



# **INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION**

**REIGATE ST MARY'S PREPARATORY SCHOOL**

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## Reigate St Mary's Preparatory School

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

Full Name of School **Reigate St Mary's Preparatory School**

DfE Number **936/6531**

Registered Charity Number **1081898**

Address **Reigate St Mary's Preparatory School  
Chart Lane  
Reigate  
Surrey  
RH2 7RN  
England**

Telephone Number **01737 244880**

Fax Number **01737 221540**

Email Address **office@reigatestmarys.org**

Head **Mr Marcus Culverwell**

Chair of Governors **Mr Alan Walker**

Age Range **2 to 11**

Total Number of Pupils **337**

Gender of Pupils **Mixed (190 boys; 147 girls)**

Numbers by Age 2-5 (EYFS): **80** 5-11: **257**

Number of Day Pupils Total: **337**

Head of EYFS Setting **Mrs Sam Selkirk**

EYFS Gender **Boys and Girls**

Inspection Dates **01 Dec 2015 to 04 Dec 2015**

## PREFACE

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](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.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI integrated inspection was in November 2009.

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.

## **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 and another governor, 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 Richard Johnson	Reporting Inspector
Mr Peter Hopkinson	Team Inspector (Head, IAPS school)
Mr Vaughan Jelley	Team Inspector (Deputy Head, IAPS school)
Mr Jonathan Milton	Team Inspector (Head, IAPS school)
Mrs Jenny Clayphan	Co-ordinating Inspector for Early Years

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Reigate St Mary's Preparatory is a co-educational day school for pupils from the ages of 2 and 11. It was originally founded in 1950 as the choir school for St Mary's Church in Reigate and this remains an important role of the school to this day. The school occupies a 15-acre site on the outskirts of the town. In 2003 it became the junior school of Reigate Grammar School. Both schools are run as a single charitable trust, administered by a board of governors, to whom the headmaster is responsible.
- 1.2 The school believes that happy children make the best learners, and it seeks to ensure that encouragement and praise lead to self-confidence and to excellent standards being achieved in all areas of pupils' studies. It strives to emphasise good relationships, care for one another and an appreciation of pupils' personal responsibility towards the wider and world communities. In drawing upon its Christian values, the school aims to nurture the qualities of care, integrity, respect and mutual understanding.
- 1.3 The school is centred upon a Victorian house with recent additional classroom buildings and a large sports hall. The classroom areas include specialist teaching facilities for music, art, and information and communication technology (ICT). The Early Years Foundation Stage (EYFS) setting for children up to the age of five is located adjacent to the main school buildings, and the children share many facilities. Since the previous inspection the school has expanded and re-structured the senior management team, and has provided new accommodation for the EYFS pupils.
- 1.4 At the time of the inspection there were 337 pupils attending the school, 147 girls and 190 boys. There are 80 children in the EYFS, with 42 attending part-time. The results of standardised tests indicate the ability profile of the school is above the national average, with a wide spread of abilities represented. No pupils require support for English as an additional language. The school has identified 49 pupils as having special education needs and/or disabilities (SEND) and 35 of these receive extra learning support. There are no pupils with an education, health and care plan or a statement of special educational needs. Pupils generally come from professional and business families in the local area. The diversity of the local population is reflected in a range of cultural backgrounds.
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the EYFS and its NC equivalence are shown in the following table.

### ***Early Years Foundation Stage Setting***

<b>School</b>	<b>NC name</b>
Green Shoots	Nursery (2 to 3 years)
Kindergarten	Nursery (3 to 4 years)
Reception	Reception

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

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

- 2.1 The school is highly successful in meeting all of its aims. The achievements of the pupils are excellent, including the outcomes for children in the EYFS. Pupils have outstanding numeracy skills, and approach problems logically. Their knowledge of phonics, the sounds that make up words, and their progress in writing are above the expectations for their age. However, achievement in these two areas is not as high as it could be in relation to their ability. Pupils apply themselves conscientiously in lessons. Most pupils transfer successfully to the senior school or to other selective schools in the local area. The extra-curricular achievements of pupils are also excellent, and exceptional in the case of their choral music. Pupils benefit from an excellent curriculum. This provides an innovative cross-curricular approach to their learning that links concepts and skills across academic subjects. Children in the EYFS are able to take full advantage of the many outdoor and independent learning opportunities provided, representing good progress since the previous inspection. The recent introduction of additional specialist sports coaching can be seen in the progress of pupils' skills in sports such as rugby and hockey. The standard of teaching is excellent. This has improved since the previous inspection, due to the increased sharing of good practice and extensive professional development. Teachers plan their lessons effectively, ensuring that pupils of all abilities, including those with SEND, make excellent progress.
- 2.2 The personal development of pupils is excellent. Pupils in the EYFS soon develop a strong sense of right and wrong, and learn the importance of co-operating with others. All pupils have outstanding social skills, and develop a strong awareness of their own faith and a respect for the cultures of others. They are keen to espouse the values of British society, and are prepared well for life in their senior school. The school provides excellent pastoral care. The youngest children develop strong relationships with their key person, and grow in confidence within a secure environment. Relationships are excellent throughout the community, and standards of behaviour are high. The arrangements to ensure the welfare, health and safety of pupils are also excellent. Measures to reduce risk are thorough, and safeguarding procedures are implemented effectively.
- 2.3 The quality of governance is excellent. Governors know the school well through regular visits, including to the EYFS setting, and provide strong support and challenge to leaders. They are conscientious in monitoring all aspects of their regulatory responsibilities. The leadership and management of the school are excellent. Recent changes in the management structure have strengthened this aspect. All the recommendations of the previous inspection, including increasing pupils' opportunities for independent learning and for using ICT, have been met. Leaders have brought about many new developments that have improved the standards of teaching and pupils' learning. The school has established strong links with parents, who are highly positive about many aspects of the school's provision.

## **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) Recommendation for further improvement**

2.5 The school is advised to make the following improvement.

1. Further increase achievement for younger pupils in phonics and older pupils in writing by embedding the school's recent initiatives in these areas.



### **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 Pupils throughout the school are well-educated, in accordance with its aim of achieving excellent standards in all areas of pupils' studies. They have high levels of knowledge, skill and understanding across all areas of their learning. Almost all pupils who responded to the pre-inspection questionnaire feel that they make good progress in their work.
- 3.3 Children in the EYFS are enthusiastic learners. They enter the Nursery with attainment that is broadly at expected levels. By the time they leave the Reception classes, almost all children attain the expected level of development in all the areas and many children exceed them in some aspects. Children with SEND and the most able also achieve well. All children have a secure understanding of phonics. Occasionally, their progress in this area is limited by the restricted opportunities to apply this knowledge. The younger Nursery children begin to speak with increasing clarity and fluency. They enjoy looking at books and listen intently. Their physical skills develop well as they manipulate toy cars and throw balls at a target. The older Nursery children are secure in their knowledge of some simple phonics and take great interest in learning about the world. For example, they discussed empathetically what happened to a family of polar bears when ice flows started to melt. By the end of Reception children speak clearly and thoughtfully, and read and write simple sentences using basic phonics. They recognise and use coins for shopping and understand they can only buy what they can afford. Their fine motor skills are well developed and they use scissors accurately and form letters with increasing neatness. They are active and independent learners and enjoy choosing and pursuing their own interests, opportunities for which have improved since the previous inspection.
- 3.4 Older pupils in the school have highly developed numeracy skills. Problem-solving and investigations are commonplace, especially in mathematics, and pupils show high levels of independent learning and thought, meeting a recommendation of the previous inspection. They enjoy reading a wide range of literature and have good literacy skills, which they apply effectively in their cross-curricular topics. Whilst above the expectations for their age, their writing ability is not as developed as it could be, because opportunities for extended written work are more limited, and is not as strong as their ability in mathematics and reading. Pupils ask logical and probing questions, which reflect their strong thinking skills. They have a good scientific understanding which they use in investigative projects, often making effective use of the school's outside areas. The pupils' ability to use ICT is now excellent, meeting a recommendation of the previous inspection. They are developing into good linguists. Pupils are creative; this can be seen in their imaginative artwork. Their physical development is excellent, and their improved sporting skills are the result of the high-quality coaching they receive.
- 3.5 The extra-curricular achievements of the pupils are excellent and their standards in choral music are exceptional. The choir regularly performs in local and national events, including a recent rugby World Cup ceremony. Many pupils play a musical instrument, and they achieve excellent results in external examinations. Their results in public-speaking examinations are also outstanding. School teams perform well across a range of sports, including rugby, netball and in the biathlon.

Individuals have gained places in national and county teams in swimming, karate and chess, and several have been selected to train at major football academies.

- 3.6 The pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available from standardised tests, it is judged to be excellent in comparison to national age-related expectations throughout the school. The majority of pupils achieve entry into the highly selective senior school, and others gain places at other selective maintained and independent schools. Many are awarded scholarships reflecting their strengths in a wide range of areas. This level of attainment, as judged, means that pupils make at least good and for some excellent progress in relation to the average for pupils of similar abilities. Evidence from lesson observations, curriculum interviews and a scrutiny of the pupils' written work confirms this judgement.
- 3.7 The progress for pupils with SEND is excellent. The school provides sensitive support for their needs from specialist staff, so that they gain in confidence. The most able pupils also make excellent progress, in relation to their abilities. They are provided with challenging extension activities within lessons and other opportunities to develop their talents.
- 3.8 Pupils have outstanding attitudes to learning. Their work is presented and organised well, reflecting their enjoyment. They work independently as individuals and co-operate exceptionally well in teams and small groups. There is a consistently high standard of behaviour in lessons, and pupils respond promptly to instructions, ensuring they make best use of the time available. Pupils listen attentively to each other and to their teachers, and speak clearly and confidently in public.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 The educational programmes for children in the EYFS follow the seven requisite areas of learning and provide a varied range of activities. A well-judged balance between adult-led and child-initiated tasks and the numerous opportunities children have to work outside, as well as indoors, fulfils a recommendation from the previous inspection. All areas are well-resourced. Activities are provided which intrigue children and extend their thinking. For example, the youngest Nursery children choose where to hang their bird feeders, whilst children in Reception choose presents and write Christmas present lists using paper with lines spaced to suit their individual stage of early writing. Children are usually challenged at appropriate levels. Throughout the setting, children with SEND, as well as the most able, are fully included in all activities so that, by the end of Reception, children normally reach or exceed the expected levels of development. There are extra-curricular clubs, such as ballet, which children in the Reception classes can join.
- 3.11 In the rest of the school, the curriculum meets the needs of all pupils across all required areas of learning, ensuring that they excel in many subjects, and effectively supports its aims. Detailed and rigorous planning ensures clear progression, and the regular review and development of the curriculum ensures standards are improved year on year. This enables staff to teach their subjects with consistency, and also actively promotes the values inherent in British society. The most able pupils receive excellent curricular provision, and benefit greatly from the cross-curricular approach and focus on thinking skills and investigative work. Those with

SEND receive specialist support, and have detailed individual learning plans and targets. These are implemented effectively in timetabled lessons.

- 3.12 The pupils' experience and enjoyment are enhanced by an extensive range of subjects and experiences and an excellent extra-curricular programme; this is seen as a strength of the school by parents, almost all of whom, in their responses to the pre-inspection questionnaire, indicated that their children are offered a good range of subjects and extra-curricular activities. The extra-curricular programme offers many sports, arts and music clubs, including professional sports coaching and a robotics club where children develop their skills preparing for a national competition. Music plays an integral role in the school and provides opportunities for the children to take part in many events locally and nationally. Links with the local community are strong; the choristers sing regularly in the local church and the school's eco-committee plants flowers in association with the local council. The latter reflects the school's commitment to developing pupils' social responsibility, which is embedded in activities across the curriculum.
- 3.13 The curriculum is both challenging and supportive. It encourages pupils to apply their thinking skills and self-evaluate their work in order to gain a deeper understanding of their learning. Departments work effectively together on curriculum development and planning with their counterparts in the senior school, to ensure that pupils are ready for transfer.
- 3.14 The new topic-based approach to learning combines the humanities, and excellent links are made with other subjects such as science. Pupils are inspired by enrichment activities that support their learning and produce high quality work as a result. For example, to help launch their 'Ice Worlds' topic, pupils learned about polar explorers from a local drama group.
- 3.15 Philosophy has been introduced for older pupils to develop their thinking skills further and to raise awareness of wider moral issues. This in turn complements the school's personal, social, health and economic (PSHE) education programme. The curriculum is further enhanced by a termly focus on specific principles, which permeate across all aspects of the curriculum and supports the school's commitment to actively promote British values. The school ensures that any political issues are presented in a balanced way.

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

- 3.16 The contribution of teaching is excellent.
- 3.17 The teaching is highly effective in promoting pupils' progress in accordance with the aims of the school. The quality of the teaching has improved since the previous inspection. It stimulates and inspires pupils to think creatively, to question and investigate in order to develop a secure understanding of their learning.
- 3.18 In the EYFS, staff are knowledgeable and have high expectations. Teachers and assistants work closely together to create a warm, welcoming environment and devise challenging activities. In the younger Nursery, staff used snack time to discuss what is inside a pear and what happens to its seeds if they are planted. In Reception, some children spent considerable time organising themselves as Father Christmas and his reindeer in a giant sleigh, whilst staff helped other children improve their cutting skills by making paper chains. Staff encourage children to work outside daily and provide activities that extend those undertaken indoors, engaging their interest. Frequent assessment results in detailed, well-focused planning and

ensures that each child's learning is reinforced and extended appropriately. Children requiring additional help are well supported, so they make progress in line with their peers and the most able children are given appropriate challenges. Resources are good and used extremely well.

- 3.19 Throughout the school, teaching is underpinned by thorough planning that takes into account the prior understanding and knowledge of the pupils. It is highly effective in providing stimulation to develop pupils' thinking and reasoning. Planning provides suitable challenge for all abilities, including those with SEND and the most able pupils. Through high expectations and enthusiasm, teachers provide strong motivation which results in excellent attitudes to learning. In questionnaire responses and interviews, almost all pupils felt their teachers help them to learn effectively.
- 3.20 Teachers show high levels of subject knowledge, which is used skilfully in questioning and to engage pupils in discussion. They also engender exceptional collaboration in paired and group work. Teachers pace lessons well, helping to maintain pupils' interest and foster application. In some subjects, pupils are encouraged to develop their understanding and knowledge through well-planned topic work. This provides opportunities for research, cross-curricular links and visits and presentations, which pupils enjoy, and enhances their learning experience. Teaching makes use of a wider range of methods, as recommended at the time of the previous inspection.
- 3.21 Teachers make effective use of all available resources, including interactive whiteboards and ICT, and pupils make good use of the well-stocked library. Teachers are ably supported by teaching assistants throughout the school, who make a valuable contribution to the pupils' learning outcomes. High-quality displays in classrooms and around the school are informative and stimulating, celebrate achievement and reflect the width of the school's curriculum and enrichment activities.
- 3.22 Marking and assessment are carried out consistently in line with school's policy, with targets that encourage the pupils to respond positively. Pupils' work is marked conscientiously and clearly linked to the pupils' learning objectives. It is understood and appreciated by the pupils. Teachers make excellent use of assessment information to plan learning and monitor pupils' progress. They also encourage pupils to evaluate and assess their own work. For example, in an English lesson, pupils worked in pairs to assess each other's and their own creative writing using a list of specific criteria.
- 3.23 In line with a recommendation of the previous inspection, teachers provide suitable opportunities to allow pupils to learn independently. A few questionnaire responses from parents questioned the provision for the most able pupils. Inspectors found strong provision to support both pupils with SEND and those who are more able. This was seen in many lessons, for example in mathematics, where a group of higher ability older pupils investigated Goldbach's theory of prime number.
- 3.24 Staff are successful in promoting a culture of respect, co-operation and tolerance within their teaching towards diverse faiths, beliefs and political views. In history and PSHE lessons, teachers stress the tenets of democracy and balance the views of different parties.

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

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

- 4.1 The quality of the spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Pupils' personal qualities are highly developed, in accordance with the school's aims, including those children in the EYFS. The youngest children in the Nursery learn to play together, to choose and take turns, whilst older children become increasingly independent, work together and show tolerance towards each other. They enjoy visits from the fire service and police, celebrate other cultures and customs, including Diwali, and start to understand the values inherent in British society, such as listening politely and respecting the differences between them. The youngest children become accustomed to sharing activities with older ones, whilst the Reception children are used to moving round the school and grounds with their teachers. This all adds to their self-confidence. Children make a positive and increasingly mature contribution to the life of the setting. For example, they take responsibility for the tidiness of their rooms, and enjoy choosing the order in which they pursue activities. Children in Reception are proud to help children in Africa. Each year group has a long session in their new classroom before they move up at the start of a new academic year, and older children in the Nursery and those in Reception regularly take part in school assemblies and events which help them feel part of a wider community.
- 4.3 Throughout the school, all pupils are confident, articulate and emotionally mature for their age. From an early age they reflect very well on the non-material aspects of life, not least through regular acts of worship and discussions in religious education and PSHE. Pupils, especially the choristers, benefit from the opportunities of an exceptionally high standard of regular choral worship. Pupils appreciate the strong Christian ethos that pervades the school, whilst also celebrating and learning to respect those of different faiths, in line with wider British values. They listen extremely well to the views of others showing respect and consideration. Pupils respond with mature sensitivity to their experiences on some of the numerous trips, such as a recent expedition to Snowdonia for the older pupils where they were quick to reflect upon the inherent beauty of the mountains around them.
- 4.4 Pupils' moral awareness is outstanding. Older pupils show an excellent understanding of issues such as financial ethics, the dangers and benefits of medicine, and global warming. Behaviour throughout the school is consistently polite and respectful. Pupils understand and embrace the school's charter of values which emphasises the importance of caring for others and being honest, truthful and fair, and they are instinctively supportive of one another. They show a clear sense of right and wrong. Pupils understand the importance of rules, both within the school and those of the wider English criminal and civil law. They are especially aware of their global responsibilities to look after the planet and many take great interest and involvement in projects of sustainability, including becoming members of the eco-committee.
- 4.5 The social development of pupils is also excellent. They respond well to the various positions of responsibility, be it as form captains, members of the school council or in one of the leadership roles available for every pupil in Year 6. Older pupils develop their understanding of the democratic process during pupil council elections. All pupils show a mature concern for others and they take their responsibilities

seriously. Pupils are strongly aware of those less fortunate than themselves and take pride in raising large sums of money to support causes which they espouse. These include funding water tanks for Uganda, a building project in Tanzania, the relief effort following the earthquake in Nepal, and sponsorship of children in Africa. Pupils also undertake local outreach work where they learn to volunteer their time and talents for the benefit of others in their community.

- 4.6 Pupils' cultural development is excellent. They have a strong understanding of values inherent in British society and they discuss various forms of government, showing respect for our own values of democracy and individual liberty. Alongside this, they appreciate different cultures and values, not least through their discussions in PSHE and in lessons in philosophy. Pupils' understanding of different religions and faiths is good. From an early age they appreciate cultural diversity, for example developing a strong understanding of Hinduism from a visiting speaker. They have a good knowledge and understanding of English public institutions through frequent talks and visits.
- 4.7 By the time that they leave the school, pupils' personal development is excellent. They feel ready for the transition to a senior school and have the confidence and security to thrive in later life.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 Children in the EYFS benefit from outstanding pastoral care. All children know their key person and staff give high priority to fulfilling this role. Staff develop warm, trusting relationships with the children so that children are happy, feel safe and are confident about trying new experiences. Thoughtfulness is encouraged and excellent behaviour is expected, through simple rules that children understand. Children are taught about healthy eating through the nutritious lunches and snacks which they enjoy. There are plentiful opportunities for exercise with physical education (PE) lessons indoors and play activities outside.
- 4.10 The rest of the school provides excellent support and guidance for all of its pupils. Form tutors know their pupils well and there are efficient methods to communicate and record pastoral issues. Pupils are confident that staff will listen to their concerns, and they can use their individual concern 'bubbles' to alert staff if they are anxious about something.
- 4.11 The school is highly successful in fostering positive relations between all members of the community and in promoting outstanding behaviour. Pupils are keen to gain rewards for themselves or their house, and sanctions are rarely required. In their responses to the questionnaires, a very small minority of pupils felt that the school system of rewards and sanctions was not fairly applied. Inspection evidence, including the scrutiny of logs for sanctions and rewards, shows that there is a clear and proportionate system which is understood by all pupils.
- 4.12 A few parents and pupils indicated in their answers to the questionnaire that the school does not respond effectively to bullying. Inspectors interviewed parents, staff and pupils and scrutinised behaviour and bullying records. These indicate that bullying is rare, and both pupils and their parents said that they are confident the school takes prompt and proportionate action to address any instances of misbehaviour or bullying. Pupils know how to respond appropriately to cyber-bullying and how to keep themselves safe from potential online dangers.

- 4.13 The school helps pupils to develop a healthy lifestyle through the numerous physical activities it provides, specific PSHE topics and also by monitoring and promoting healthy menu choices at lunchtimes. A few pupils in their responses to the questionnaire feel that the school does not seek their opinions or respond to them. Inspectors found that they have a suitable opportunity to raise their ideas and concerns through the school council, and there are several examples of these views and opinions being implemented, including new playground equipment and additional menu choices at lunchtimes.
- 4.14 Inspection findings support the views of the vast majority of parents who feel that their children are well looked after and the school achieves high standards of behaviour. Almost all pupils say that they like being at the school. There is a suitable plan to increase educational access for pupils with SEND.

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

- 4.15 The arrangements for welfare, health and safety are excellent.
- 4.16 Throughout the school, including in the EYFS, safeguarding arrangements are effective and reflect current guidance. All staff are trained at appropriate intervals according to their responsibilities in this area of welfare, and show a strong awareness of potential risks, including being alert to the dangers of radicalisation. There is a detailed induction procedure about child protection. The designated senior leaders have established good links with local safeguarding agencies. Any concerns are carefully recorded. The recruitment process for new staff is thorough.
- 4.17 Detailed procedures to identify and address potential risks in health and safety are undertaken, both on site and for trips away from the school site. The premises are maintained to a high standard, and all plant and machinery is correctly serviced. Visitors are carefully monitored while on the school site. All fire equipment is well-maintained, exit routes are clear and well-signed and there are regular alarm and lighting tests, and evacuation practices. A very large majority of parents indicated in their responses to the questionnaire that their child is happy and feels safe.
- 4.18 Effective procedures meet the medical needs of pupils. Numerous staff have first-aid training, including appropriate paediatric and higher-level training. Pupils' medical needs are understood by all staff, including those who take groups of pupils away from the site. A school counsellor is available, if required. There are numerous well-stocked first aid kits available on the site, in addition to two defibrillators. Suitable protocols exist for the storage, administration and recording of any medication required. Adequate accommodation for pupils that are sick or injured is provided until their parents are contacted. Accidents are clearly recorded, and carefully monitored. Children in the EYFS are encouraged to manage their own personal hygiene effectively, by understanding the need of washing their hands before eating.
- 4.19 Admission and attendance registers are properly maintained and correctly stored for the required period of time. Absences are followed up promptly, teachers monitor attendance in the EYFS, being keenly aware of vulnerable children, and senior staff ensure there is regular attendance throughout the school.

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

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

- 5.1 The quality of governance is excellent.
- 5.2 Governors have a well-informed oversight of the school, and provide effective support and challenge to the leadership team. In doing so, they help to ensure the school is highly successful in meeting its aims. Governors plan carefully for the future, in conjunction with the senior leaders. This can be seen in their detailed long-term strategic planning which includes educational standards and financial projections. They have achieved an effective balance of priorities between the school and its senior counterpart and ensure that resources and staffing are shared appropriately.
- 5.3 Governors visit the school frequently to observe lessons and meet staff. They ensure the head is appraised regularly. A governor with specific responsibility for monitoring the EYFS ensures high standards are maintained. Governors also attend many school functions and meet parents. Staff feel that governors know the school well.
- 5.4 Governors have a wide range of skills relevant to their role, and recruit new members in line with identified priorities. Many have a long association with the school, giving them an additional insight into the school community and its ethos. The governing body has recently undertaken a full review of its work, and is in the process of implementing the recommended changes to improve its effectiveness still further.
- 5.5 Governors are highly aware of their regulatory obligations. Those with specific responsibilities for welfare, health and safety and safeguarding regularly meet with senior leaders to review arrangements and report back to the full board. The whole board scrutinises the outcomes, including the annual review of safeguarding and its related duties.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.7 The leadership of the school is highly successful in achieving excellent educational outcomes, and providing pupils with outstanding personal development opportunities and standards of care. In doing so, they ensure the school meets all of its aims. Leaders enjoy positive relationships with all members of the school community. They are particularly successful in motivating staff by nurturing an atmosphere of mutual respect. They are highly visible around the school, readily accessible to both staff and parents and responsive to suggestions and concerns.
- 5.8 In the EYFS, all the required policies and procedures including safeguarding are implemented conscientiously, providing a secure, stimulating and welcoming environment where children are happy and feel safe. The new leadership has an ambitious vision and a clear understanding of the strengths of the setting, gained through rigorous monitoring of the educational programmes and supervision of staff.



These have revealed some areas which are not yet fully developed, including early writing skills which do not have enough emphasis on the use of phonics. Staff receive regular professional training, which they value highly. There have been many improvements to the EYFS setting since the previous inspection, including new accommodation and the establishment of the younger Nursery group. Tracking of children's progress and achievements has also been introduced which is used effectively to plan appropriate activities which challenge children of all abilities. Training in the latest welfare requirements has taken place and staff are alert to any changes in children's behaviour or unexplained absences. The recommendations from the previous inspection have also been met. The setting's partnership with parents and carers is excellent and parents value the welcome and the quality of information they receive about their children. When the need arises, children who need additional help are well supported and external agencies are welcomed into school to give specialist assistance. Parents are kept fully informed and are appreciative of this support.

- 5.9 Leaders throughout the school are highly committed to ensuring high standards. They achieve an effective balance between fostering the school's traditional role as a choir school whilst looking forward and recognising the importance of engaging with current educational changes and initiatives. They work in a strong partnership with the leadership of the senior school to ensure the equitable sharing of staffing and resources across both sites. The school has a comprehensive range of policies to cover all aspects of its operation. Leaders ensure that these are implemented effectively.
- 5.10 As a result of a thorough and reflective self-evaluation, the school leaders have a clear idea of the school strengths and areas for development. These are reflected in a detailed strategic plan, covering the next ten years. The impact of this planning can be seen in the recent changes to the curriculum, staff appraisal and the provision of external sports coaching. Leaders have already identified, and are in the process of implementing, a range of strategies which it is intended will strengthen the development of pupils' writing still further. For example, they are increasing the provision of opportunities for extended writing in the cross-curricular topics.
- 5.11 Recent changes to the size and composition of the leadership team have strengthened its ability to meet all of its responsibilities. Leaders provide a supportive and stimulating environment for staff. Through a process of democratic consultation, they have successfully engaged the teaching staff in the recent developments. These have raised the standards of teaching since the previous inspection. All staff feel that their views are respected and taken into account, and support and administrative staff feel fully involved in providing a high standard of care for pupils.
- 5.12 The recommendations of the previous inspection have been fully resolved. The ICT provision has increased considerably, including the introduction of tablet computers, and pupils' ICT skills have improved as a result. The sharing of good practice takes place as staff observe one another's lessons. The provision of training opportunities has increased considerably. The school now has an excellent programme of professional development, including for the EYFS, clearly linked to the school's identified priorities. These have included the development of pupils' thinking skills and a common approach to improve lesson planning. There is a highly effective appraisal system, which is both challenging and supportive, and staff speak positively about its impact on their professional practice.

- 5.13 Leaders have been successful in recruiting and retaining suitable staff. They are all well trained in the necessary aspects of safeguarding, welfare, health and safety. The recruitment processes for new staff are rigorous, and all the relevant checks are meticulously recorded on the central register. This is followed by a detailed induction process that ensures they are able to carry out their role safely, swiftly and effectively, and understand the ethos and expectations of the school which are closely intertwined with the values which encourage respect for others and democracy. Communication throughout the school is strong, both through staff meetings and email, ensuring that all staff are well-informed about school routines and the needs of the pupils.
- 5.14 All the parents interviewed in school and most of those who responded to the parents' questionnaire are extremely supportive of all that the school provides for their children, indicating that links are strongly promoted; parents are highly satisfied with the education and care, and the support offered to those pupils who need it. A few parents felt that the school had not handled their concerns satisfactorily. Inspection evidence found that the school has a suitable complaints policy, and records any complaints or concerns in detail and with care, according to this policy.
- 5.15 Parents of prospective pupils receive detailed information about the school and are welcomed for visits before their children start. The school communicates regularly with current parents electronically and also through its frequent, printed newsletters. Parents find the homework diaries valuable as an easy way to exchange notes with teachers and greatly appreciate the feedback they receive electronically whilst their children are away on school trips. All the required policies and information are provided or made available.
- 5.16 High-quality reports, with clear targets for children to work towards and space for parents to comment, are provided. Parents receive a short report at parents' meetings in the autumn and spring terms and a detailed, informative one at the end of the summer term. In addition, staff will arrange an extra meeting, should parents wish to discuss their children's progress in greater depth. The school also holds curriculum meetings to explain recent developments in education and the school's provision.
- 5.17 Parents have many opportunities to be involved in the life of the school. They are welcomed at assemblies, concerts and plays as well as at sporting events. An active parents' association organises many social events such as fairs and an annual ball to support the school funds, and parents are encouraged to give talks and to help on form outings. Each form has a parent representative who maintains contact with parents in the year group, ensuring that everyone feels part of the school community.

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