



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION BADMINTON JUNIOR SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Badminton Junior School

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

Full Name of School	Badminton Junior School		
DfE Number	801/6003		
Registered Charity Number	311738		
Address	Badminton Junior School Westbury-on-Trym Bristol Bristol BS9 3BA		
Telephone Number	0117 905 5223/5233		
Fax Number	0117 962 3049		
Email Address	jfleury@badmintonschool.co.uk		
Head	Mrs Emma Davies		
Chair of Governors	Mrs Alison Bernays		
Age Range	3 to 11		
Total Number of Pupils	139		
Gender of Pupils	Girls		
Numbers by Age	0-2 (EYFS):	0	5-11: 102
	3-5 (EYFS):	37	11-18: 0
Number of Day Pupils	Total:	131	
Number of Boarders	Total:	8	
	Full:	5	Weekly: 3
Head of EYFS Setting	Mrs Rachel Jones		
EYFS Gender	Girls		
Inspection Dates	05 May 2015 to 08 May 2015		

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 2009.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations 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', 'requires improvement' 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 Jane Chesterfield
Miss Angela Rawlinson
Mr Chris Manville

Reporting Inspector
Team Inspector (Headmistress, IAPS school)
Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Badminton Junior School is a preparatory day and boarding school for girls aged three to eleven years. It is located on the northern edge of the Downs, on the outskirts of the city of Bristol, and shares its site with the senior school for girls aged eleven to eighteen, which is subject to a separate inspection. The school was founded in 1858 and was originally located in Clifton, moving to its current location in 1924. It is a charitable trust administered by a board of governors.
- 1.2 The school aims to provide an education which nurtures intellectual curiosity and which is challenging and fun, balancing academic excellence with fulfilment of individual potential; to provide pastoral care which teaches respect and tolerance for the whole community; to create opportunities for all to contribute to the well-being of the school, and to create an awareness of the needs and concerns of society at local, national and global levels.
- 1.3 The school offers Early Years Foundation Stage (EYFS) provision to children in its Nursery and Reception classes, and boarding for girls aged nine years and upwards, on a termly or weekly basis. Eight girls currently board.
- 1.4 Since the previous inspection, the present headteacher has taken up her post and the roles of deputy head and curriculum co-ordinator have been created. The age of pupil admission has been reduced to three years with the opening of the Nursery, and co-ordinators for the Nursery and the EYFS have been appointed.
- 1.5 At the time of the inspection there were 139 girls on roll, 37 of whom were in the EYFS. Results of standardised tests indicate that the ability profile of the pupils is above the national average, with a fairly wide spread of abilities represented, although most pupils are of at least above average ability. Pupils come from mainly professional or business backgrounds, and a small proportion is from a range of minority ethnic or overseas backgrounds.
- 1.6 Nine pupils have been identified as having special educational needs and/or disabilities (SEND), and all of these requires specialist support from the school. No pupils currently have a statement of special educational needs. Twenty-four pupils have been identified as having English as an additional language (EAL), and six receive specialist support from the school.

- 1.7 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
Little Acorns	Nursery
Acorns Reception	Reception
Acorns 1	Year 1
Acorns 2	Year 2

Junior Department

School	NC name
Junior 3	Year 3
Junior 4	Year 4
Junior 5	Year 5
Junior 6	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Badminton Junior School is highly successful in meeting its aims of providing an education which nurtures intellectual curiosity and which is challenging, and fun. From the EYFS onwards, pupils' achievement and progress are excellent and they attain high standards in their academic work. They develop many new talents through an excellent programme of extra-curricular activities. The school's excellent curriculum is lively and exciting, stimulating the pupils and making them want to learn. They benefit from excellent teaching across the curriculum, in an environment where different teaching styles are valued equally, offering pupils variety and increasing their interest in their lessons. Sometimes teachers do not always plan the content of their lesson to match the length of time available, and this means that pupils are not always able to finish what they are doing.
- 2.2 Pupils' personal development is excellent throughout the school. They have a strong sense of their own individuality, and a keen sense of right and wrong. They feel very much a part of the school community and know their responsibility towards it. They treat others with respect and care, and are very supportive of one another. Older pupils feel it is their duty to look after younger ones, while younger pupils look up to older ones as their role models, and do what they ask. Relationships at all levels are outstanding, thanks to the excellent quality of pastoral care in the school and the careful monitoring of all aspects of pupils' development. Excellent attention is given to the welfare, health and safety of pupils, particularly safeguarding, and pupils' well-being is always of paramount importance.
- 2.3 Governance of the school is excellent. Governors have given the school the support, challenge and investment it needed to enable it to move forward and improve since the previous inspection. Leadership and management are excellent. In response to the previous inspection, senior leaders have achieved much in developing effective management structures, roles and responsibilities, communication channels and systems for staff induction, appraisal and training. Procedures for monitoring the work of the school are well established, though in the EYFS senior staff do not currently have sufficient opportunity to do this fully. Parents are exceptionally happy with the school and what it offers their daughters, and feel very well involved in the life of the school and their daughters' education.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. Ensure that the content of lessons is always well matched to the amount of time available, so that pupils are able to complete their work fully.
 2. In the EYFS, increase opportunities for monitoring the provision in order to identify and share the setting's best practice with all staff.

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 is highly successful in meeting its aim of balancing academic excellence with fulfillment of individual potential. In the EYFS, children's communication and language skills are well developed. In Nursery they converse confidently with their friends, familiar adults and visitors, and retell well-known stories enthusiastically using props. In Reception, they write clearly, with accurately formed letters in a range of guided and independent writing activities. Children in the EYFS have well-developed skills in numeracy. Nursery children demonstrate critical thinking and good mathematical knowledge as they match numerals and quantities to ten. In Reception, children explore the relationships between numbers. Throughout the EYFS, children become independent learners, seeking solutions to clearly defined tasks through a careful balance of adult-led and child-initiated activities.
- 3.3 From Year 1 onwards, pupils gain a wide breadth of knowledge and understanding across the curriculum, combined with a range of skills which they can apply for many purposes. Pupils of all ages are highly articulate, explaining their ideas clearly and persuasively. They listen carefully to their teachers and to one another in class. They read fluently and expressively with a sense of understanding, and they know how to adapt their writing skills to different situations. Year 4 demonstrated their note-taking skills in a geography lesson, for example.
- 3.4 Pupils show they are capable of logical and independent thought, for example when they are solving problems in mathematics, or improvising in drama lessons. They show great creativity, especially in music and design and technology. They are able to use their mathematics skills across the curriculum. Pupils are confident, competent users of information and communication technology (ICT), and are enthusiastic and energetic in their games and physical education (PE) lessons.
- 3.5 Beyond the classroom, pupils are keen to make the most of the many opportunities the school offers them to try new experiences and discover new talents, particularly through the programme of Friday afternoon activities. They achieve considerable success in music, reaching high standards of performance and winning competitions, such as a local eisteddfod. Individuals achieve success at local and county level in diverse areas such as judo and horse-riding, to which the school has introduced them. Others excel at tennis and swimming.
- 3.6 Pupils' attainment is excellent. Results in national tests in English and mathematics at the age of 11 have been well above in relation to the national average for maintained primary schools in recent years. This level of attainment is borne out by the evidence of their performance in lessons and the written work in their books. In the EYFS, all children, including those with SEND and EAL, make strong progress in relation to their individual starting points and abilities, reaching, and often exceeding, the Early Learning Goals by the end of Reception. Across the juniors, pupils make excellent progress based on their ability levels. Pupils with SEND, those who are learning English as an additional language, and those who have been identified as able, gifted and talented make excellent progress and achieve highly. This is because of the excellent systems the school has for tracking pupils' performance. More able pupils, for example, readily welcome the chance to take part in extension

groups in mathematics and English, and enjoy being made to think hard and push themselves mentally.

- 3.7 Pupils of all ages have excellent attitudes to learning. They settle quickly in lessons, follow instructions closely, and participate eagerly in question and answer sessions. They are happy to co-operate with others and support others in class. They take great care in the presentation of their work and are keen to improve. By the time they move to the senior school, they have acquired an excellent set of skills for learning, and are extremely well prepared for the challenges to come.

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

- 3.8 The quality of curricular and extra-curricular provision is excellent.
- 3.9 The school fulfills its aims of nurturing intellectual curiosity by providing an education which is challenging and fun. Through effectively balancing academic excellence with fulfillment of individual potential, the school shows that each pupil is respected as an individual, and given confidence and self esteem. The unique contribution of every pupil is celebrated, allowing the development of talents to the full.
- 3.10 In the EYFS, an excellent cross-curricular approach, particularly in Reception, covers the seven areas of learning and development extremely well. Provision for children with SEND or EAL is carefully managed to ensure all children reach the expected levels of development for their age. In Reception, time is used very effectively, and children remain focused on learning. Provision in the Nursery is sometimes less challenging and on these occasions children are less engaged in their activities. Bright, airy and well-planned classrooms and outdoor areas contain a rich array of quality resources and attractive displays that inspire and motivate the children's learning, providing them with intriguing questions and relevant vocabulary.
- 3.11 Throughout the rest of the school, regular monitoring of the curriculum ensures that it meets the different needs of pupils and is suited to their abilities and interests. There is an appropriate balance of the required subjects. The curriculum has been enriched since the previous inspection with the development of the PSHCE programme and a rigorous restructuring of schemes of work. This has resulted in greater consistency across the school and provides very well for pupils' social development and their literacy and numeracy skills. Curriculum planning is thorough and lessons are suitably timetabled. Shorter lessons can end abruptly, however, leading to some pupils not completing their work. Strong cross-curricular links and the use of specialist teaching enhance the school's provision very well.
- 3.12 The curriculum effectively covers the teaching of fundamental British values such as democracy, rule of law and mutual respect and tolerance. The extensive work carried out in the lead up to the general election showed creativity and flair. All pupils were fully involved and the project culminated in an exciting school election where pupils from Reception upwards voted for Year 6 representatives of the main political parties.
- 3.13 Curriculum provision for those with SEND or EAL is excellent. A thorough tracking and identification system is in place, leading to support in class or specialist withdrawal groups. The extension writing groups, mathematic booster classes and termly enrichment programmes allow the more able pupils to be fully challenged.
- 3.14 The provision of ICT has improved since the previous inspection; it is now widely used as a classroom resource and interactive whiteboards are used effectively to

provide interesting and challenging activities. The library is a useful and well-used room encouraging independent research and a love of reading.

- 3.15 An excellent range of cross curricular activities further enriches the pupils' experiences. Musical, sporting, dramatic and artistic opportunities provide excellent platforms for the development of personal skills and talents. Pupils may take up Mandarin, judo or fencing, for example, learn to sketch or help with gardening. In every year group pupils have the opportunity to take part in a considerable number of school trips as well as having visits from authors, poets and theatre companies. The impressive choice of after school clubs and activities is well balanced and the introduction of the Friday afternoon activities programme further encourages an even greater number of pupils to participate and share in many new and diverse learning experiences which pupils said they enjoy. Pupils have the chance to be involved with the local and wider community through the school's support for charities. Fundraising events such as fashion shows, talent shows and fairs enable pupils to be actively involved. The school hosts swimming galas, and netball and hockey tournaments, allowing pupils to mix with others of their own age and develop their social skills.

3.(c) The contribution of teaching

- 3.16 The quality of teaching is excellent.
- 3.17 It contributes greatly to pupils' excellent achievement and progress. Teachers' subject knowledge and their planning and management of lessons are very effective. Teaching is confident and fully engages the pupils. Expectations and the level of challenge are high and work is well matched to pupils' needs and abilities. Teachers' relationships with pupils are outstanding.
- 3.18 In the EYFS, most teaching has high expectations for children's learning and provides them with excellent levels of support and challenge. In the most successful teaching, observation, assessment and planning procedures provide a clear link between children's development needs and the activities planned for them. Where expectations are less demanding activities fail to engage children's attention, and as a result progress is slower. EYFS staff often use skilful questioning is often used to encourage higher level thinking, and carefully focused support allows all children, including those with SEND, to participate fully, for example when retelling a familiar story with props. Over-direction in some creative activities, however, limits opportunities for individual self-expression.
- 3.19 Throughout the rest of the school, most teaching enables pupils of all ages and abilities to acquire a wide range of knowledge, make excellent progress in their learning and develop valuable skills across the curriculum. Lesson objectives are clear and used both to guide discussion, and highlight key issues. Teachers ensure that pupils with SEND or EAL are always given the guidance they need.
- 3.20 Extension work challenges the more able pupils very effectively, giving them opportunities to work independently. During class discussion times, teachers show a real interest in the pupils' ideas and this encourages thoughtful responses. Careful questioning of the more able pupils ensures they are working at the highest level, while thorough planning provides appropriate support for those needing further consolidation of concepts taught. In many lessons, this step-by-step questioning successfully leads pupils to reach high levels of understanding.

- 3.21 Effective lesson planning results in a wide range of activities that excite and engage pupils without over-reliance on worksheets. This is an improvement since the previous inspection. A variety of ways of extending learning include making models, acting out playlets and sharing pupil presentations.
- 3.22 In a small minority of lessons the teacher plays too dominant a role, limiting opportunities for pupils to use their own imaginations or ideas. This is more evident in shorter lessons where time limits can encroach on the completion of planned activities.
- 3.23 Teaching benefits from access to an excellent range of resources, which are used extremely well. Many teachers use ICT effectively to enhance learning, particularly the interactive whiteboards. The teaching encourages pupils to present their work carefully and with pride. All classrooms are extremely well organised. Stimulating wall displays encourage pupils to check their work, evaluate their learning and set themselves new targets. Tolerance and respect for others are always strongly promoted and teaching is non-partisan in the coverage of political issues
- 3.24 Teaching provides helpful spoken guidance during lessons and follows the marking system established across the school. All marking is prompt, accurate and positive. Pupils' work is carefully annotated and detailed guidance is given on how to bring about improvement. In discussions with inspectors, pupils of all ages expressed the view that they could always ask for help when necessary. Individual target cards, as well as the 'one star-and-a-wish' marking system, encourage greater pupil involvement and responsibility for their own learning. Homework is relevant, and expectations for this are realistic and manageable.
- 3.25 Assessment systems enable staff to monitor progress successfully and to refine their lesson planning. The school has developed a thorough tracking system, which helps to maintain a robust focus on the quality of teaching and learning, and allows immediate identification of pupils either requiring support or needing extension.

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 pupils' personal qualities are exceptionally well developed and fully realise the school's aims. The family feel of the school and the vertical tutor groupings make a significant contribution to this development. Throughout the school, pupils learn to value themselves and others, and demonstrate a strong sense of right and wrong. They are extremely well behaved and exhibit excellent social skills. In the inspection questionnaires, pupils indicated that they are very happy with the school and all the activities and opportunities it offers. They have a good standard of personal development by the time they reach the main school,
- 4.3 In the EYFS, behaviour is exemplary. Children are polite and respectful towards others, and respond quickly to instructions. They develop independence and responsibility, and Reception children are well prepared for transition as they sit in 'family groups' and mix with older pupils at lunchtime.
- 4.4 Throughout the school, the pupils' spiritual development is excellent and carefully nurtured. They reflect on a wide range of issues and study many different faiths in religious education lessons and at school assemblies. Pupils' spiritual experiences are reinforced through lessons which cover a range of spiritual, moral, social and cultural issues. Examples of awe and wonder were evident throughout the inspection week, for example linked to the hatching of the chicks in Nursery, which the children watched and filmed. On one occasion Year 2 pupils who were playing in the grassy playground, commented how lucky they were to have their own school badger. Pupils throughout the school have a well-developed moral sense and learn about issues affecting their physical, mental and emotional well-being. They explore these concepts as individuals, as members of the school community and as part of the wider community outside the school. Throughout the inspection, pupils were polite, friendly and well-mannered. Pupils play harmoniously and enjoy and respect their environment. They share their experiences with peers and adults, and develop sensitivity to the needs of others. As they move through the school, pupils continue to build on this excellent foundation. Pupils fully understand the school rules and expectations which are displayed around the school.
- 4.5 The pupils' social development is excellent; they accept responsibility for their behaviour. Through the many opportunities for pupils to work collaboratively in pairs or groups, they show initiative and develop understanding of how they can contribute to the lives of others locally and in the wider community. Pupils gain valuable social experiences on residential trips. The pupils' commitment to the wider community is demonstrated in visits to a local nursing home and in the support given to many charities such as those supporting animal welfare, overseas aid and medical research. At all times pupils work together with empathy, compassion, sensitivity and trust.
- 4.6 Pupils take their extra roles and responsibilities very seriously. Responsibilities given to Year 6 pupils such as helping in the Nursery and at lunchtimes serve to further encourage confidence and self esteem. Those elected to the school council canvass their peers about ways to improve the school even further. Pupils feel the importance of their roles and their discussions focus on school events, celebrations and charity work.

- 4.7 Pupils have a well developed cultural awareness and the school is a harmonious multi-cultural community. Their experiences in music, religious education, modern languages, geography and PSHCE raise awareness of their own and other people's way of life and encourage pupils to be aware of their own community and the world beyond. Pupils acquire a broad general knowledge of English public institutions and services and respect for the law through such activities as school assemblies focusing on Remembrance Day and St George's Day, and trips such as the annual visit to the Houses of Parliament, the National Gallery and the Cabinet War rooms. Their understanding of democracy and how Parliament works was most effectively developed during the mock election held at the school during the inspection week.

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

- 4.8 The contribution of the arrangements for pastoral care is excellent.
- 4.9 Staff give pupils excellent support and guidance throughout their time at the school. In the EYFS, each child has a key person who oversees their development, but all staff are sensitive to children's emotional needs, offering support and comfort to those who require it. Staff consistently reinforce classroom and personal hygiene routines, although at times staff are too quick to help. The small size of the school and of classes means that all pupils, including boarders, are very well known to staff as individuals and are given care appropriate to their needs. Relationships between staff and pupils, and amongst pupils themselves, are excellent. In the inspection questionnaire, pupils indicated that they felt there was always someone they could turn to if they had a problem. The system of vertical tutor groups in Years 4 to 6 enables pupils to build friendships with others in different year groups, and there is a strong focus on older pupils helping younger ones.
- 4.10 Pupils are given good guidance on healthy eating in their science and their PSHCE lessons, and staff monitor closely any who might be at risk of over- or under-eating. The school offers pupils many opportunities to be active and take exercise, so that most do so every day. In the EYFS, children are taught about the need for good personal hygiene habits, the importance of healthy eating and drinking plenty of water, and how germs make you ill. Lunches are excellent: healthy, plentiful and freshly prepared, and promote a positive attitude to healthy living.
- 4.11 Staff provide pupils with excellent role models for behaviour and have high expectations for how pupils should behave in class and around the school. Systems for rewards and sanctions are fair, although some pupils felt that they are not always fairly applied. The school is working on ensuring that all staff use these consistently. Bullying is taken seriously and dealt with firmly. Pupils are taught effectively about how to be safe on the internet and what to do if they are affected by cyberbullying.
- 4.12 The school council is an effective medium for pupils to express their views, although a small number felt that these are not always acted upon. Inspectors found that some suggestions from pupils are not always practicable, and that the staff do take the trouble to explain to pupils why their requests cannot always be granted. The school has a suitable plan to improve educational access for pupils with SEND.

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

- 4.13 The contribution of arrangements for welfare, health and safety is excellent.
- 4.14 The junior school has very thorough and effective procedures for safeguarding pupils, co-ordinating and liaising closely with the senior school. The head of the junior school and the head of the EYFS report concerns directly to the designated senior lead at the senior school and staff at the juniors are aware of the correct reporting channels. Required changes to policies because of changes in regulations have been carried out swiftly. Staff training is comprehensive and detailed records are kept. Training sessions at the beginning of each year are filmed so that new joiners during the year can watch the training film as part of their induction.
- 4.15 The school gives excellent attention to the risks from fire, carrying out regular risk assessments and fire drills. The premises are tidy, well-maintained and free from clutter. The health and safety of pupils is a priority from the EYFS onwards, and those who may be ill, injured or have special needs are cared for thoughtfully. The school has an appropriately equipped medical room where sick pupils may rest, and a good number of qualified first aiders. Accidents, medical needs and the administration of medicines are thoroughly documented and parents advised accordingly.
- 4.16 The school's admission register is correctly completed and stored, in line with requirements. Attendance registers are taken promptly at the beginning of morning and afternoon sessions, and absences are followed up systematically and without delay. Registers are stored for the required period of three years.

4.(d) The quality of boarding

- 4.17 The quality of boarding is excellent.
- 4.18 The school provides boarding accommodation for a small number of pupils who are accommodated in the junior boarding house. This provision was inspected as part of the senior school inspection and the findings for all boarding provision can be found in the senior school report.

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 governors have a very clear oversight of the work of the junior school from the EYFS upwards through the reports of their junior school committee, feedback from the headteacher and their own observations of the school. The acting head of the junior school committee, for example, is a regular visitor to the school, gauging pupils' views through both formal interviews and informal discussions. The governing body fully discharges its responsibilities for educational standards and financial planning, and invests wisely in staff, accommodation and resources. In response to the previous inspection, governors have recruited senior staff to form an effective leadership team, and have increased expenditure on hardware, software and training for staff so that ICT is now a strong feature of the curriculum.
- 5.3 Governors understand the nature of the school, and the strengths of its small class sizes and high ratio of adults to pupils. They provide both support and challenge to senior staff and have a clear vision for the future development of the school. They have encouraged the headteacher in her development of systematic processes for staff induction, appraisal and continuing professional development.
- 5.4 The governing body is very successful in discharging its responsibility for statutory requirements in full. Policies and procedures are regularly reviewed, and changes in requirements are swiftly incorporated. Governors ensure that the safeguarding of pupils is a priority which is carried out effectively. The governing body as a whole reviews arrangements for safeguarding annually in accordance with requirements.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 Leaders and managers are highly successful in carrying out their responsibilities, ensuring that the school's policies are effectively implemented and that pupils are properly safeguarded at all times. There has been great improvement in the structures for leadership and management since the previous inspection, with the introduction of new senior leadership roles and the creation of a senior leadership team for the junior school. There are clear structures for communication and meetings, and all staff are involved in the formulation of the junior school development plan, through shared establishment of priorities and setting of targets. Consequently, the school is very successful in achieving its high expectations for pupils' educational and personal development.
- 5.7 Subject leaders as well as senior staff monitor the quality of teaching and learning, and pupils' achievement is closely tracked. Senior staff ensure that there is a regular programme of testing pupils, analysing their progress and offering them the right support or challenge to make the best possible progress and reach the highest standards of which they are capable. An expansion in the range of extra-curricular opportunities, through Friday afternoon activities, ensures that pupils have the chance to discover new talents and excel in different fields.

- 5.8 Procedures for staff induction, appraisal and continuing professional development have also been significantly improved since the previous inspection. The induction procedure is thorough, with a particular focus on safeguarding, and appraisal is in place for staff at all levels. Professional development for staff is appropriately linked to the targets from their appraisals. The school is highly successful in recruiting and retaining an excellent quality of staff, and empowering them to do their jobs to the best of their ability. A range of teaching styles is encouraged and celebrated.
- 5.9 There is a strong sense of teamwork and team spirit, and staff understand and share the school's aims and values. Senior leaders have ensured that all staff are effectively trained to meet the needs of all pupils, and that the school's policies on safeguarding, welfare, health and safety are well known and fully implemented by staff throughout the school. The school works closely with parents and local agencies to secure appropriate support for pupils with additional needs.
- 5.10 The recent appointment of an EYFS co-ordinator provides for strong leadership across Nursery and Reception, but systems for monitoring standards, identifying areas for developing and sharing the setting's best practice are not yet fully effective. The setting has developed an excellent working relationship with the local authority to provide support and guidance in relation to self-evaluation and continued improvement. Comprehensive supervision and appraisal systems effectively identify strengths and areas for personal and professional development linked to the EYFS development plan.
- 5.11 In response to the findings of the previous inspection, the school has invested heavily in ICT equipment and training for staff, so that ICT is now an integral part of many lessons and often contributes greatly to their success. The role of the special educational needs co-ordinator has also been significantly developed so that provision for pupils with SEND and EAL, or who are gifted or talented, is effectively organised and monitored, both in class and in withdrawal groups. In the EYFS, information for parents is readily available through the comprehensive parent handbook. The outdoor area has been thoughtfully developed and now forms an integral part of the planned provision.
- 5.12 Links with parents are excellent. Responses to the pre-inspection questionnaire show that an overwhelming majority of parents are strongly supportive of all aspects of the school, including the EYFS. They are highly satisfied with the range of subjects and extra-curricular activities available. All parents who responded said that their child is happy and well looked after at school. There were no questions to which a significant minority of parents responded negatively.
- 5.13 The school develops and maintains constructive relationships with parents in line with its aims and any concerns are handled with care, in accordance with its published procedures. Most parents who expressed a view stated that communication with the school is good; they are listened to, and receive timely responses to their questions. Class representatives act as an additional channel of communication for parents to express their views to the school.
- 5.14 Many parents participate in the life of the school. The active parents' association, *Involved*, organises a range of social and fundraising events to raise funds that provide additional resources for the school, including a giant chess set and sports equipment. Events such as sports fixtures, concerts, school plays and assemblies are very well attended by parents.

- 5.15 The school provides comprehensive information for the parents of current and prospective pupils through the website and other readily available documentation. Parents are kept very well informed about activities and events within the school through notice boards, regular newsletters, email updates and homework diaries.
- 5.16 Parents indicated that they were extremely happy with the information they receive about their child's progress. Consultation meetings, held three times a year, allow pupils' progress to be discussed with form and subject teachers, and many opportunities exist for informal dialogue between staff and parents throughout the year. EYFS parents are encouraged to write 'wow' moment cards, celebrating children's achievements at home, and these are displayed on the EYFS noticeboard. Detailed reports are provided to all parents twice each year, supplemented by a form tutor letter which incorporates grades at the end of the spring term. Each report gives grades for effort and attainment and an indication of how pupils can make further progress in each subject. EYFS parents additionally have access to their child's learning diary which gives them a helpful overview of their child's everyday progress.

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