



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

ROXETH MEAD SCHOOL

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Roxeth Mead School

Full Name of School	Roxeth Mead School
DfE Number	310/6064
Address	Roxeth Mead School 25 Middle Road Harrow Middlesex HA2 0HW
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Email Address	info@roxethmead.com
Headteacher	Mrs Alison Isaacs
Chair of Governors	Mrs Averil Collins
Age Range	3 to 7
Total Number of Pupils	54
Gender of Pupils	Mixed (20 boys; 34 girls)
Numbers by Age	3-5 (EYFS): 36 5-7: 18
EYFS Gender	Mixed
Inspection Dates	16 June 2015 to 19 June 2015

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The school has not previously been inspected by ISI.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with 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

Mrs Sue Bennett	Reporting Inspector
Mrs Janet Lowe	Team Inspector (Head, ISA school)
Mrs Susan Rix	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Roxeth Mead School is an independent day school for boys and girls between the ages of three and seven. The school was founded in 1859. In 1992 it moved to its current premises, Buckholt House, which is situated in Harrow, north west London. The accommodation has been converted for educational purposes and has surrounding gardens, which include a hard play area. The school is a registered company. The proprietors, who are known as the board of directors, are responsible for the financial, administrative and welfare oversight of the school. The headteacher, who is also a director, takes full responsibility for all the educational aspects of the school's provision, including for children in the Early Years Foundation Stage (EYFS).
- 1.2 The school aims to provide a stimulating, supportive environment that encompasses the highest standards of personal development for each child, thus equipping them with a set of positive values for their future lives. It also seeks: to provide the highest standards of teaching; to foster a sense of ambitious direction and independence which engenders a life-long love of learning; to nurture pupils' understanding of mutual respect and responsibility; and to maintain a happy, health and safe environment. Since the previous inspection, there has been substantial investment in resources for learning, such as information and communication technology (ICT), in first-aid accommodation, and in developing the premises both indoors and outside.
- 1.3 At the time of the inspection, 54 pupils (20 boys and 34 girls) were on the school roll. Of these, 36 children were in the EYFS, with 20 attending on a part-time basis. Six pupils were identified as having special educational needs and/or disabilities (SEND), all of whom receive additional support for their learning. No pupils had statements of special educational needs or education, health and care plans. There were ten pupils who speak English as an additional language (EAL), and two receive additional support from the school.
- 1.4 The ability profile of pupils indicates a wide spread of ability across the school. The pupils' levels of ability on entry vary considerably, for example in learning readiness or speech and language, and given their young ages this is often attributed to developmental delay. Pupils come from business or professional families based locally. They represent many different ethnic backgrounds that reflect the culturally diverse surrounding area.

- 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 school and its National Curriculum equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
The Rookery/Class 1	Nursery
Class 2	Reception

Years 1 and 2

School	NC name
Class 3	Year 1
Class 4	Year 2

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' academic and other achievements is excellent, including in the EYFS. The school successfully meets its published aims. All pupils, including EYFS children, those with SEND or EAL and the more able, are happy and motivated to learn, and make excellent progress. The broad and balanced curriculum enables pupils and EYFS children to develop good levels of knowledge, understanding and skills. However, written curriculum documentation lacks sufficient detail to support teaching and learning. A suitable range of extra-curricular clubs, whilst not part of the school's direct provision, provides a good variety of physical and creative experiences for pupils and EYFS children. The quality of teaching is excellent, including in the EYFS. Resources are plentiful and well deployed. Teaching is highly knowledgeable and carefully planned, and provides stimulating learning experiences. Excellent questioning varied to cater for the range of abilities supports pupils with SEND or EAL and nearly always challenges more able pupils' independent thought. Assessment and marking systems are constructive but currently no systems exist to correlate assessment data to track pupils' progress. In the EYFS, comprehensive assessment clearly identifies progress. A few parents' pre-inspection questionnaire responses expressed some concern over homework levels. Inspection evidence showed that homework levels are appropriate for the ages of pupils.
- 2.2 The quality of the pupils' personal development, including children in the EYFS, is excellent. The school successfully fulfils its aims in this respect. Pupils of all ages are confident, independent and self-assured. They have a mature empathy towards one another, behave extremely well, and are culturally aware and socially adept. Pastoral care systems are excellent. Staff know and understand pupils and EYFS children extremely well. A very small minority of parents' pre-inspection questionnaire responses revealed some concerns about bullying. Inspection evidence did not support this view. Welfare, health and safety arrangements are sound. Staff have a thorough understanding of their safeguarding responsibilities in practice. Historically, safer recruitment procedures have not been undertaken in line with regulatory guidance and the register of staff appointments is not correctly maintained. All staff now have appropriate checks to ensure their suitability to work with children and the school has begun to remedy the recording discrepancy. Health and safety arrangements, including for the EYFS, are rigorous.
- 2.3 The quality of governance is unsatisfactory. The directors are appropriately supportive and have an adequate oversight of and insight into the school's work, including in the EYFS. There is a clear vision for the school's future development. However, understanding of regulatory requirements is limited and directors have not fulfilled their statutory responsibilities relating to safer recruitment. Additionally, systems for monitoring, including policy review, are inconsistent. The annual review of safeguarding arrangements has been correctly undertaken but not recorded in sufficient detail to enable its effectiveness to be judged, and there are no appraisal arrangements for the senior leadership. Leadership and management are sound, including in the EYFS. There is effective educational direction and commitment towards the pupils' successful academic and personal development but policies and procedures required various amendments when the inspection was announced to accurately reflect current statutory guidance, and arrangements to check staff are unsatisfactory. Self-evaluation systems are clearly focused and development

planning demonstrates appropriate vision for improvement, although plans lack a clear structure. Teaching and learning are regularly monitored; staff are experienced and well qualified. A suitable appraisal system has recently been introduced, although arrangements for the professional supervision of EYFS staff lack regularity and formality. Links with parents are excellent, including in the EYFS. In their pre-inspection questionnaire responses, parents were extremely satisfied with the school's educational and pastoral provision.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school does not meet all the requirements of the Education (Independent School Standards) Regulations 2014, and therefore it is required to:

- implement all recruitment checks on staff before they begin work, in particular barred list checks on staff whose disclosure and barring service certificates are delayed [Part 3, paragraphs 7.(a) and (b), under Welfare, health and safety, and Part 4, paragraphs 18.(2)(a), and 20.(5)(a)(i) and (6)(a)(i), under Suitability of staff and proprietors];
- ensure that the single central register is correctly maintained [Part 4, paragraphs 21.(2) and (3)(a)(i) to (iv), (vi) and (viii), (4), (6) and (7)(b), under Suitability of staff and proprietors].

(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. Use analysis of assessment data more effectively to track patterns in pupils' progress.
2. Strengthen development planning, including for the EYFS, by including clear timescales for completion and criteria to judge success, and by delegating responsibility for implementation.
3. Ensure that governance fully understands and fulfils its statutory responsibilities, including for the monitoring of policies and procedures.
4. Promptly update safeguarding procedures and arrangements in line with statutory guidance and advice, and ensure that the procedures promote effective implementation, provide clear lines of reporting and include all relevant information referenced within the core policy.
5. Develop the systems for the regular individual professional supervision of staff in the EYFS, to provide ongoing support and coaching.

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, including children in the EYFS, are extremely well educated in accordance with the school's aim to foster in them a sense of ambitious direction and independence which engenders a life-long love of learning.
- 3.3 In the EYFS, all children, including those with SEND or EAL, achieve highly and make excellent progress in relation to their starting points. All children are confident communicators. Younger children competently read and write simple sentences and older children perform poems to an audience with confidence and expression. Children are developing strong numeracy skills. For example, the youngest children count capably within ten and older children have a secure understanding of basic addition. Children are able to work independently and concentrate extremely well; they greatly enjoy opportunities for independent investigation, such as exploring how sand can be poured and how it fills containers. They relish creative experiences and sang with great enthusiasm during a rehearsal for a school play.
- 3.4 All pupils, including those with SEND or EAL and the more able, enthusiastically participate in both the school's curricular provision and the programme of extra-curricular activities offered beyond their lessons. This enables them to achieve high levels of knowledge, understanding and skills. Pupils listen carefully during lesson times and articulate their views and opinions in a clear and well-thought-out manner. The youngest pupils displayed strong use of logical thought during a discussion on situations that necessitate contact with the emergency services. Pupils achieve excellent standards in literacy; they read with fluency and expression, and can accurately decode complex words. All pupils try hard to present their written work neatly. They write in a good variety of genres, ranging from creative writing to factual accounts. They use punctuation accurately, such as exclamation and speech marks.
- 3.5 Pupils relish opportunities to solve mathematical problems and apply their knowledge extremely well in other curriculum areas. For example, in science, pupils competently used measuring skills to calculate the stretch of elastic bands. In ICT, pupils adeptly interpret computer programs and have a secure knowledge of basic keyboard commands, such as using the shift and control keys. The pupils' excellent standards in creativity are celebrated through the many colourful displays around the school, produced through many opportunities in music and art lessons. Pupils develop high levels of physical ability, and during inspection discussions they commented that they greatly enjoy sporting activities, such as playing rounders, hockey and football.
- 3.6 Pupils achieve notable success for their age in enrichment activities outside of the classroom, for example in music, drama and sport. Furthermore, the pupils' high levels of academic achievement are reflected in their successful entry to future schools with demanding entry requirements.
- 3.7 The pupils' attainment cannot be measured in relation to average performance in national tests but on the evidence available, such as assessment data, pupils' work observed in lessons, the quality of written work in their books and understanding demonstrated during discussions, it is judged to be excellent in relation to national

age-related expectations. This high rate of attainment, as judged, demonstrates that pupils make extremely good progress in relation to those of similar abilities. These levels are promoted by the high quality support that staff provide for the pupils' individual needs, given their varied starting points. Pupils with SEND or EAL make excellent progress during their time in the school. Pupils who are more able also make at least good progress overall because of additional challenges provided for their learning, such as extension activities that challenge their thinking.

- 3.8 Pupils have positive attitudes to their work. They are enthusiastic and motivated learners. Pupils can competently work both independently and co-operatively with their peers, and behave well in lessons. Pupils of all ages concentrate and persevere well during lessons; they are keen to succeed and embrace new challenge and experiences in a confident manner.

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

- 3.9 The contribution of curricular and extra-curricular provision is good.
- 3.10 The curriculum implementation effectively accords with the school's aims and ethos. The curriculum is broad and well balanced, including for children in the EYFS. It contains a wide range of subjects, covering the requisite areas of learning, appropriate for the age of the pupils and their particular needs.
- 3.11 In the EYFS, the curriculum provision is highly suitable in meeting the needs of all children, including those with SEND or EAL, enabling them all to securely reach expected levels in learning and development. The educational programmes are carefully planned around central themes and effectively take the interests and needs of the children into account. There are stimulating and enriching visits, such as to historic sites, a safari park and a science centre. Additionally, visitors to the school such as a dentist, and the police and fire service enrich children's learning experiences.
- 3.12 Throughout the school, the curriculum in practice supports equality and political balance, such as work in history during a day to mark the anniversary of the Battle of Waterloo, involving studying the Duke of Wellington and Napoleon. There is a good focus on fundamental British values, promoted through the effective personal, social, health and economic education (PSHEE) programme, which permeates all aspects of the taught curriculum. English and mathematics are given a high priority, helping to prepare pupils well for their future schools. A new computing curriculum has recently been introduced and is taught through discrete lessons with a specialist teacher. Throughout the curriculum, good cross-curricular links effectively help to develop pupils' knowledge across subjects. Creative and expressive subjects are well represented, either as dedicated lessons or within cross-curricular topic work. Latin and French are introduced in Year 2, developing the pupils' cultural understanding and preparing them well for future learning.
- 3.13 Written curriculum planning documentation is appropriate, though it lacks detail in some aspects. For example, there is a lack of information on monitoring of the provision and strategies for extending learning for the more able. The curriculum makes excellent provision for pupils who have SEND or EAL, such as specialist learning programmes taught during individual sessions. The current curriculum is under review; the school recognises some weaknesses and has begun to remedy them. Wide-ranging high quality resources, both indoors and outside, are plentiful across the school, including in the EYFS. A good range of fiction and non-fiction

books within class libraries supports independent reading choices and the development of the pupils' learning and research skills. The large outdoor area enhances the curriculum provision for physical education (PE). Additionally, the vegetable plot, cultivated by the pupils themselves, provides valuable science opportunities and assists pupils' developing knowledge of sustainability.

- 3.14 A suitable extra-curricular programme, offering physical and creative experiences, is in place for pupils after school, as well as for older children in the EYFS, operated as separate provision. During inspection discussions, pupils and parents commented that they are very happy with the range of activities, which the school facilitates on its premises after lessons. Pupils benefit from an exciting range of educational visits linked to curricular themes, which extend their knowledge and experiences. These include trips to places of historical interest, such as museums and stately homes. For example, as part of their work on Victorians, pupils visited a manor house to experience life as a Victorian child or servant. Additionally, visitors to the school, such as parents who share their interests, cultures and professional knowledge, provide a good range of curricular enrichment.
- 3.15 The overwhelming majority of parents who responded to the questionnaire were happy with the range of subjects taught within the curriculum.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is excellent.
- 3.17 Teaching is highly effective in promoting the pupils' excellent levels of progress, including for children in the EYFS. This successfully reflects the aim of the school to provide the highest standards of teaching for every child in its care and to enable all pupils to reach their potential. Teachers, including those in the EYFS, have a thorough understanding of pupils' individual needs and work together well as a team.
- 3.18 In the EYFS, enthusiastic staff set high expectations, and they engage and motivate the children extremely well. Planned activities thoroughly support children's individual interests and needs. Teacher-led activities provide children with opportunities for independent investigation, such as in a games lesson where they explored how to make a hoop roll quickly or slowly. Much individual attention is given to all children, so that their needs are successfully met. For example, staff model language, enunciating words clearly to broaden the children's vocabulary, which particularly helps children with EAL. Assessment displays an accurate understanding of the children's skills, abilities and progress, including those with SEND or EAL and the more able.
- 3.19 Teaching is carefully planned. It includes clear learning objectives, most of which are shared with the pupils at the beginning of each lesson. Teachers regularly discuss pupils' learning needs and within lessons make excellent use of observations to provide activities varied to match the range of abilities in order to support those with SEND or EAL. Additionally, individualised education plans are implemented effectively to strongly support learning for pupils with identified specific needs.
- 3.20 The marking of the pupils' work is consistently thorough and follows the school's marking policy. Teachers write constructive comments within workbooks, which they spend time explaining to the pupils. Additionally, teachers set clear achievable targets to help pupils to improve in their future work. During discussions, pupils commented that they greatly appreciate the support that teachers provide and enjoy the reward stickers that they receive for their good work. Assessment information,

whilst effectively employed to inform planning, is not used to track pupils' progress over time.

- 3.21 All teachers, including those in the EYFS, are highly experienced and knowledgeable. The vibrancy of teaching styles strongly fosters the pupils' interest. Most teaching has a brisk pace, and excellent use of open-ended questioning encourages pupils and EYFS children of all abilities, including the more able, to develop their independent thinking skills. Additionally, activities which present higher levels of challenge are generally provided for the more able pupils. On a few occasions, opportunities to challenge and extend these pupils' learning further are not developed. In their pre-inspection questionnaire responses, a few parents expressed concerns over insufficient homework levels. Inspection evidence indicated that all teachers follow the school policy for setting homework and that the levels are appropriate and conducive to learning. In discussions during the inspection, pupils and parents also reported that they are satisfied with the homework provided.
- 3.22 Teaching provides many opportunities for pupils to work both collaboratively and independently. For example, pupils worked in pairs asking and answering questions in conversational French, and in ICT, work on data handling strongly promoted the pupils' independent use of problem-solving skills. Consequently, pupils are beginning to take responsibility for their own learning, promoting extremely good skills for the future. Resources across the school, including in the EYFS, are plentiful, of high quality and used extremely well to support teaching. The ICT resources are used well to extend the pupils' learning experiences.
- 3.23 Teaching strongly promotes tolerance and respect, and is delivered without bias. In their pre-inspection questionnaire responses, parents were overwhelmingly positive about the quality of teaching and support for their children's learning.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school successfully meets its aims for pupils' personal development. In the EYFS, children's personal and emotional development is excellent. They are friendly, courteous and sociable, and show that they feel safe, valued and happy at school. They behave extremely well and are keen to meet staff expectations, making good decisions and choices in their play with one another. Children are respectful and tolerant towards the differing needs of their friends; they share resources willingly, co-operate and take turns in games and activities. By the end of their time in the EYFS, they are confident, articulate and well prepared for their transitions into the next class or to other schools.
- 4.3 The pupils' spiritual development is excellent. They are confident and demonstrate a positive self-image; they show self-esteem and proudly wear their merit stickers awarded for hard work and effort. Pupils have many opportunities to reflect on their learning and experiences. For example, during an assembly they recalled their previous learning on Islam and made thoughtful contributions to discussions about the beginning of Ramadan. Pupils are developing a strong appreciation of non-material aspects of life and an understanding of the natural world through a sense of awe and wonder, such as through recent observations of chicks hatching in an incubator.
- 4.4 Pupils display an excellent moral awareness. They exhibit a keen sense of right and wrong, and understand the concepts of fairness and justice, as seen when discussing the importance of school rules. Pupils have high standards of behaviour; they understand that there are consequences for any negative actions, including for those who disobey the law within the wider community. The pupils' manners are exemplary and they demonstrate a strong respect for each other's personal property. Pupils are developing an excellent environmental awareness and understand the importance of recycling to protect the environment.
- 4.5 The pupils' excellent social awareness is evident in the ease with which they interact with adults and with peers. They demonstrate excellent social skills and are kind and considerate to one another. Pupils are articulate and highly enthusiastic about their experiences at school. Older pupils relish the opportunity to undertake the roles of head boy, head girl and monitors. They show a mature understanding of their responsibilities, particularly when helping younger pupils at playtime. Pupils demonstrate excellent initiative through making posters to remind others to keep library shelves tidy and to promote positive behaviour within the school community. They are highly considerate towards the needs of others less fortunate than themselves. During discussions, pupils spoke proudly about a 'Woolly Hat Day' in aid of a charity for the homeless. Their understanding of British institutions is developing well, supported by a recent visit to London, where they toured the city looking at well-known landmarks. Pupils greatly enjoy celebrating royal occasions. They are developing a good understanding of democracy and can discuss government structure in England and the significance of elections. They understand that voting is a fair decision-making process and that all people are entitled to their own views. Pupils' respect for the law and community services is nurtured through visits from the police and fire brigade, which enhance their understanding of public institutions extremely well.

- 4.6 Pupils have an excellent cultural understanding. Through the rich diversity of the school community, pupils develop an understanding of and respect for faiths and cultures other than their own; they talk knowledgeably about the religions they have studied and they understand the importance of equal treatment for all. Pupils benefit from visitors to school who talk about religious celebrations such as Diwali, Eid and Easter, and excursions to local places of worship as well as to museums.
- 4.7 By the time they leave the school, pupils demonstrate an excellent standard of personal development. They are independent and self-assured, looking forward to the challenges and experiences ahead of them.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 In the EYFS, excellent relationships with their key people thoroughly support the children's personal development, ensuring that each child's needs are fully met. High priority is given to children's happiness, health and safety. Staff take time to listen to children's ideas, and respect and tolerance are fostered well. Staff make excellent use of praise and encouragement, resulting in children's high standards of behaviour and courtesy. Children's understanding of healthy lifestyles is extremely well promoted. Cooking sessions support children's understanding of healthy foods and the importance of hygiene routines such as hand washing. Physical education sessions and outdoor play make excellent provision for exercise, helping to promote children's good health.
- 4.10 The school's pastoral care systems fully support its aim to foster a sense of belonging within a community. Relationships between pupils and teachers and amongst the pupils themselves are excellent; pupils feel respected, happy, secure and safe, and confirm that they have many adults to whom they can turn for help. All staff have a detailed knowledge of their pupils. Consequently, sensitive pastoral support and guidance are provided.
- 4.11 A healthy lifestyle is strongly encouraged. Comprehensive guidance is provided to parents regarding healthy eating options, as all lunches are brought from home. There are excellent opportunities for pupils to enjoy regular exercise outside and during PE lessons.
- 4.12 Excellent systems are in place to promote positive behaviour. Any disagreements amongst pupils are quickly resolved through sensitive intervention from staff, taking due account of any related difficulty or disability. The school's anti-bullying policy is in line with the national guidance. In their pre-inspection questionnaire responses, a very small minority of parents felt that the school does not deal well with bullying; inspection evidence does not support this view. Records show that incidents of bullying are very rare and when they do occur are managed appropriately and in accordance with the school policy. Pupils are confident that staff would deal with any concerns promptly and records support this view. Anti-bullying measures are consistently well promoted through assembly times and PSHEE discussions. Additionally, pupils are given helpful booklets from a national charity during anti-bullying week.
- 4.13 The school has a suitable plan to improve educational access for pupils with SEND.

- 4.14 The school provides excellent opportunities for pupils' views to be heard through PSHEE discussions and assemblies. Pupils comment that staff are always willing to listen to their ideas and opinions, and that they feel valued and supported.

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

- 4.15 The contribution of arrangements for welfare, health and safety is sound.
- 4.16 A range of policies is well implemented in practice to ensure the welfare of pupils and EYFS children. The recently updated policy for child protection now reflects the official guidance for safeguarding children. The EYFS setting provides a welcoming, and stimulating environment. Designated staff throughout the school have advanced levels of training in safeguarding and a comprehensive understanding of their roles and responsibilities. Staff members receive regular training in safeguarding children, which includes the recent changes in statutory practice. Staff demonstrate a clear understanding of the procedures to protect children within their care. All staff have appropriate Disclosure and Barring Service (DBS) checks to ensure their suitability to work with children. However, historically, the school has not undertaken barred list checks on staff who begin work when DBS checks are delayed. Additionally, the single central register of appointments has not been correctly maintained to include the required recruitment information and dates on which the checks were made. The school is working hard to rectify this recording discrepancy.
- 4.17 Stringent measures are taken to reduce the risk from fire and other hazards. Fire drills are regular, correctly recorded, and monitored by both the directors and senior managers. Regular checks of electrical appliances and fire apparatus by external specialists are effective and the school site is extremely well maintained; any deficiencies are promptly addressed. Thorough risk assessment procedures are in place to ensure the safety of the premises for any off-site activities or visits that pupils attend.
- 4.18 Health and safety procedures are rigorously implemented and regularly reviewed by the school's governance. Good first-aid provision is in place for pupils who become ill or injure themselves, including for children in the EYFS. This is undertaken in a timely manner, correctly recorded and monitored. Parents are always informed about incidents and treatment given. Most staff have appropriate first-aid qualifications, and some are paediatric first aiders. A first aider is on the school premises at all times when pupils are present and accompanies them on off-site visits. Pupils are extremely well supervised at all times by experienced staff, who have a thorough understanding of their individual needs, including those with SEND.
- 4.19 Admission and attendance registers are correctly maintained and stored for the requisite period of time. In pre-inspection questionnaire responses, parents were overwhelmingly in agreement that the school provides a safe, caring environment.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is unsatisfactory.
- 5.2 Governance is appropriately supportive of the school, including the EYFS, in pursuing its published aims. The board of directors includes a suitable range of expertise and experience. This enables roles of responsibility to be delegated, such as those for health and safety and for financial management. However, oversight of the directors' regulatory responsibilities is not effectively undertaken in all areas. Senior leadership effectively implements delegated responsibility for educational oversight. The directors have a clear vision for the school's development. Through prudent financial planning, and investment in staff, the accommodation and resources, the quality of education for pupils is successfully maintained. For example, there has been successful investment in ICT resources and in the outside areas, providing an all-weather play surface as a resource for outdoor learning. New first-aid and personal care facilities have enhanced the provision for pupils' welfare.
- 5.3 The directors visit regularly, which provides them with a suitable insight into the school, including the EYFS. For example, they regularly attend school events and the chair meets with senior leaders and staff each week. These measures enable the suitable fulfilment of directors' monitoring role in overseeing the day-to-day working of the school. Additionally, they enable them to provide adequate levels of support and stimulus for the school's future growth and improvement.
- 5.4 The directors have only a limited awareness of their statutory responsibilities, including those for the EYFS, and several are not met. The system for policy review is inconsistent in practice. At the beginning of the inspection, various shortcomings were found in policies and procedures, which did not meet the most recent regulatory requirements, including those for safeguarding. Senior leaders ensured that these were all corrected by the close of the inspection. Whilst the policy for child protection is discussed at board level, the absence of formal recording of the annual review of safeguarding arrangements means that there is no evidence that these discussions are suitably rigorous. Additionally, the directors have not been effective in monitoring recruitment checks on new staff, including the requirement to record information in suitable detail on the single central register of appointments. All board members have received the current official child protection guidance and some directors have attended training to assist their monitoring roles.

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

- 5.5 The quality of leadership and management is sound.
- 5.6 At all levels, the school's leadership and management provide effective direction for the school, including for the EYFS. This is fully in accordance with the school's aims. Senior leaders have appropriate regard for safeguarding pupils and undertake their delegated responsibilities towards pupils' welfare and well-being in practice with a strong sense of commitment. When the inspection was announced, the amendments to policies and procedures required to accurately reflect current statutory guidance were effectively achieved. The implementation of policies and procedures is good. In the EYFS, safeguarding arrangements are carefully implemented in practice to ensure a welcoming, safe and stimulating environment for children to enjoy.
- 5.7 Senior leaders and managers provide a good educational direction; they are dedicated to ensuring that all pupils receive the best provision within a learning environment that enables them to reach their full potential. This success is reflected in the excellent quality of pupils' education and high standards of their personal development. The underpinning ethos and values of the school strongly encourage respect for others and tolerance, which is highly evident in practice. There is a highly positive sense of family community throughout the school. All members of the staff team work closely together and all have the pupils' best interests at heart. Regular staff meetings facilitate valuable discussions about pupils' pastoral needs, which ensures that all staff are fully aware about additional support strategies, including for pupils with SEND or EAL. Monitoring systems, whilst mostly informal, include lesson observations and the periodic scrutiny of pupils' workbooks, which effectively support the quality of teaching and learning.
- 5.8 Self-evaluation systems, which embrace the views of staff, parents and pupils, are clearly focused and identify most of the school's strengths and areas for future development. Development planning demonstrates good vision for improvement to improve learning experiences for pupils. For example, senior leaders recognise that the curriculum requires review to keep abreast of recent changes in national practice and have instigated focus meetings to look at each area of learning. These strategies are regularly monitored and evaluated by senior leaders and managers. However, the development plans, including for the EYFS, lack structure, including an indication of clear timescales for completion, delegated responsibility for implementation and criteria to judge success.
- 5.9 In the EYFS, sound leadership and management are appropriately committed to securing ongoing improvement across all areas, for the benefit of the children. This is achieved through suitable monitoring, currently informally, of the educational programmes. Discussions and regular meetings facilitate the effective evaluation of the setting's strengths and weaknesses. This enables an appropriate level of ambitious vision and the identification of priorities for improvement. There are suitable opportunities for informal discussion, reflective practice and the sharing of concerns between staff and senior managers. However, these are not formalised in regular, recorded supervision meetings in order to support the effectiveness of staff practice and enable a continuum of improvement in the quality of learning and development experiences for children.

- 5.10 The school recruits and retains high quality staff. Support structures, such as the recently implemented appraisal system, provide staff with sufficient levels of support and motivation. Staff, including those who work in the EYFS, have good opportunities to further their professional expertise, such as by enhancing their professional qualifications. In-house training sessions provide good support for developing teaching expertise, which greatly benefits the educational provision for pupils. Good induction processes, including training in safeguarding, welfare, health and safety, prepare staff well for their work at the school. Staff receive regular additional update training in these areas. However, pre-employment recruitment checks have not been complete in the past and recording has been unsatisfactory. All staff now have appropriate checks, including those who work with EYFS children, such as barred list checks on those with delayed DBS certificates, and the school has begun to improve recording practices. Documents such as a staff handbook provide staff with clear guidance on school routines and its expectations of their roles. In their pre-inspection questionnaire responses, parents were overwhelmingly satisfied with the leadership and management of the school.
- 5.11 Links with parents are excellent. The school maintains a highly constructive relationship with parents, in accordance with its essential core value of community. In the EYFS, staff work closely with parents and keep them extremely well informed about their children's development and learning. The school's 'open door' policy and scrap books provide excellent avenues for sharing information about children's progress and achievements with parents. Children are settled into the school sensitively, through introductory visits and initial assessments with the teachers. Staff work extremely well with external agencies and parents to ensure that relevant interventions are provided for children needing particular support with their learning and development, such as links with speech and language specialists. Parents comment that their children love the school because of its nurturing environment. Pre-inspection questionnaire responses indicate that the overwhelming majority of parents are extremely appreciative of the advice, help and support they receive from EYFS staff.
- 5.12 Excellent communication channels throughout the school include opportunities for day-to-day interaction between staff and parents, including the EYFS, such as conversations in the mornings and at the end of the day. Additionally, school-to-home link books facilitate the consistent transfer of information. Although there are no formal parents' evenings, staff are readily available to talk to parents throughout the school year, either informally or by appointment for longer discussions.
- 5.13 The school takes care to seek the views of parents of pupils of all ages and values their thoughts and opinions. An effective published complaints procedure is in place, which is easily accessible to parents. Any concerns are handled promptly and in accordance with the published policy. Responses to the pre-inspection questionnaire and discussions with parents showed that the overwhelming majority of parents strongly support all aspects of the work of the school. They are highly satisfied with the education and support provided for their children.
- 5.14 Parents have many opportunities to be involved in the work of the school and the progress of their children. For example, they can accompany pupils on educational trips and visits, and are warmly welcomed at school events. When pupils move to their next schools at the end of Year 2, the school arranges for a parent from the previous year's leavers' class to talk to the parents of current leavers on how their children coped with the transition. This provides highly effective support for parents.

5.15 Parents of current and prospective pupils are provided with all the required information about the school through its website or from the school on request. Clear and detailed reports on the pupils' progress are issued to parents twice a year. During inspection discussions parents indicated that they appreciate the quality of the reports, which clearly reflect that teachers know the pupils extremely well.

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