



**INDEPENDENT SCHOOLS INSPECTORATE**

**STEEPHILL SCHOOL**

**INTEGRATED INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Steephill School

Full Name of School	<b>Steephill School</b>
DfE Number	<b>886/6024</b>
Registered Charity Number	<b>803152</b>
Address	<b>Steephill School off Castle Hill Fawkham Longfield Kent DA3 7BG</b>
Telephone Number	<b>01474 702107</b>
Fax Number	<b>01474 706011</b>
Email Address	<b>secretary@steephill.co.uk</b>
Head	<b>Mrs Caroline Birtwell</b>
Chair of Governors	<b>Mr Edward Oatley</b>
Age Range	<b>3 to 11</b>
Total Number of Pupils	<b>131</b>
Gender of Pupils	<b>Mixed</b>
Numbers by Age	<b>3-5 (EYFS): 38 5-11: 93</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>29 Jan 2013 to 01 Feb 2013</b>

## PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in December 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](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mr Adrian Palmer

Mr Gareth Williams

Mrs Rosamund Walwyn

Reporting Inspector

Team Inspector (Headmaster, IAPS school)

Co-ordinating Inspector for Early Years

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Steephill School is an independent day school in Fawkham, Kent, for boys and girls aged from 3 to 11 years. It was founded in 1935 by Miss Eileen Bignold and following her death in 1990, the school became a charitable trust administered by a board of governors.
- 1.2 At the time of the inspection, there were 131 pupils on the roll, of whom 38 were in the Early Years Foundation Stage (EYFS) and 93 were in Years 1 to 6. There are 23 pupils who have been identified as having special educational needs and/or disabilities (SEND). One pupil has a statement of special educational needs. Three pupils speak English as an additional language (EAL). Pupils come from a wide range of cultural backgrounds. Most pupils come from professional or business families and live within a 15-mile radius of the school. The ability profile of the school is above the national average, with a notable proportion of pupils having an ability that is well above average.
- 1.3 The school aims to develop within pupils a high awareness of good conduct by instilling an understanding of friendship for each other. It intends that this friendship and support between all members of the community underpin the way pupils conduct themselves on a day-to-day basis. It seeks to develop a determination to succeed in all endeavours by giving opportunities for pupils to take part in academic, sporting and creative art activities. The school sets out to encourage commitment in all aspects of school life and to develop a love of learning in all pupils.
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following tables.

### Early Years Foundation Stage Setting

School	NC name
Nursery	Nursery
Lower 1	Reception

### Years 1 to 6

School	NC name
Upper 1	Year 1
Class II	Year 2
Class III	Year 3
Class IV Jupiter	Year 4
Class IV Saturn	Year 4
Class V	Year 5
Class VI	Year 6

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

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

- 2.1 Pupils achieve well and make good progress in their learning, in line with the aims of the school. They have well-developed reasoning and investigation skills. They have strong literacy skills, often using advanced vocabulary in their written work. Their numeracy abilities are well advanced and the school prepares them well for their future education. The excellent creative curriculum which the pupils study alongside a wide range of extra-curricular activities supports their learning. The needs of those with SEND are generally well met, as are those of pupils with EAL and the highly able, but insufficient or unfocused challenge in some teaching hinders the progress of these groups. Teaching is good, with lessons well planned, and it enables the pupils to develop their reasoning and enquiry skills. In a few lessons, a lack of time management, especially at the start of the lesson, has a negative impact on the quality of learning. Since the previous inspection, there has been an improvement in the quality of marking, specifically in helping the pupils to improve their performance. The pupils' highly positive desire to learn and their consistently excellent behaviour make a significant contribution to the progress they make.
- 2.2 The personal development of the pupils is excellent. The pupils are very caring and supportive of each other, and the strong relationships they have with staff allow the pupils to develop their social skills and enable them to make a positive contribution to the school community. Older pupils demonstrate well-developed leadership skills and are excellent role models for the younger pupils, although there are fewer opportunities for younger pupils to demonstrate these qualities. The excellent pastoral care of the pupils allows them to develop their spiritual, moral, social and cultural awareness, which is strong. The quality of the arrangements for the health and safety of the pupils is good but some elements of safeguarding procedures are implemented inconsistently.
- 2.3 Good governance and leadership at all levels in the school enable it to meet its aims. Since the previous inspection, curriculum co-ordinators have become more accountable for standards in their subject areas. The introduction of regular scrutiny of work by all teachers has improved monitoring of the academic life of the school although this is not yet wholly consistent. Governors provide oversight of those areas where they have legal responsibility but this is not consistent in the area of staff recruitment. Links with parents are excellent and parents speak very highly of the school, from the EYFS upwards. In response to questionnaires, a number of parents stated that support for pupils who are less able and those who are highly able is not always at an appropriate level. Inspection evidence confirms these views.

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

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

- 2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:
- ensure that all necessary recruitment checks are carried out on all staff before they begin work at school and that they are accurately recorded on the centralised register [Part 4, paragraph 19.(2).(c), under Suitability of staff and proprietors, and for the same reason, Part 3, paragraphs 7.(a) and (b), under Welfare, health and safety].

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

- 2.5 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Ensure that the excellent practice evident in much teaching is adopted by all, particularly with regard to providing challenge to meet individual needs and achieving a prompt start to lessons.
  2. Improve systems for the review and monitoring of academic and welfare policies.



### **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 good.
- 3.2 Pupils are well educated in accordance with the school's aims of developing in them a determination to succeed in all endeavours and providing them all with a quality of education that allows them to reach their potential.
- 3.3 Pupils develop their skills, knowledge and understanding well in many subject areas. They are articulate and talk enthusiastically on a number of topics, often using complex vocabulary. They listen to their teachers and one another carefully and are skilled at writing expressively, particularly in Years 5 and 6. Children in the EYFS use phonic skills to support their reading and writing activities and are successful in sequencing numbers and making simple calculations. Younger children express themselves clearly, both in their creative artwork and in their conversations, and they enjoy their role-play activities. Throughout the school, a clear handwriting policy has a positive impact on the quality of the presentation of pupils' written work. Their numeracy skills are good and they are able to apply them well in lessons across the curriculum. Their investigative skills in mathematics are well developed. Pupils apply critical thinking strategies effectively when reasoning, for example justifying their opinions in class discussions. Pupils demonstrated well-developed reasoning skills in science and mathematics. They also demonstrate strong physical abilities.
- 3.4 An effective balance of activities enables children in the EYFS to explore various materials and to develop a wide range of skills and interests as they progress from the Nursery to the Reception class. The children are well supported to acquire the skills and attitudes needed for the next stage in their learning.
- 3.5 Pupils achieve well in individual and team games. The school has enjoyed success in cross country and athletics in local and national competitions, including national representation in the European street dancing finals in Germany. Pupils have sung on a number of occasions as both a choir and a year group at the Royal Albert Hall and they regularly win trophies at a local music and drama festival. Pupils have entered local art competitions with some success.
- 3.6 The pupils' attainment cannot be measured in relation to performance against a fixed national norm, but on the evidence available it is judged to be good in relation to national age-related expectations. This is in response to a broad, balanced and creative curriculum which allows them to develop their independent thinking, analytical and problem-solving skills as well as encouraging them to take risks in their learning. The attainment, as judged, indicates that pupils make good progress relative to pupils of similar ability. On leaving, most pupils transfer to the selective maintained or independent schools of their choice. The children in the EYFS make good progress from a variety of starting points, often exceeding expected levels of development by the end of Reception. Pupils with SEND achieve at a level that is commensurate with their abilities and often beyond, largely due to excellent support from the learning support department. Pupils with EAL and those who are recognised as being gifted and talented also make good progress overall.
- 3.7 The pupils' attitudes to learning are good. Their excellent behaviour in lessons and positive relationships with each other and their teachers enable good learning to take place. The children in the EYFS are given appropriate opportunities to engage

in their own chosen activities and demonstrate good levels of independence and focused attention. The older pupils concentrate well and persevere at a given task. They are given opportunities to work in pairs and small groups and they do so with enthusiasm and enjoyment. The pupils often arrive late to lessons after break times but once in the classroom they settle quickly to their work.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The programme of study supports the school's aims for pupils to develop a determination to succeed in all endeavours and a love of learning. Good opportunities are given to take part in academic, sporting, music and art activities. The broad and well-balanced curriculum covers the requisite areas of learning for all ages and abilities. Pupils benefit from a range of specialist teaching, and the curriculum, including for those in the EYFS, provides good opportunities for the development of each individual. The curriculum is enhanced by the provision of French and Spanish.
- 3.10 The school has established a more creative curriculum that is successful in allowing pupils at all levels to develop their analytical and problem-solving skills. There are a number of examples of cross-curricular projects taking place across the age ranges, such as tapestry involving English, history and art, and a study of World War Two involving music and history. In Year 6 the curriculum is enhanced by the use of creative and investigative projects that result in the positive development of pupils' reasoning skills. The personal, social and health education programme encourages all pupils to gain understanding about themselves, other people and the wider world.
- 3.11 The provision for pupils with SEND is largely successful. They are quickly identified through a variety of different routes and appropriate levels of support are put in place. They are well supported when they are withdrawn for one-to-one sessions and they have individual education plans (IEPs) that are regularly reviewed. However, the level of provision within the classroom is less consistent.
- 3.12 An excellent range of educational visits enhances the curriculum, and the pupils in Years 5 and 6 benefit from the opportunity to take part in residential trips to France and the Isle of Wight. Music plays a large part in the life of the school and there is a thriving school choir. The school has many good links with the local community, including singing in a local nursing home. The school has close links with a local church and is involved each year in the church fete. The curriculum is well supported by a wide-ranging programme of extra-curricular activities and pupils enjoy the variety of clubs and other activities at lunchtime and after school.

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

- 3.13 The quality of teaching is good.
- 3.14 Teaching makes an effective contribution to the pupils' achievement and learning, enabling them to make good progress. Much teaching is excellent. The most successful is characterised by detailed planning for the needs of individual pupils, which enables all to make excellent progress, and allows them to think independently and to apply themselves effectively to the task in hand. The recommendation of the previous inspection to provide more pace and challenge to all pupils has been largely met. However, in some less successful teaching, poor time management at the start of the lesson, over-lengthy instructions from staff or limited challenge for the more able hinder progress. All teachers are aware of the contents of the IEPs for those with SEND but their needs are not consistently met.
- 3.15 In the EYFS, careful planning, teaching and assessment activities ensure that all the children are appropriately challenged and supported in their learning. Adults know the children very well and they assist them all in acquiring necessary skills, whatever their starting points and developmental needs. They have high expectations of the children and engage them purposefully in a wide range of activities, both indoors and outside.
- 3.16 Classrooms contain resources of good quality which teachers use appropriately to motivate pupils. An interactive whiteboard is available in all classrooms and this is regularly used to enhance learning in stimulating lessons that enthuse the pupils and help to maintain their interest.
- 3.17 The recommendation of the previous inspection to ensure that marking always shows pupils how to improve their work has been largely met, and as a result, marking overall is good. In interviews with inspectors, pupils stated that they feel they are given clear indications of how to improve their performance, often through verbal feedback.

## **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 In their discussions, in lessons and in interviews, pupils of all ages show that they have an appreciation of non-material aspects of life. Assemblies provide opportunities for reflection and promote spiritual awareness. Strong links with a local church for harvest festival, Christmas, Easter and Founders Day services, and participation in activities offer further spiritual experiences for pupils, which result in a positive development in their spiritual growth. Pupils understand values that are explored in assemblies and in religious education lessons. They are happy to share their own beliefs. Older pupils act as excellent role models for younger children, following the example set by the staff. The school is successful in aiming to foster self-esteem, self-knowledge and self-confidence through rewards such as merit badges, weekly cup awards, house stars, and certificates for achievement and praise. The school house system allows pupils the opportunity to support each other and they show emotional maturity.
- 4.3 The pupils demonstrate a strong sense of right and wrong, and their behaviour is outstanding. All are aware of the school's 'Five Rules for Life' that promote a shared moral code of conduct, and they seek to abide by these rules. Pupils are mindful of those less fortunate than themselves, and the three houses meet on a regular basis and decide upon charities to support and ways to raise money. Year 6 pupils also organise a programme of charitable giving, which has involved, for example, coffee mornings for a cancer charity, a harvest festival soup sale and a Jubilee tea party.
- 4.4 The social development of the pupils is excellent. Pupils are courteous and show respect for each other and all adults. They accept responsibility readily in many ways throughout the school, culminating with members of Years 5 and 6 participating as the school council, acting as house captains, vice-captains and sports captains, and performing the duties of prefects, head boy and head girl. Children in the EYFS are happy and secure in their environment and learn how to respect their differences, taking an interest in the variety of backgrounds represented in the EYFS community. Older pupils demonstrate an understanding of civic affairs through a trip to the Houses of Parliament, where they meet their local Member of Parliament for a question and answer session.
- 4.5 Pupils demonstrate values and customs of society as a whole and celebrate diversity and multi-culturalism. Pupils visit the National Gallery to learn about famous paintings and went to Rochester Cathedral to watch a senior school production of *Dido and Aeneas*. These opportunities all help pupils to appreciate their own and other traditions and cultures. Pupils at the school from a variety of faiths and cultural traditions are welcomed with their families to show and share their customs. As a result, pupils show empathy to those with beliefs that are different to their own. Overall, the pupils demonstrate that they have a high standard of personal development by the time they leave the school.

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

- 4.6 The contribution of arrangements for pastoral care is excellent.
- 4.7 The school is successful in achieving its aim to instil an understanding of friendship. All the staff provide effective support and guidance for the pupils. Class teachers are conscientious in fulfilling their pastoral responsibilities and are supported in this work by frequent house meetings, staff meetings and assemblies. Pupils are very well known by staff, fully cared for and treated as individuals. Relationships are extremely positive between staff and pupils and amongst the pupils themselves. Pupils help each other around the school and play happily across the different age groups, and they speak enthusiastically about their friendships and shared activities. This helps to create a warm, supportive family atmosphere throughout the school and makes a very positive contribution to the personal development of all pupils. Children in the EYFS learn to look after themselves and others, readily go to adults to ask for help and learn how to co-operate with one another.
- 4.8 Pupils are encouraged to develop healthy eating habits and take regular exercise. Menus are well balanced and pupils are helped to make choices about what they would like to eat for lunch when they arrive at school each day. The extensive school grounds and the time given to outdoor play as well as physical education lessons provide pupils with plenty of opportunity for regular exercise.
- 4.9 Good behaviour is promoted and encouraged for all pupils, including those in the EYFS, through reference to the 'Five Rules for Life', the stars awarded for good or helpful behaviour and the presentation of a weekly cup for good behaviour in the school assembly. The school deals constructively with any unacceptable behaviour, taking account of any related difficulty or disability. The school is effective in guarding against harassment and bullying. In the pre-inspection questionnaire, a few parents commented that bullying is not always dealt with sufficiently promptly. Inspection evidence does not support this view. The pupils that were interviewed said that they feel very safe and would happily approach a member of staff if they felt concerned about anything. They were confident about not being aware of any bullying issues in the school. There is a suitable plan to improve educational access for pupils with SEND.
- 4.10 The school employs effective methods to seek the views of pupils through frequent house meetings and the school council. Pupils report that through the council meetings, they have opportunities to voice opinions, influence decisions and make suggestions about which charities the school should support.

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

- 4.11 The contribution of arrangements for welfare, health and safety is good.
- 4.12 Arrangements to ensure the health and safety of pupils are strong. This is due largely to a culture of dynamic assessment of risks, effectively led by an experienced designated member of staff. The physical safety of the pupils is a high priority and all staff, along with pupils, work proactively to identify and minimise potential hazards. The pupils learn how to keep themselves safe, how to manage risks and how to manage their own personal needs independently. Suitable risk assessments are in place for facilities and resources within the school and those that pertain to external trips are of a high standard. All necessary measures are taken to reduce risk from fire and other hazards. Fire safety is taken seriously, and fire practices are regularly held and a suitable log kept. Regular evacuation practices and testing of call points are carefully carried out. Alarms and fire extinguishers are well maintained and records kept efficiently.
- 4.13 The safeguarding policy and procedures are well understood within the school. Staff recruitment procedures are followed appropriately in most cases but not consistently. Staff receive suitable child protection training and this is updated regularly. The welfare of children in the EYFS is promoted effectively and their safety is assured.
- 4.14 Pupils who become ill at school or who require first aid receive good attention. A significant number of staff have appropriate first aid-qualifications, including paediatric first aid for EYFS staff. There is an adequate medical room to meet the needs of pupils. The admission and attendance registers are suitably maintained, and correctly stored for the previous three years.

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

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

- 5.1 The quality of governance is good.
- 5.2 The governance arrangements for the school support senior leaders well and are in line with the school's aims. The governing body includes members from a variety of professional backgrounds, each of whom have specific areas of responsibility. This includes three members who have been in place since the school became a charitable trust and therefore know the school well. A number of the governors, including the chair, are regular visitors to the school and are well known by both staff and pupils. The designated governor for the EYFS visits the setting regularly and governors have a good understanding of its needs. The governors see their role as being to support the staff in discharging their roles, to provide expertise in specific areas, and to provide appropriate staff, finance and facilities to enable the pupils to flourish. In discharging these roles they are largely successful but a lack of rigour in reviewing key policies is an area of weakness.
- 5.3 Minutes of board meetings, which are attended by senior staff, indicate that the governors discuss a range of issues pertinent to the day-to-day running of the school as well as its future development. There is a standing agenda item on safeguarding and child protection, and an annual review of safeguarding policies and practices is broadly undertaken, although this has not always been carried out with sufficient rigour with regard to recruitment procedures. Financial planning and strategic planning are good. There is limited formal training for governors. The governing body largely fulfils its responsibilities for health and safety very effectively.

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

- 5.4 The quality of leadership and management is good.
- 5.5 Leaders and managers at all levels fulfil the school's aims. The school is well led and this was recognised by parents in responses to the pre-inspection questionnaires. Along with the contribution of the dedicated staff, this supports the pupils in achieving well in academic life and is a significant factor in their excellent personal development. Regular staff meetings allow the staff to be aware of current issues. All the teaching staff and governors are involved in the creation of the annual development plan, the educational aspects of which come from a full review of the previous year, but the plan does not have clear success criteria to enable the school to judge how effective its implementation has been.
- 5.6 Since the previous inspection, the introduction of a new creative curriculum, along with the improved effectiveness of curriculum co-ordinators in monitoring standards within their curriculum areas, has had a positive impact on the educational standards and quality of learning achieved by the pupils. The introduction of regular work scrutiny has provided an additional means of monitoring teaching and learning, though this aspect of management is not yet fully developed.
- 5.7 Teachers, classroom support assistants and non-teaching staff are deployed effectively and they make a positive contribution to the pupils' welfare and learning. An annual appraisal system for all teaching staff is in place.

- 5.8 The safeguarding, welfare, health and safety of the pupils are a high priority for the school but there are weaknesses in the recording of child protection training, and review of safeguarding policies to ensure that they meet requirements lacks diligence. Risk assessments are in place for all areas of the school and they are regularly reviewed. The accommodation is used to good effect and the recent improvement to the facilities has had a positive impact on learning opportunities for pupils.
- 5.9 The school has suitable systems for checking the suitability of staff and governors. However, these have not always been implemented correctly in the past.
- 5.10 Links with parents, carers and guardians are excellent. Open communication and personal interaction feature throughout the school. Staff are readily available to speak to parents and deal with concerns as they arise. In responses to the pre-inspection questionnaire, parents expressed very high satisfaction with the school in the way that it cares for their children and were happy that it handles any concerns promptly and with care, in accordance with its published procedures. Parents are aware of the formal complaints procedure.
- 5.11 Parents and pupils new to the school are provided with comprehensive information, including the prospectus, and detailed information is available on the school's website and notice boards. Parents are well informed about events, news and current issues through regular letters and newsletters sent by email and available in hard copy. Text messages are also sent to notify parents of immediate news. The information provided in booklets, on the website and at parents' evenings helps parents to understand the EYFS curriculum and the developmental needs of their children. Parents speak favourably about the supportive staff, their confidence in the role of key people and the excellent communication between school and home through the learning records.
- 5.12 Parents have many opportunities to be involved in the life of the school. They are invited and welcomed into school assemblies, along with the school's church services, on a regular basis, where some play musical instruments. Parents are invited to share subject expertise with the pupils and an example of this was a whole-school science session. Parent helpers also regularly hear children read and assist with clubs such as cookery. An enthusiastic parents' association is very active in organising fund-raising events such as a fireworks night, a camp out and an Easter egg hunt. A termly newsletter is sent out by the association to all parents.
- 5.13 Parents have good opportunities to be actively involved in the work and progress of their children. Letters are sent out each term outlining curricular areas and projects to be covered over the term. An annual report is sent out for each pupil, which is clear, useful and thorough, outlining the curriculum covered, progress made and targets set. Parents' evenings are held twice a year, providing opportunities to discuss children's progress and any concerns. In the EYFS, the end-of-year reports inform parents about their children's achievements and progress, and the EYFS profile scores are used effectively to help identify some of the key next steps in their children's learning.

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