tests and standardised measures used by the school. Pupils' progress is checked carefully and regularly, and action is taken swiftly if progress slows or pupils are capable of achieving more. The school sets challenging targets for pupils of all abilities, which are usually met. The needs of pupils with SEND are skilfully identified. These pupils frequently make rapid progress in response to precisely tailored teaching, with the result that most keep up with expectations for their age. Pupils with EAL make excellent progress in line with their peers because they are helped to overcome any specific difficulties they may encounter in the use of English. Pupils who are gifted and talented are prompted to aim for even higher achievement in areas where they excel.
- 3.7 Pupils have highly positive attitudes to learning. They are thoughtful, intellectually enquiring and keenly interested in their work and in the world around them. They explain their ideas clearly and evaluate how well they understand. Pupils

concentrate and work hard, taking pride in what they can achieve. They are able to work independently, taking pleasure in finding information, presenting it well and sharing it with others. Pupils organise themselves efficiently in practical work and are highly co-operative when working as a group.

- 3.8 Children make an excellent start in the EYFS. The large majority of children fully achieve the learning goals for this age, and some exceed them. Children make good and sometimes excellent progress in relation to their starting points and capabilities. They respond well to the high expectations of staff, who are committed to ensuring that each individual achieves as well as possible. Staff work closely with parents and, where necessary, with outside agencies, to this end. The children are highly effective communicators and active listeners. They use language inventively in role play. Children in the Nursery learn the sounds of letters and start to form letters correctly. They match pictures to initial sounds and some begin to sound out three-letter words and read simple text. In Reception, children apply what they have learned to reading and to writing simple sentences. They solve problems such as how their height compares with a model they have built. They begin to understand coin values and to add different coins. Children manipulate a computer mouse with dexterity and confidently use the interactive whiteboard. They are active, creative and independent learners who concentrate on their work and take great pride in what they can do.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 The curriculum supports the school's aim of challenging pupils intellectually through the provision of a broad and balanced curriculum. It encourages independence and respect for self and others, in line with the aims of the school. The curriculum has continued to develop since the previous inspection. The provision for sport has increased, and the curriculum coverage in art and in design and technology (DT) has improved because the subjects are now taught separately.
- 3.11 The school provides a rich and well-balanced curriculum that is extremely well planned to foster broad skills and depth of knowledge. Pupils learn French in all years, and specialist teaching is also provided in physical education (PE), music, DT and information and communication technology (ICT). Some longer blocks of time are allocated to allow for extended work. This often works well but sometimes, in specialist subjects, the amount of progress expected is not proportionate to the length of time available.
- 3.12 The PE curriculum develops pupils' physical skills and gives them an excellent understanding of keeping healthy and how the body works. The programme includes swimming, gymnastics, dance and a range of other sports. Pupils have increasing opportunities to take part in fixtures against other schools and many have already represented the school in sporting activities. The school uses the facilities of a local sports club for the weekly sports afternoon and for matches at other times. Pupils also use the local swimming pool. Pupils develop their skills in ICT in specialist lessons in a small ICT suite, and are also given the opportunity to apply those skills in other subjects.
- 3.13 Able pupils are given additional challenges and tackle work that is advanced for their age. The curriculum is adapted for the less able and those with SEND through excellent planning under the guidance of the special educational needs co-ordinator.

In Year 1, literacy support sessions provide excellent reinforcement for pupils in learning to read and write. Pupils with EAL are given well-targeted help where needed, for example in structuring written sentences. A highly effective programme of support for individual pupils builds confidence and achievement through work tailored to meet specific needs.

- 3.14 An excellent programme of educational visits extends the curriculum. Pupils in all years visit places of interest in London and also learn about features of the local area. An annual residential visit for pupils in Years 5 and 6 alternates between France and the Dorset coast. The school choir sings regularly in the local community and has performed at prominent London venues. Visitors, including parents, frequently support curricular and extra-curricular activities. Older pupils benefit greatly from the opportunities provided by visiting experts who, for example, train them in public speaking, teach them about using public transport independently, and advise them about budgeting and managing money.
- 3.15 Extra-curricular provision is excellent and pupils of all ages have a wide choice of clubs and activities. These include Spanish clubs that cater well both for beginners and for more experienced pupils, and a range of musical activities, including a jazz club, string group and orchestras. The school encourages individuals to excel in developing specific talents. It also has a strong ethos of inclusivity, as exemplified by all pupils in Years 3 to 6 playing in an orchestra specifically for their age group.
- 3.16 In the EYFS, the provision is excellent. A broad and varied educational programme covers all the required areas of learning. In addition, children have lessons in PE, music and French from the Nursery onwards, and in ICT from the Reception class onwards. Planning identifies and takes account of the needs of individuals so that all children, including those with SEND or EAL, are provided for effectively. Children greatly enjoy their activities, including times when they are closely guided by adults, as well as opportunities to explore and investigate in play. Visits out, such as the recent trip to a museum of archaeology, inspire much learning. The recently developed, stimulating environment includes a well-organised outdoor area with structured climbing equipment. Children are able freely to access a rich variety of high quality resources, both indoors and outdoors.

3.(c) The contribution of teaching

- 3.17 The quality of teaching is excellent.
- 3.18 High quality teaching contributes much to the school's achievement of its aims, through the provision of intellectual challenge. The teaching is never less than sound, largely good and frequently excellent. Teachers and pupils share an infectious interest and enthusiasm for learning.
- 3.19 Teaching is supported by well-considered planning. Teachers evaluate the effectiveness of their lessons in order to adapt future teaching. A wealth of information from tests, in addition to individual teachers' knowledge of the pupils, is used to track pupils' progress over time. This information is used to plan teaching that sets high expectations for pupils of all abilities, with appropriate support and challenge.
- 3.20 Teachers have excellent relationships with their pupils. They build pupils' confidence, encouraging them to speak out when giving answers in class or speaking in the school hall, reminding them to use their 'big voice'. Marking by class teachers is thorough and effective. Pupils receive constructive written feedback on

their work, with clear guidance on how to improve, as well as praise for their effort and achievement. Pupils respond well to teachers' written comments and have the confidence and motivation to ask for clarification in order to ensure that they have fully understood what they can do to improve. The quality and quantity of feedback are less consistent in some specialist subjects.

- 3.21 Teachers demonstrate excellent knowledge of their subjects and they use effective methods to secure pupils' understanding, including discussion and practical work. They generally set a fast pace and most are brisk in their management of time. Frequently, teachers' dialogue with pupils in lessons serves to probe understanding, to identify areas of confusion and, in the light of the pupils' responses, to extend the challenge. On occasions, teaching covers the necessary ground, but does not fully explore and build on what pupils can already do.
- 3.22 Teaching reflects the school's aim of fostering pupils' independence. Pupils are given choices as to how they can achieve their targets. They produce excellent work as a result of their own research because they are taught to make use of the library and of the internet, learning to consider rather than simply to copy information. Open questions encourage independent thinking and the pupils collaborate well in pairs and larger groups. Pupils engage with genuine interest in investigative work, organising themselves purposefully in practical tasks and thinking through their predictions and conclusions. Teachers make extremely good use of resources, including the interactive whiteboards, to interest and motivate pupils, and to help them to learn.
- 3.23 Pupils with SEND are extremely well supported. Learning support teachers, class teachers and other support staff are highly tuned to the needs of pupils who encounter difficulties in learning. Staff are alert to the particular challenge for pupils with EAL, helping them with vocabulary and grammar when needed.
- 3.24 In the EYFS, staff encourage independence, exploration and a positive disposition to learning, preparing children thoroughly for the next stage in their education. Careful questioning by staff prompts children to express themselves clearly and with confidence from an early age. The staff regularly assess children's progress and development, and use this information to plan the next steps in children's learning. On occasions, however, the capacity of able children to take on further challenge is not fully explored. Basic skills are taught highly effectively, providing strong foundations for later learning.

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 pupils is excellent.
- 4.2 The strength of pupils' personal development fully reflects the school's aim of fostering respect for self and others. Pupils are thoughtful and reflective about spiritual aspects of experience. They showed interest and respect when, for example, their peers made presentations about the Hindu religion and customs, the Five Pillars of Islam and the value of meditation. Pupils have made visits to churches and considered the beliefs and practices of different Christian denominations. Prayers, led by Year 6 pupils, are an integral part of assemblies. Pupils are sensitively aware of their own and others' feelings, exploring other points of view in their creative writing. They take pleasure in their own achievements without arrogance, and readily celebrate when others do well.
- 4.3 The pupils' moral awareness is extremely well developed. Pupils know right from wrong. They understand the high standards of behaviour expected of them. Pupils appreciate the significance of the precepts in the code of conduct, the West Lodge Way, which they were instrumental in developing. Around school, pupils are well aware that their actions have consequences and make an impact on other people. Pupils are highly supportive of each other in lessons. Through personal, social, health and citizenship education they explore themes relevant to their own lives, including how to be a good friend and a responsible citizen. Pupils raise money for charitable causes locally and abroad, including supporting children at a school in Tanzania.
- 4.4 Pupils' social development is excellent. They demonstrate co-operation, tolerance, empathy and respect. Pupils are proud of belonging to the school. They know that their contribution is valued and they take their responsibilities seriously. Members of the school council are elected from Years 2 to 6, and they learn about the democratic process in making their case for election. Meetings are run by the older pupils themselves. All pupils can suggest ideas for consideration, and the council has been instrumental in acquiring new clocks for the hall and a 'buddy bench' for pupils wanting someone to play with at break time. All pupils in Year 6 have a post of responsibility, in roles such as head boy and head girl, house captains and mentors for younger pupils. Boys and girls relate easily to each other and co-operate well in groups. Pupils are confident and readily express their views. They are polite and friendly, and show emotional maturity in their awareness and concern for others.
- 4.5 The pupils' cultural development is strong. They enjoy many stimulating cultural experiences in school and on visits out. This is reflected in displays around the school which show the quality of pupils' work in art, and their interest in other times and places. They work and play harmoniously with others, whatever their background. Pupils learn about festivals such as Diwali and Chinese New Year, as well as those from the Christian calendar. Residential visits to France immerse pupils in the language and culture of another country.
- 4.6 By the time they leave the school, pupils have an excellent level of personal development. This prepares them extremely well for the next stage of education and life beyond.

4.7 In the EYFS, children's personal, social and emotional development is excellent. They respect one another and work in harmony. They listen carefully to adult guidance, taking turns and sharing toys and equipment sensibly. The children display high levels of confidence, curiosity and concentration, and show increasing independence. Children are extremely happy in the setting. They feel safe and are confident to share any concerns with any member of staff. They know staff and pupils in other parts of the school and are skilfully prepared for a smooth transition into Year 1.

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

4.8 The contribution of arrangements for pastoral care is excellent.

4.9 Highly effective systems of pastoral care support the school's aim of providing pupils with a happy, safe and secure environment than nurtures independence and mutual respect. Pupils know exactly what is expected of them, and why. Relationships at all levels are extremely good.

4.10 The calm, well-ordered and interesting environment creates an inviting atmosphere for learning. Pupils are well supervised at all times. They value the excellent supervision during break time, which promotes happy and constructive play. Pupils are fully confident that they can turn to a member of staff if they have a concern and that they will be helped.

4.11 The pupils are extremely well known as individuals. They are welcomed by the leadership with a greeting and a handshake each morning, which enhances the family ethos and the pupils' sense of belonging. Staff and pupils enjoy each other's company, as seen in a lunchtime knitting and crochet club.

4.12 A healthy lifestyle is strongly encouraged through physical exercise and healthy eating, and pupils are extremely well educated on health matters. Pupils enjoy nutritious lunches and regular exercise, and appreciate their significance.

4.13 The school's behaviour policy stresses the centrality of relationships and articulates the 'Six Rs' of rights, responsibilities, rules, routines, rewards and respect. These are reflected in the setting of consistent standards and the school's positive approach in helping pupils to live up to agreed codes of conduct. Arrangements to guard against bullying are very robust. Pupils are aware of the importance of telling an adult about any concerns. They are confident that staff will resolve quickly and effectively any incidents of bad behaviour or bullying. Pupils say that such incidents are extremely rare.

4.14 The school has a suitable plan for continuing to improve educational access for pupils with SEND. It provides high quality pastoral care for these pupils, developing individuals' social skills and emotional understanding so that they are better able to thrive as learners. The school listens to pupils' views, encouraging them to express their ideas and to bring forward suggestions for improving school life through the school council.

4.15 Pupils' responses to the pre-inspection questionnaires show a high level of satisfaction with their experiences at school. They particularly appreciate the range of activities offered and the help they receive from their teachers. Pupils commented strongly on the friendliness of the whole school community.

4.16 In the EYFS, the provision for children's well-being is excellent. The welfare needs and happiness of the children are of the utmost importance to the setting. The superb resources and well-qualified staff support close attention to the welfare and development of each child; there is a high staff to child ratio. The staff form strong bonds with the children in their care, promoting high standards of behaviour, courtesy and respect for one another. Discipline, when required, is fair, firm and discreet, and children's behaviour is exemplary. The staff ensure that children feel happy and safe. They give regular praise and reward children with stickers. Lunch and snacks not only provide the children with quality nutrition, but are also used as opportunities to promote healthy eating, good manners and respectful conversation. At the end of each day, the staff shake hands with each child as they say goodbye and share any necessary information with the parent or carer.

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

4.17 The contribution of arrangements for welfare, health and safety is excellent.

4.18 The school is meticulous in its safeguarding procedures. It carries out and appropriately records all the required checks on the suitability of staff, in accordance with legal requirements. Staff are well trained in child protection and fully conversant with the school's policy and procedures.

4.19 Great care is taken to reduce risk from fire and other hazards. Risk assessments are carried out regularly for each area of the school, and for specific activities and visits out. Fire equipment is routinely checked and fire drills are conducted regularly to ensure that all parts of the building can be evacuated quickly and safely. Staff are quick to identify any potential hazards, and timely action is taken to minimise risk to pupils. The pupils feel safe at school, and parents appreciate the care that is taken to ensure pupils' health and safety.

4.20 The school makes extremely good arrangements for looking after pupils who are ill or injured, or who have specific medical needs. It has a well-equipped medical room. First-aid cover is provided at all times by trained staff in school and on visits out. In addition, all staff are informed about and trained in dealing with the needs of pupils who have specific medical conditions. Clear guidance is provided on the administration of medicines. Any accidents are recorded and reported appropriately. Food is hygienically prepared.

4.21 Attendance registers are kept electronically, and pupils' attendance and punctuality are checked carefully. Admission registers are completed and kept as required.

4.22 In the EYFS, risk assessments are reviewed daily. Staff help children to develop a strong awareness of personal safety and to comply with simple rules that relate to this. For example, the setting has an excellent range of physically demanding equipment which children learn to use safely. Well-rehearsed routines also enable children to move through the setting confidently. Children are regularly reminded about hygiene, personal care routines and the importance of physical exercise. Staff ensure rigorous supervision and safeguarding in a secure environment. All staff receive regular training in child protection, first aid, and health and safety procedures.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governors have a useful range of expertise and are strongly supportive of the school. Many have a long association with the school, providing continuity and an understanding of its history and development over time. A number of governors have participated in training seminars to extend their expertise in governance.
- 5.3 Governors are kept informed about the school through regular reports from the leadership, and reports and presentations about aspects of the curriculum. Governors help to determine the school's development priorities. They contribute to the school's self-evaluation and are beginning to evaluate their own effectiveness. They have identified a need for the recruitment of additional governors. The governing body is in the process of setting up a curriculum committee to extend its oversight of teaching and learning and of educational standards, which is currently underdeveloped. Governors visit the school to support events, though more rarely to gain insight into pupils' curricular experience.
- 5.4 The chair of governors keeps in close touch with the leadership, providing support and critical friendship, and has responsibility for her performance management. The governing body has committees for finance, property, and health and safety. It has been extremely successful in overseeing the school's financial management, providing good levels of staffing and resources, and securing the recent high quality building extension.
- 5.5 Designated governors oversee child protection, compliance with legal requirements, health and safety, SEND provision and the EYFS. Governors are well informed about their legal obligations and fully discharge their responsibilities, including carrying out an annual review of the child protection policy and procedures.
- 5.6 Governors know the EYFS setting well and have had an effective and significant input into the development of its facilities.

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

- 5.7 The quality of leadership and management, including links with parents, is excellent.
- 5.8 The school's leaders are highly effective in articulating the aims of the school and guarding its ethos so that the aims are successfully achieved. The leadership provides a clear sense of educational direction and harnesses the efforts of the whole teaching and support staff team in working to provide the best possible education for pupils.
- 5.9 Members of the senior management team meet regularly and work effectively together to plan for improvement and to monitor the quality of teaching and learning. The performance management of staff and the regular sampling of pupils' work serve to extend good practice and to identify areas for development. The progress of every pupil is regularly checked and discussed with the class teacher. Subject co-ordinators share in planning the development of each area of the curriculum.

- 5.10 The provision of learning support for pupils with SEND is extremely well led and managed, effectively underpinning pupils' achievement. The progress of individual pupils is scrutinised and individual needs are identified so that provision can be adapted appropriately.
- 5.11 The school evaluates how well it is doing and where it could do better, identifying and effectively pursuing priorities such as the development of provision for sport. Careful attention is given to the recruitment, deployment and training of staff to maximise opportunities for pupils. Teamwork is strong. However, opportunities for teachers to focus on improvement through observing others teach are limited, particularly in the case of part-time staff.
- 5.12 The school's leadership is punctilious in ensuring that policies effectively promote pupils' education and welfare, and that they are implemented consistently. Recruitment checks are thorough and all staff are fully trained to fulfil their roles with regard to the safeguarding, welfare, health and safety of pupils. The school runs smoothly, and administration and communication are of a high quality.
- 5.13 The school provides an attractive environment for learning, and makes the most of its space and facilities. The building is maintained extremely well. The new extension, though not yet fully equipped, has been imaginatively designed to extend opportunities for teaching and learning. Teaching, administrative and support staff share, with pupils, parents and governors, a pride in the school and appreciation of its family ethos.
- 5.14 Leadership and management in the EYFS are excellent, ensuring that children thrive in a welcoming, safe and stimulating environment, with equal opportunities for all. The leadership has a clear vision for continuing improvement, based on self-evaluation that demonstrates an excellent understanding of the provision's strengths and areas for development. High quality formal and informal arrangements for the supervision of staff ensure that assessment and planning are monitored effectively. The leadership ensures that safeguarding arrangements are implemented thoroughly. The setting has a well-established programme for the professional development of staff. Since the previous inspection many positive improvements have taken place, including the extensive building developments, a tracking system for assessment and further technology provision, and resources are used effectively. The staff are currently reviewing the implementation of the new EYFS curriculum.
- 5.15 Throughout the school, links with parents are excellent. Parents are highly supportive of the school and appreciate the wide range of excellent information that they receive through the website, as well as a comprehensive bulletin from the leadership twice a term. All required information is provided to parents of current pupils and to those of prospective pupils. A curriculum handbook for each year group introduces the staff and gives an excellent outline of the curriculum plan for each subject.
- 5.16 The parents' views, as expressed in responses to the pre-inspection questionnaire, are generally highly positive about the school and the progress that pupils make. In particular, parents are extremely satisfied with the range of subjects and extra-curricular activities offered, and the high standards of behaviour. All those who responded agree that their children feel happy and safe at school and that they are well looked after. A very few parents expressed some concern about the handling of bullying. The inspection team found that the school's procedures are clear and implemented effectively, and that pupils consider any such incidents to be extremely

rare and rapidly resolved. A large majority of parents are satisfied that any concerns are dealt with promptly and effectively.

- 5.17 Parents receive written reports annually up to Year 2, and twice a year from Year 3. The reports are of high quality and contain detailed information about a pupil's knowledge and progress, with a summary of work covered and details of how the pupil could improve further. Parents and pupils are invited to add a comment. In addition, parents' evenings for each year group take place several times a year and provide parents with the opportunity to engage with staff and discuss progress.
- 5.18 Parents' considerable contributions to activities and school events are welcomed by staff. Parents are actively encouraged to be involved in school life, and to help with visits and with reading. A parents' association supports the school through a wide variety of fund-raising and social events. The leadership knows parents extremely well, greeting them with their children daily at the gate. Parents feel that they are welcomed into the school and have many informal opportunities to meet with staff. Parents are invited to attend major events such as the carol service, concerts and drama performances, as well as the many sporting events.
- 5.19 The school has an appropriate procedure for dealing with any complaints and it implements this effectively. Parents with a concern or query regarding their children are able to contact the school at any time and they receive a timely response to their questions. Parents are well supported in their choice of senior schools.
- 5.20 The EYFS setting's engagement with parents is a key strength. In questionnaire responses, parents showed overwhelming support for the setting. They are highly satisfied with the education that their children receive and feel well informed about progress, through both oral and written reports. They receive information about key people, proposed topics and activities through an informative booklet, a parents' information evening and a parent board. They are invited to contribute to their children's record of achievement and make comments on reports. They volunteer to help in school with reading and on outings. Children's needs are quickly identified and exceptionally well met through highly effective partnerships between the setting, parents and external agencies, including the local authority.

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