



INDEPENDENT SCHOOLS INSPECTORATE

EATON HOUSE THE MANOR SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Eaton House The Manor School

Full Name of School	Eaton House The Manor School
DfE Number	212/6394
Address	Eaton House The Manor School The Manor 58 Clapham Common Northside London SW4 9RU
Telephone Number	020 7924 6000
Fax Number	020 7924 1530
Email Address	admin@eatonhouseschools.com
Head Teachers	Mr Jeremy Edwards; Mrs Sarah Segrave; Mrs Philippa Cawthorne; Mrs Roosha Sue
Proprietor	Mrs Hilary Harper
Age Range	3 to 13
Total Number of Pupils	529
Gender of Pupils	Mixed (388 boys; 141 girls)
Numbers by Age	0-2 (EYFS): 0 5-11: 353 3-5 (EYFS): 126 11-13: 50
Head of EYFS Setting	Mrs Roosha Sue
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 October 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) (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 the chair of the directors, 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

Lady Fiona Mynors	Reporting Inspector
Mrs Annabelle Hancock	Assistant Reporting Inspector
Mr Stephen Lea	Team Inspector (Director of Music, IAPS school)
Mrs Jane Merriman	Team Inspector (Head, IAPS school)
Miss Katy Morgan	Team Inspector (Head of Lower School, IAPS school)
Dr Patricia Thompson	Team Inspector (Former Head, IAPS school)
Mrs Gillian Venn	Team Inspector (Head of Pre-Prep, IAPS school)
Mr Chris Manville	Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	10
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	11
(a) The quality of governance	11
(b) The quality of leadership and management, including links with parents, carers and guardians	11

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The school was established in 1993, and has developed into a family of schools providing education for 529 girls and boys aged from 3 to 13. Of these, 41 girls and 85 boys are in the Early Years Foundation Stage (EYFS). The school is divided into four separate sections, each with its own head. The Nursery is co-educational and attended by 47 children. The Girls' School caters for 121 pupils aged 4 to 11. The pre-prep accommodates 205 boys aged 4 to 8, and the prep school is attended by 156 boys aged 8 to 13. The school is proprietorial, and administered by a board of directors, one of whom is also the head of the prep school. Since the previous inspection, new heads have been appointed to the prep and girls' schools, and the Nursery now only takes children who are over the age of three.
- 1.2 The school is based in a converted Georgian house, with additional purpose-built accommodation, set in its own grounds opposite playing fields on Clapham Common in south London. It upholds Christian principles, aiming to provide a broad, challenging education for pupils in a well-ordered and caring community. The school sets out to place particular emphasis on the value of the individual and the development of pupils' specific gifts and talents.
- 1.3 The overall ability profile of the pupils is above the national average, with a broad range represented within that. The range is narrower in the prep school, which selects pupils for entry. The parents of pupils work in a wide range of occupations, and most live within a two-mile radius of the school. A few pupils in each year group are of minority ethnic origin.
- 1.4 Across all sections of the school, 67 pupils have been identified with special educational needs and/or disabilities (SEND), of whom 60 receive additional help. Two pupils have a statement of special educational needs. Four pupils with English as an additional language (EAL) receive specialist teaching.
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. It is also used by the school for year groups, except for Reception, which the school refers to as Kindergarten.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of pupils' achievement and learning, including in the EYFS, is excellent. It is strongly supported by the dynamic curriculum and broad programme of extra-curricular activities, providing pupils with a rich learning environment. Pupils are extremely well educated in line with the school's aims. Their attitude to their work and learning is almost always excellent. They make rapid progress, and by the time they leave, their attainment is well above that expected of pupils of similar age. Pupils who need additional help achieve well through targeted individual support. The most able achieve high standards as they are usually given numerous challenges in lessons. On leaving the school, pupils consistently gain entry to a wide range of highly competitive senior independent day and boarding schools. The quality of teaching is excellent overall, and since the previous inspection, rigorous assessment systems have been introduced. In the EYFS, children enjoy their time in the setting, approaching their activities confidently. Overall, the balance of adult-led and child-initiated activities is good, although in Reception children have fewer opportunities to make choices.
- 2.2 The quality of pupils' personal development is excellent. Pupils develop into confident young people, well prepared for the next stage of their education. They benefit from excellent pastoral support and strong relationships across the school community, underpinned by highly efficient systems for welfare, health and safety. A few concerns were raised in questionnaires, however in interviews, pupils were certain that any of their concerns are dealt with swiftly and appropriately.
- 2.3 The quality of governance is excellent. The directors have a keen understanding of the school's activities. Prudent financial management and effective strategic planning have underpinned significant investment in the school. Directors discharge their legal responsibilities efficiently, and their links with the EYFS are strong. The quality of leadership and management is excellent overall. The welfare of all pupils is a key priority for management, and great care is taken to safeguard them appropriately. The heads work well together. Through close co-operation they have developed a clear educational direction for the school, strongly supported by all managers and staff. Since the previous inspection, development planning has been improved, and regular appraisal is now in place for all staff. Middle management roles are being developed, and closer links are being established between subject leaders within sections and across the school. However, these are not yet consistent. Management of the EYFS is good, and the setting has made good progress since the previous inspection. Links with parents are excellent. In their responses to the pre-inspection questionnaire, parents of pupils of all ages expressed their satisfaction with almost all aspects of the education and support provided for their children.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Strengthen the role of subject leaders, in order to ensure consistency in the monitoring of teaching and learning across the school, and to share the most effective methods more widely.
2. In the EYFS, provide more opportunities for children within child-initiated activities to make independent choices and influence outcomes.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 Pupils are extremely well educated in line with the school's aims to challenge and develop each individual's strengths and skills. In the EYFS, children enjoy their time in the setting, approaching their activities confidently. They become inquisitive, independent learners when given the opportunity to follow their own lines of enquiry. They match letters and sounds, and re-tell stories in various ways. Children count to 20 and beyond, and use number lines to solve numeracy problems. They are creative in using a range of media, and manage information and communication technology (ICT) skilfully.
- 3.3 Pupils from Year 1 demonstrate excellent knowledge, understanding and skills across the full range of their subjects and activities. They are eager and confident to express themselves, while listening carefully to their peers and teachers. In the finals of a public speaking competition which took place during the inspection boys demonstrated maturity in their presentation, and girls spoke confidently in assemblies. At all levels, pupils read fluently with good expression. The outstanding quality of their writing is a significant strength. Pupils use thoughtful, high level vocabulary, and demonstrate dynamic creativity in their poetry and extended writing. They generally take great pride in their handwriting and the presentation of their work. Their mathematical skills are well developed. Pupils investigate and research with confidence, and are competent in the use of ICT. Pupils' creative skills develop extremely well. They sing tunefully and rhythmically, and enjoy taking part in drama and musical productions. Vibrant displays around the school demonstrate the high quality of pupils' artistic skills. Pupils' physical skills, including in the EYFS, are outstanding. Pupils who need additional help achieve well through targeted individual support in and out of the classroom. The most able pupils achieve high standards as they are usually given ample challenges in lessons.
- 3.4 Pupils have had many successes in team and individual activities. School teams at all levels win matches and tournaments in a wide range of sports. Prep school pupils have been selected to play for their counties in cricket. The pre-prep and girls' choirs sing annually at The Children's Society Christingle service at Westminster Abbey. Over half the pupils learn instruments, and some achieve high marks in external examinations. Girls and boys have had work exhibited at the Royal College of Art and have won national handwriting competitions. On leaving the school, pupils consistently gain places at a wide range of highly competitive senior independent day and boarding schools. Each year, a significant proportion of pupils achieve academic and non-academic awards.
- 3.5 Pupils' attainment cannot be measured in relation to performance against a fixed national average, but on the evidence available from lesson observations, scrutiny of samples of their work and interviews with pupils, it is judged to be excellent. Pupils make rapid progress, and by the time they leave, their attainment is well above that expected of pupils of similar age. Pupils with SEND or EAL and those with statements of special educational needs progress extremely well, strongly supported in their work. In the EYFS, children of all abilities make outstanding progress, with most working consistently in line with or beyond the Early Learning Goals in all areas of their learning and development.

3.6 The pupils' attitude to their work and learning is almost always excellent. In the EYFS, children work well independently and with others. From Year 1 pupils are committed to giving of their best in their lessons, and are co-operative and eager to undertake any challenges offered. A particular feature of their learning is the way that they settle immediately to the tasks set. In the few lessons observed in which the introduction was too long and pupils were not afforded the opportunity to begin the task set promptly, they became restless and lost concentration, making less progress than usual.

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

3.7 The contribution of curricular and extra-curricular provision is excellent.

3.8 The dynamic curriculum gives pupils in Years 1 to 8 a rich learning experience that is appropriately broad and challenging to suit their needs. It strongly supports the school's aim to develop each individual's strengths, and encompasses an increasingly holistic approach. The curriculum is regularly reviewed. Recent developments to add breadth, by increasing pupils' opportunities to take part in competitions within school and beyond, such as in creative writing, are highly effective. Pupils benefit from the opportunity to develop positive independent learning habits in preparation for life beyond school. Timetabling arrangements are reviewed and adjusted termly to maximise the best times for pupils to learn and the most efficient use of the accommodation.

3.9 Class-based teaching in the pre-prep and girls' sections provides pupils with a strong foundation in their learning. Beginning in Reception, specialist teaching adds vibrancy to the curriculum. In the prep, boys are initially supported through class-based teaching, with additional specialists. From Year 6, all specialist teaching provides excellent preparation for boys' entrance examinations to senior schools, and careful setting and streaming arrangements to match boys' abilities work well. Across the school, the pupils' linguistic skills benefit from the opportunity to learn French and Latin. Generous time allocation and good facilities for physical education enhance pupils' physical development. The personal, social and health education (PSHE) programme supports their personal development. Excellent opportunities in the arts foster pupils' accomplishment in creative and performance skills. Chess lessons in the pre-prep and lessons throughout the school in reasoning and critical thinking add an extra dimension to the pupils' experiences.

3.10 The EYFS provides a well-ordered, caring community where children flourish. Wide-ranging opportunities reflecting children's needs and interests are carefully planned, with appropriate time spent in and out of doors. Overall, the balance of adult-led and child-initiated activities is good. In Reception, although child-initiated learning experiences are timetabled, children have fewer opportunities to make choices. Classrooms are well organised, and good use is made of the available space. However, the limited room in some cases restricts children's opportunities for active learning. Their experiences are greatly enhanced by access to the school's facilities, and to the local area for games.

3.11 All pupils' experiences are broadened by a wide range of curriculum workshops and visits from specialists. Excellent use is made of local places of interest, and residential trips beginning in Year 3 develop pupils' independence. Arrangements for individual music lessons are extremely efficient, and pupils are prepared for external music examinations.

- 3.12 The extra-curricular programme is excellent, and much appreciated by the pupils. Clubs take place every day and provide opportunities to suit all tastes, from sporting and musical activities to senior chess, Brownies and a general knowledge quiz.
- 3.13 Pupils benefit from the school's links with the local community. They participate in sports competitions, share in services in local churches and support the Royal British Legion's Remembrance Day.
- 3.14 From the EYFS, systems to identify and support pupils with SEND or EAL and those with statements of special educational needs are excellent. Careful screening ensures early intervention when necessary for any pupil having difficulty. Such pupils are subsequently supported extremely well across the curriculum by the excellent learning support team, the members of which work together effectively across all sections of the school, liaising closely with parents. Excellent links with external agencies further support the pupils.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is excellent overall.
- 3.16 Teaching is highly effective in promoting pupils' excellent progress and attainment, and supports the aims of the school. In the EYFS, the children are extremely well known to staff. Adults are knowledgeable and plan appropriate activities using good resources that engage and motivate the children. Children's individual next steps are carefully identified, recognising what each has learned about a topic, so that they are eager to learn. Many adults use excellent questioning, carefully matched to children's different abilities to develop their thinking skills, but this is not yet consistent across the setting.
- 3.17 In Years 1 to 8, the pupils' needs are carefully considered. A significant proportion of teaching is excellent and in all but a few lessons it is good. Teachers know their pupils well and relationships in lessons are excellent. In discussion, pupils stated that they are confident to ask any member of staff for help should they need it. In examples of the best teaching, lessons are conducted at a brisk pace, with time managed well, teachers' subject knowledge is evident, and pupils' interest is fostered, maintained and extended; their behaviour is excellent and they make excellent progress. The results of this high quality teaching are frequently displayed in the pupils' work around the school. Pupils are given good opportunities for independent thinking. Lessons are well planned, using the wide range of available resources. Frequently, teachers make useful cross-curricular links to enhance the breadth of pupils' learning. Praise and encouragement are used effectively.
- 3.18 Teachers have high expectations for pupils' behaviour and attitudes. They understand pupils' different learning styles and provide stimulating challenges through a variety of teaching methods, including the resourceful use of interactive whiteboards. Extremely efficient use is made of high quality teaching assistants to support pupils' learning. In the few less successful lessons observed, tasks were not so well matched to pupils' requirements or excessive time was spent on an introduction so that pupils became restless.
- 3.19 Across the school, staff provide extremely effective support for pupils who have additional needs. This is much appreciated by pupils. High quality individual education plans are used effectively by teachers in their planning. The provision required for pupils with statements of special educational needs is efficiently organised for them. Since the previous inspection, a policy and programme for

identifying and providing work for more able, gifted and talented pupils have been created and are developing well.

- 3.20 In the EYFS, staff make excellent use of high quality and reflective observations, which include comments from children and parents, to assess children's learning and monitor their progress. Since the previous inspection, the school has spent time considering and establishing a rigorous assessment system to track pupils' academic development from Years 1 to 8. Information from assessment is now used regularly by managers and teachers to track each pupil's progress carefully and to assist in future lesson planning.
- 3.21 Marking is of a high quality; it is constructive, corrections are indicated and targets are set for improvement which pupils understand. Pupils' personal targets are also displayed on many classroom walls as a constant reminder. Many opportunities for both self- and peer evaluation encourage them to value assessment in helping them to take responsibility for their own learning. This self-evaluative culture means that teachers are constantly looking for new ways to help their pupils learn.

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 This supports the school's aim to encourage all pupils' confidence so that by the time they leave they are well prepared for the next stage of their education. Pupils are mature in discussion and contribute to school activities with aplomb. Their awareness of non-material aspects of life is enhanced through involvement in music, art and drama, and in assemblies where they have the opportunity to sing hymns and say prayers, and have time to reflect on thought-provoking talks. Within the curriculum they analyse materialistic values in society and debate issues such as science versus creationism. In preparation for transfer to senior school, pupils' self-confidence is enhanced by a residential visit to an outward-bound centre.
- 4.3 The pupils have an excellent moral understanding. They demonstrate an outstanding natural courtesy and consideration towards everyone. Younger pupils follow the 'golden rules' system to earn badges and commendations. Older pupils support strategies to encourage appropriate listening and behaviour in assemblies and lessons. All pupils discuss issues such as respect and tolerance in PSHE lessons. Pupils' awareness of ecological issues has been enhanced by the formation of the Eco Council.
- 4.4 The pupils' social awareness is strong. Many pupils take on positions of responsibility and enjoy these opportunities. Older pupils support younger ones at the start of each year, and Year 3 spontaneously led Reception outside during a fire drill. Elected form representatives meet regularly in the prep to make suggestions for school improvement. This gives them an understanding of democratic systems. The strong house system enhances the pupils' sense of community and they are keen to gain house points, and take part in inter-house competitions. They have an awareness of those less fortunate than themselves through links with a school in Ghana. They raise funds individually, and in their houses, for a wide variety of good causes.
- 4.5 The pupils have a strong understanding of Western traditions and those of other cultures and faiths. Christian values underpin the school, pupils share in services in local churches and clergy take assemblies. Art displays celebrate aspects of life in Britain. Discussions on news and current affairs are a frequent part of the school day. Within the curriculum, the pupils' awareness of world faiths is well developed, and they have recently visited Buddhist and Hindu temples. Pupils' future career choices are enriched by visits to the school from outside professionals. They particularly enjoyed a visit by members of the armed forces.
- 4.6 In the EYFS, children make regular use of the school's facilities, become familiar with their surroundings and feel safe in the setting. They demonstrate good levels of independence as they put on their own coats and manage their personal hygiene efficiently. Their behaviour is exemplary. They take turns, co-operate and show great consideration to each other. They are confident to express their feelings and make good choices at lunchtime, understanding the value of healthy eating. Children are extremely well prepared for transfer to the next stage of their education.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Effective pastoral policies and procedures support the school's aim to create a well-ordered and caring school community. Pupils appreciate the help and guidance available to them from all staff, who are excellent role models. Open and supportive relationships between staff and pupils, and amongst pupils themselves, underpin the strong sense of community. The effective house and 'buddy' systems provide extra mechanisms for pastoral care, and induction for new pupils is carefully planned. Staff share any pastoral concerns about pupils at weekly staff meetings, and detailed records are kept to support pupils as they progress through the school. In the EYFS, staff understand their key person role very well and create a supportive environment where children feel safe, encouraging them to take sensible decisions such as holding the banisters when on the stairs.
- 4.9 Pupils, including in the EYFS, enjoy a healthy lifestyle through the many opportunities they have for exercise. Parents and pupils expressed dissatisfaction with the lunches provided at school. The inspection found that as part of a balanced diet, meals are nutritious and appetising. Care is taken to provide for pupils with particular dietary needs.
- 4.10 In questionnaire responses, older pupils felt that the rewards and sanctions system is not always fair, and that bullying is not always dealt with effectively. The inspection found that the school's procedures for promoting good behaviour and guarding against harassment and bullying are highly effective, and that the systems for rewards and sanctions are clear. In interviews, pupils were clear in their views that bullying is extremely rare and that the reward system is fair. On the rare occasions when bullying or unacceptable behaviour does occur, straightforward procedures are in place to manage them constructively and promptly. A culture of positive praise pervades the school. In the EYFS, children are encouraged to behave well. Adults remind them to help each other and be considerate, and ensure that they gain independence by sharing in responsibilities for tidying away equipment and serving snacks.
- 4.11 The school employs effective methods to seek the views of pupils. In questionnaire responses, some pupils felt that their views are not considered. Inspectors found that pupils' views are taken seriously by the school. In the girls' and pre-prep schools, these are informally shared within classes. Prep pupils' class representatives serve as a key conduit for pupils' opinions, and the school has acted in direct response to their requests, for instance regarding lunches and assemblies.
- 4.12 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 Highly efficient arrangements for the whole school, including the EYFS, are competently overseen by the directors, and regular reviews of policies and procedures ensure that pupils are cared for in a safe environment. In the EYFS, the setting maintains a strong commitment to providing a high ratio of well-qualified staff to children. Staff take care to promote children's welfare.
- 4.15 Thorough attention is paid to child protection in each part of the school. This is underpinned by strong links with local agencies. All staff, including in the EYFS, have received necessary training in safeguarding.
- 4.16 All necessary measures are taken across the school to reduce risk from fire and other hazards. Fire drills take place regularly, and thorough risk assessments are prepared for all facilities, for trips and all activities. The directors maintain a constant review of the site. They have systematic programmes for checking features including the water supplies, and fire, gas and electrical safety, either through the school's maintenance team or external agencies as appropriate. Rigorous systems are in place for the supervision of pupils as they cross the road for games.
- 4.17 At the time of the previous inspection, although attendance and admission records were accurately completed, the latter were not backed up regularly or printed out monthly. The registers are now efficiently completed electronically, backed up and stored off site. However, in the EYFS, systems for registration are less consistent.
- 4.18 Satisfactory facilities are provided for pupils who are sick or injured, and thorough, systematic records of any accidents and incidents are kept, with a note of any medicines which have been dispensed at school. The first-aid policy is comprehensive, and many staff have first-aid and paediatric first-aid qualifications.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Strong governance has ensured that the school is highly successful, and has been extremely efficient in achieving its aims. The directors are strongly committed, and bring a range of skills to provide support and challenge to the school's management. They meet termly to discuss all aspects of the education that they provide, including educational standards. Weekly meetings of the heads of each section and two of the directors ensure that they have an excellent oversight and keen understanding of the school's activities. Prudent financial management and effective strategic planning have underpinned significant investment in high quality staff and resources, and the imaginative development of the well-maintained accommodation. The building of a replacement theatre with additional classrooms, planned to take place immediately after the inspection, demonstrates the directors' commitment to the continued development of the school. Their links with the EYFS are strong and effective.
- 5.3 Directors have received training for many aspects of their work to ensure that the school is a safe community. As directors work in the school, and attend most functions, they are familiar members of the community. They are efficient in discharging their responsibilities for safeguarding, welfare, health and safety. They have reviewed the child protection policy and procedures frequently and have regular reports on any issues giving cause for concern relating to pupils. Careful consideration is given to the safeguarding and welfare of pupils and directors have ensured that high standards are maintained across all areas of the school.

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

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is excellent overall.
- 5.5 This is extremely successful in enabling the school to fulfil its aims to provide a challenging education within a caring community where the pupils achieve high standards, and their individual strengths and talents are developed and celebrated. The policies and procedures of the school strongly reflect its ethos. The welfare of pupils of all ages, including the EYFS, is a key priority for management, and great care is taken to safeguard them effectively.
- 5.6 The different sections of the school have separate identities and complementary structures. The heads work well together reviewing all aspects of the school on a regular basis. Through close co-operation in weekly meetings, they have developed a clear educational direction for the school. Since the previous inspection, development planning has been improved. It now incorporates the areas for future development and cost implications. The leaders' vision is strongly supported by all managers and staff, who work extremely effectively in their teams. Senior management roles are clearly defined and exercised extremely efficiently. The EYFS setting strives for continuous improvement through reflective self-evaluation, to which all staff contribute, and has identified clear targets for development, ensuring equality of opportunity for all.

- 5.7 Middle management roles are being developed. Much work has been undertaken to review and develop areas of the curriculum. Closer links are being established between subject leaders within sections and across the school, but these are not yet consistent. Subject leaders monitor schemes of work and teachers' planning, and in conjunction with heads and senior managers, scrutinise pupils' work efficiently. However, they do not yet regularly observe lessons in their subjects to support colleagues and to enable the sharing of the most effective methods of teaching.
- 5.8 Efficient induction procedures are in place for new staff, who feel extremely well supported. As recommended at the previous inspection, regular appraisal is now in place for all staff, including in the EYFS. Their training needs are identified and, with strong encouragement from senior managers, they are enabled to take up appropriate courses and gain additional qualifications. All staff are appropriately trained in their roles so that they meet the needs of the pupils, and ensure that they are safeguarded and that health and safety are a key focus. Efficient systems are now in place for checking the suitability of staff, directors and volunteers, and these are suitably recorded.
- 5.9 Management of the EYFS is good. The setting has made good progress since the previous inspection. All staff have developed their knowledge and understanding of the EYFS framework, and introduced a more consistent approach to assessment and planning. The balance of indoor and outdoor provision has improved, but children have insufficient opportunities for extended periods of self-directed, independent learning. The use of resources in the setting is effective.
- 5.10 In their responses to the pre-inspection questionnaire, parents of pupils of all ages expressed their overwhelming satisfaction with the education and support provided for their children. Parents of those in the EYFS were extremely pleased with the care given to their children, and all who responded would recommend the setting to others. Excellent tracking of children's needs and sensitive relationships with parents and outside agencies ensure that all children receive appropriate support to enable them to achieve well.
- 5.11 A few parents of older pupils expressed concerns about the opportunities they have to be involved in school events and aspects of its work, and felt that bullying is not always dealt with effectively. Inspectors found that parents have numerous opportunities to share in the life of the school, and that great care is taken in dealing with the very rare cases of bullying.
- 5.12 Parents have many opportunities to become involved in the life of the school and in the progress of their children. They assist with reading for younger children and support school productions by making costumes. They are welcomed to attend their children's class assemblies and harvest festivals, and during the week of the inspection, parents attended the prep school public speaking finals. Many parents also attend sports fixtures. In the pre-prep and girls' sections, parents volunteer to act as class representatives. They work together to organise events and to raise funds. In the prep, such links take place informally and coffee mornings are held for specific year groups. Useful introductory evenings are held at the beginning of each year to give an overview of the topics and skills pupils are to cover in the year ahead.
- 5.13 The school maintains a constructive relationship with parents. In the EYFS, parents provide the setting with details that are used to strengthen the partnership between home and school. They are actively encouraged to support their children's learning

at home. Staff email addresses are published to all parents, and staff respond sensitively and promptly to any concerns or queries. Parents have access to form teachers or tutors before and after school. The school operates an 'open door' policy that was seen to work extremely well during the inspection. Two formal parents' evenings are held, allowing parents to discuss their children's progress. Somewhat limited older style reports are being phased out gradually and replaced by excellent termly reports that are comprehensive and informative. Particular care is given to supporting parents in their choice of appropriate senior school for their children.

- 5.14 The school website provides parents with all required information. Regular updates on school life, pupils' achievements and the curriculum are available. Detailed handbooks ensure that parents have a well-informed understanding of the ethos and expectations of the school. The information board in the foyer gives details of forthcoming events, and regular newsletters and an annual magazine, *The Column*, provide useful additional communications to ensure that parents feel part of the school community.

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