



INDEPENDENT SCHOOLS INSPECTORATE

REDCLIFFE SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Redcliffe School

Full Name of School	Redcliffe School
DfE Number	207/6003
Registered Charity Number	312716
Address	Redcliffe School 47 Redcliffe Gardens London SW10 9JH
Telephone Number	020 7352 9247
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Email Address	admissions@redcliffeschool.com
Head	Mrs Susan Bourne
Chair of Governors	Mr Roger Flynn
Age Range	3 to 11
Total Number of Pupils	158
Gender of Pupils	Mixed 3 to 8; Girls 8 to 11
Numbers by Age	3-5 (EYFS): 56 5-11: 102
Number of Day Pupils	Total: 157
Head of EYFS Setting	Mrs Sarah Lemmon
EYFS Gender	Mixed
Inspection dates	30 Apr 2013 to 03 May 2013

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in March 2010.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and other 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 Danice Iles

Mr Christopher Gatherer

Miss Jacqueline Scotney

Reporting Inspector

Team Inspector (Headmaster, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Redcliffe School is a co-educational day school for boys between the ages of three and eight and girls between the ages of three and eleven. It was established in 1948 and became a charitable trust in 1973, with a board of governors who are also trustees. The school has a Christian tradition and welcomes pupils of all faiths and of none.
- 1.2 Situated in a quiet residential area of Chelsea, in south west London, the school expanded to two sites in 2007. The Upper School is in the original premises, a large Victorian house with a garden that provides space for play and games. A few minutes' walk away, the Lower School, which includes the Early Years Foundation Stage (EYFS) and Year 1, occupies modern, purpose-built accommodation in the undercroft of a church and has its own outdoor play areas.
- 1.3 The school aims to provide a happy, secure environment in which pupils can enjoy learning and the staff can enjoy teaching. Its vision is the pursuit of excellence in academic work, sport and the arts, the education of each individual pupil according to his or her particular needs and strengths, and the development of self-motivated, confident and responsible young people.
- 1.4 There are 158 pupils on roll: 56 in the EYFS and 102 in Years 1 to 6. A total of 44 pupils, including 26 in the EYFS, have English as an additional language (EAL), of whom 8 receive support for their English; the remainder are proficient in the language. The school has identified 12 pupils as having special educational needs and/or disabilities (SEND), 11 of whom receive learning support from the school for a variety of needs. No pupil has a statement of special educational needs.
- 1.5 The majority of pupils enter the school in the Nursery; boys leave at the end of Year 3. Places in the Nursery are offered in registration order, and admission to Reception is by informal assessment. Pupils undergo a more formal assessment procedure before places are offered from Year 1 onwards. The ability profile of the school is above the national average. Most pupils are of at least above average ability, with around a quarter having well above average ability. Very few pupils are of below average ability.
- 1.6 Most pupils are of white British or European heritage, and the remainder are from a diversity of other ethnic backgrounds. The majority of pupils' families live relatively near the school, and have business or professional backgrounds.

1.7 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following tables.

1.8 ***Early Years Foundation Stage Setting***

School	NC name
Robins	Nursery
Kingfishers	Reception

Years 1 to 6

School	NC name
Skylarks	Year 1
Bronte	Year 2
Coleridge	Year 3
Keats	Year 4
Shakespeare	Year 5
Wordsworth	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievements is excellent. Pupils are very successfully and happily educated. The school amply fulfils its principal aim to provide a happy, secure environment in which pupils of all ages can enjoy learning and staff enjoy teaching. Pupils develop high levels of knowledge, understanding and skills in a wide range of academic and creative subjects, and clubs and activities. Excellent use is made of the available outdoor space to develop pupils' physical skills. Provision for the care and education of EYFS children in the well-designed and equipped Lower School is excellent, as are the leadership and management of the setting and the overall quality and standards. Pupils are highly motivated and respond willingly in lessons and extra-curricular activities to the excellent, enthusiastic and very well-resourced teaching. They enjoy being challenged and readily think independently; pupils of all abilities make good progress.
- 2.2 Within the caring family ethos of the school, the quality of the pupils' personal development is excellent throughout. The pupils follow the excellent example of staff and become courteous, considerate and quietly confident young people with a clear sense of responsibility and commitment to their studies. Pastoral care of the highest quality ensures that from the EYFS onwards pupils grow up in a nurturing, enriching atmosphere, surrounded by kindness and friendliness. Their behaviour is excellent. Careful attention is given to their well-being. Arrangements for welfare, health and safety, including safeguarding and safe recruitment, are meticulous.
- 2.3 Governance is extremely effective and alert to its responsibilities. It has high expectations of the leadership, management and administration of the school. Governance is well informed and provides excellent oversight, advice and encouragement; governors willingly share their professional expertise and experience, much to the advantage of the school. Leadership, management and administration are excellent; senior staff are highly effective in their roles. They have responded successfully to all the recommendations of the previous inspection. Their vision and commitment have led to continual development and improvement, and created a school community of cohesion and inclusion where happy, well-motivated young people find success. Parents are warmly welcomed and have numerous opportunities to be involved in the life of the school, which they greatly appreciate.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendation for further improvement

- 2.5 The school is advised to make the following improvement.
1. Build on the growing enthusiasm for sporting activities and develop further opportunities when possible.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 The school is highly successful in its aim of pursuing excellence in academic work, sport and the arts. Pupils display a high degree of knowledge, understanding and skills in a wide range of curricular and extra-curricular activities. Their all-round achievement is based on well-developed literacy and numeracy skills and their ability to think for themselves, a skill which is encouraged from an early age. Pupils are confident learners and extremely articulate, often using advanced vocabulary. They listen carefully in class and show considerable skill in reasoning and independent research. They speak enthusiastically about the challenges they are set in mathematics and about their enjoyment of physical education (PE). Pupils' pride in their work is reflected in excellent presentation in their workbooks and in classroom wall displays. A well-attended weekly parents' assembly provides a showcase for exemplary achievements of the previous week, for example Year 2 pupils talking eloquently about science projects involving design and technology, Year 4 pupils expressively reading their poems on 'Recipes for Happiness', and Year 6 pupils' thought-provoking and entertaining interactive information and communication technology (ICT) presentation on electronic communications safety.
- 3.3 The overall quality and standards in the EYFS are excellent. Children enjoy their learning and achieve well. They are extremely confident whilst speaking to a group; Reception children proudly recounted their learning in the parents' assembly. Nursery children confidently form letters and recognise initial sounds, and Reception children read and write sentences independently. Children have a well-developed knowledge of numbers, and those who are older also have an understanding of concepts such as addition and currency. Children make rapid progress according to their starting points, including those with EAL or SEND. All children are able to confidently apply their knowledge in role play and practical activities. They eagerly engage in active learning, demonstrating an excellent aptitude in creatively initiating activities that demonstrate their ability to think critically.
- 3.4 In extra-curricular activities, pupils are encouraged to make the most of their talents. The development of their ball skills is leading to success on the sporting field. Creativity in art and design, and music making of a very high order are evident throughout the school, whilst Year 2 pupils eagerly partake in improvised drama with aplomb. Musicals and concerts throughout the year involve all the pupils, and recent results in drama and music examinations reflect their high achievement in the arts.
- 3.5 Pupils' ability is measured using verbal reasoning tests as the school does not enter pupils for national tests. Their attainment cannot therefore be measured in relation to average performance against a fixed national norm. However, standardised tests in English and mathematics indicate that pupils achieve results in those subjects that are higher than national norms. Other evidence available from lesson observation and scrutiny of pupils' work indicates that they are achieving well above the national average overall. The school achieves considerable success in helping pupils to gain places at their first choice of school at the ages of eight and eleven, at times with a significant number of scholarships. The vast majority of girls transfer to day schools in London, independent or maintained.

- 3.6 A particular feature of the school is the good progress achieved by pupils across the ability range as they proceed through the year groups. Early intervention and excellent support for pupils with SEND or EAL ensure that they make significant progress.
- 3.7 The pupils' conscientious attitude in lessons and appetite for knowledge are a result of a school ethos that encourages pupils to achieve their best in all they do. The enthusiasm which pupils bring to their individual tasks is matched by their ability to work successfully in groups. They show high levels of enjoyment, perseverance and self-motivation.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The broad and stimulating curriculum achieves an effective balance between preparing pupils well for entrance examinations at the ages of eight and eleven and helping them to gain a very good understanding of the world around them and allowing them to develop their skills in the arts and sport. It is suitable for the age range and is highly effective in covering all the requisite areas of learning. It is supported by an excellent range of extra-curricular activities, all of which contribute to fulfilment of the school's aim of developing pupils' confidence. Schemes of work are thorough and allow ample opportunity for independent research and creativity. The personal, social and health education programme helps pupils to become responsible citizens, while their linguistic development is well served by the inclusion of French throughout the school and Latin in Year 6. Provision in sport and the arts is enhanced by the use of specialist teachers, and ICT is well embedded throughout the curriculum. All pupils learn musical instruments and opportunities to perform in assemblies, plays and concerts are plentiful.
- 3.10 Since the previous inspection, much has been done to enhance the curriculum in Years 5 and 6. Pupils have many more opportunities to take part in sport, both within the curriculum and through the increased range of clubs. Although opportunities are still not yet extensive, pupils now enjoy an increasing number of sporting fixtures against other local schools. The wider range of activities includes the recent introduction of rock climbing and the addition of leadership skills to the Year 6 curriculum. The curriculum in mathematics and science has been developed to allow more opportunity for investigative work, and a workshop on travelling safely has been introduced to help Year 6 pupils to be more independent when they move on to their next schools. The boys are prepared for preparatory school entry at the end of Year 3, whilst the girls are prepared for the 11+ Common Entrance examination and entrance examinations for day and boarding schools at the end of Year 6.
- 3.11 The EYFS provision is highly effective in meeting the needs of all children. Children are provided with an excellent start to school. Experienced, caring staff plan effective educational programmes that include a wide range of interesting learning opportunities. These engage children, and make learning fun and relevant to their individual needs and interests. The environment is carefully planned to encourage children to extend their own learning through play and investigation. By the end of the EYFS, the vast majority of children meet, and many exceed, the expected levels of development.

- 3.12 Planning by subject leaders and senior management is effective in ensuring that the curriculum is inclusive and allows pupils of all abilities to make evident progress. Assessment data is used well in the development of the curriculum. Curricular provision for pupils with SEND or EAL is excellent; it demonstrates very good awareness of differing needs and a determination to ensure that the curriculum is accessible to all. Learning support staff consult with class teachers, who contribute their knowledge of the pupils to enable focused individual education plans to be drawn up; these ensure continuing progress and success. There is constant awareness of the needs of the most able pupils, and suitably challenging activities and opportunities, such as courses on critical thinking, are provided for them. Pupils with particular talents in the creative arts are given every encouragement. Across the curriculum, emphasis is placed on balancing the acquisition of knowledge with developing creativity and investigative skills. Debating and thinking skills are encouraged from an early age and project work is used to allow pupils opportunities to carry out extensive investigative research. Pupils are routinely encouraged to think critically and thinking skills generally are very well developed. In a PE lesson for Years 5 and 6, pupils were seriously considering sports tactics while practising their throwing techniques. The curriculum is enhanced by a stimulating range of enrichment opportunities through the plentiful and eagerly anticipated school outings and residential trips. The list of extra-curricular activities on offer over the school year is extensive and varied, and pupils are encouraged to make the most of the many opportunities they are given to achieve well.
- 3.13 The location of the Lower School, with the availability of a hall for twice-weekly whole-school assemblies, has brought the school and its parent body in closer contact with the local community, particularly through the outreach work of the church. Pupils are encouraged to take an interest in the welfare of others. The development of more extensive links with the community has included collections for a local food bank and the choir's performance in local carol services and care homes, giving pupils a sense of achievement and commitment.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent.
- 3.15 Teaching is highly successful in promoting pupils' progress and achieving the school's aims of creating happy, enthusiastic learners and encouraging the development of independent learning skills. Stimulating teaching is supported by thoughtful lesson planning that recognises the needs of all pupils and makes highly effective provision for different abilities. The positive working relationship between the pupils and staff helps pupils to develop their confidence and ensures excellent behaviour in the classroom. Lessons are well paced and include a variety of teaching methods and resources which allow pupils to play an active role in the learning process. Teachers have excellent subject knowledge and encourage pupils to make links to and take interest in the world around them. At all times the teaching fosters a positive approach that encourages pupils to seek and enjoy challenges; they contribute to class debate and play a part in all creative activities. Year 5 pupils used their knowledge of the timeline of history to make effective comparisons between the coronations of Queen Victoria and Queen Elizabeth II. Specialist teaching in music, art, drama and sport makes a significant contribution to achievement in these subjects.
- 3.16 Staff in the EYFS know the children extremely well and plan appropriate experiences for them. Children's phonic knowledge and writing skills are built upon year by year,

and ICT is an integral part of children's learning. The inclusion of exciting experiences such as making and exploring gloop and looking after tadpoles in the classroom inspire children, who extend their learning into their play. Older children's thinking is appropriately challenged through interesting topics such as the study of famous artists. Staff have a full awareness of children's starting points and their on-going progress through the comprehensive assessment and planning processes. The environment is enriched with a wide range of high quality resources, both indoors and out.

- 3.17 The small class sizes allow teachers to develop a good knowledge of the needs of all pupils, well illustrated by a perceptive comment that teachers always set the right level of work because they know the pupils so well. Since the previous inspection, assessment procedures have been made more effective and the resulting data is now effectively used to inform teaching and learning. The tracking of pupils' attainment has also been developed and teachers are increasingly able to help pupils set targets that are ambitious but attainable. This process is supported by marking that is thorough, positive and highly effective in encouraging pupils' involvement in self-assessment. Comments written in books give clear directions on how pupils can improve and pupils say that they receive valuable feedback on all their work. The teaching staff are very well supported in all they do by competent and supportive teaching assistants who help them arrange different tasks for different abilities. All teachers show a good knowledge of their pupils' capabilities and ensure that each pupil is fully involved in lessons and challenged appropriately. Highly appropriate provision is made to ensure that very able pupils are extended both in school and through the use of external organisations.
- 3.18 Teachers work well together and pupils' level of achievement benefits from the many opportunities for cross-curricular work, such as the Year 5 science lesson in which pupils were making musical instruments out of everyday objects. Staff set an excellent example of teamwork to the pupils and this helps to promote the community spirit that is prevalent throughout the school.

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 A code of conduct, based on ten 'Golden Rules' chosen by the pupils, guides the life of the school. Pupils respond very well; they demonstrate quiet, secure self-awareness and self-esteem. Morning assemblies are significant in the life of the school; they are often based on one of the rules and include a school prayer. On Fridays, a prayer written by one year group, assisted by a prefect, is based on national or international news. Parents attend the twice-weekly whole-school assemblies in significant numbers and regularly watch their children taking part confidently, joining in the enthusiastic singing.
- 4.3 Pupils' moral development is excellent. Throughout the school, they are encouraged to have high principles and they develop strong moral and ethical values. Younger pupils are set an excellent example by older pupils, who were overwhelmingly positive in their comments in response to their questionnaire. Pupils develop a clear and mature sense of right and wrong, and of courteous behaviour towards others. They are thoughtful and respectful towards each other and the staff.
- 4.4 Pupils have an excellent sense of social responsibility and, from an early age, willingly contribute towards their school and the wider community. Older pupils have the opportunity to act as prefects, and they take pride in the significant role they play in the care of younger pupils, as part of the leadership skills programme. As form captains, pupils are members of the school parliament from an early age and thereby make a significant contribution to the society both of the school and of the world beyond. Current affairs lessons keep pupils well informed and they show concern for those less fortunate than themselves through community service and fund raising. A recent initiative has been cookery sessions, where Year 6 pupils prepare food for a night refuge for the homeless organised by the local church. Fund-raising activities are well organised with the help of the school parliament, which proposes a number of charities to support; the final decision is made democratically after Year 6 girls canvass for the individual causes, and their research greatly develops their social, political and economic awareness. The senior girls show considerable qualities of leadership and the ability to work together. Geography projects, such as 'Saving the Earth', also encourage pupils to take a compassionate view and an interest in the world around them.
- 4.5 The pupils' cultural development is excellent; they acquire a true understanding of and respect for their own and other cultures. The arts feature strongly in the life of the school and pupils benefit from the cultural opportunities within a capital city. Additionally, the harmonious international aspect of the school is one of its strengths; parents and pupils from other countries greatly enrich the cultural life of the school and contribute towards a deeper appreciation of art, music and literature from around the world. Traditional Christian festivals are celebrated in the nearby church, while the contribution of parents from a range of cultural backgrounds ensures that the festivals of other faiths are also celebrated, and are understood and respected.
- 4.6 In the EYFS, children's personal, social and cultural development is excellent. Children work well together, are considerate and are quick to offer their assistance to adults. Appropriate activities are integrated into the curriculum to reinforce the

kind and caring ethos of the school; for example, children are provided with opportunities to reflect on their differences during 'Circle Time'.

- 4.7 Children are well prepared for their entry into the EYFS through a welcoming open afternoon. Staff gather information about the children through a questionnaire and work with families to ensure that the transition from home to school is as seamless as possible. Transition into Year 1 is smooth because that year group is based in the same building.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The staff provide outstanding support and guidance for the pupils, in full accordance with the school's aims. In a caring and nurturing atmosphere, relationships are happy and positive between staff and pupils and among the pupils themselves. Pupils play and work extremely well together and show a very mature and considerate attitude towards others.
- 4.10 Pupils' comments are extremely positive; they refer to the happy, kind and friendly atmosphere, and they have faith in the leadership. There is a strong culture of mutual respect, and pupils display loyalty to and pride in their school.
- 4.11 Behaviour is excellent, and pupils have trust that their teachers will deal with any unkindness or thoughtlessness which may arise. Older pupils said they would not hesitate to tell their teacher about any bullying. Expectations of good behaviour are high, and staff are vigilant; much praise and encouragement are given, in addition to understanding and constructive help when necessary.
- 4.12 Children in the EYFS are effectively supported by named adults, their class teachers, who are ably supported by assistants who know the children well and make sure that their needs are met. Staff establish strong relationships with the children and successfully encourage their excellent behaviour and effective development in a calm and purposeful atmosphere.
- 4.13 From the youngest upwards, pupils enjoy physical exercise and are given every encouragement to be healthy; much effort is made in arranging the timetable to ensure that they have sufficient exercise. They have fruit at break times and enjoy appetising home-made lunches, where they are gently encouraged to try new food. Mealtimes are pleasant social occasions.
- 4.14 The requirements of pupils who have SEND are carefully considered and provision for them is regularly reviewed. They are supported with exemplary skill and care. Access for these pupils is effectively planned and continually improved.
- 4.15 A key aspect of the school's philosophy is that all pupils should have the right to be heard and should know that the staff always have time for them. The school parliament ensures that pupils have opportunities to contribute their suggestions and views.

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

- 4.16 The contribution of arrangements for welfare, health and safety is excellent.
- 4.17 Excellent safeguarding arrangements have careful regard to official guidance. The school has a rigorous child protection policy, of which all staff are aware. Child protection training is well structured and delivered by appropriate organisations. The designated members of staff with responsibility for safeguarding, including one specifically for the EYFS, receive the appropriate higher level of training. Meticulous recruitment procedures ensure the suitability of staff.
- 4.18 Staff in the EYFS successfully provide a welcoming, safe and stimulating environment. All necessary checks have been undertaken on staff, who have an excellent awareness of their role in safeguarding the children in their care. They have a clear understanding of the systems in place to keep the children safe and apply them consistently.
- 4.19 All necessary measures to reduce the risk of fire and other hazards are in place and carefully monitored. The school has a comprehensive fire policy, with efficient arrangements for both sites. Regular fire practices are held and efficiently recorded. The health and safety policy is comprehensive and the health and safety committee meets regularly to review and analyse all aspects of this area. Professional audits are arranged at regular intervals. A comprehensive critical incident policy and thorough risks assessments cover all areas of school life, including trips and visits out of school. Careful consideration of the safety of the pupils is given a high priority at all times; arrangements for their safety when walking between sites and travelling to swimming and sports venues are meticulous.
- 4.20 Effective procedures are in place for reporting accidents and for the recording of any administration of medicines. First-aid boxes are located around the sites and are well maintained. A generous number of qualified first aiders, including paediatric first aiders, provide excellent care for sick or injured pupils until they are collected by parents.
- 4.21 The admission and attendance registers are suitably maintained and correctly stored for the previous three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governors take their responsibilities very seriously, generously giving their time and attention to their individual roles. They have established a structure of smaller committees with particular responsibilities. This, combined with specific training and governors' relevant professional experience, allows them to provide highly effective oversight of the school and support of its aims.
- 5.3 The professional and financial expertise of governors enables them to fulfil successfully their responsibilities for educational standards and financial planning. This allows for investment in staff, resources and accommodation of the highest quality, such as the recent development of the Lower School and the redesigned areas of the Upper School. Documentation reflects much excellent practice, and active governance that demonstrates strong awareness, taking expert advice where necessary and providing excellent support to senior management.
- 5.4 Several governors are parents of former or current pupils, and this gives them an excellent insight into the working of the school. The chair is kept well informed through regular discussions with the leadership and bursar. The governing body receives clear and efficient academic reports at its termly meetings. Governors take their monitoring responsibilities seriously and the leadership is appraised annually. They are aware of their responsibility to provide support, challenge and encouragement for the continual improvement of the school; their strategic development plan links to the school's self-evaluation material and is a key working document that is reviewed and evaluated annually.
- 5.5 Governors fulfil their responsibilities highly effectively for welfare, health and safety and for safeguarding. They receive and consider a termly review and an annual report of the latter, and an individual governor has specific responsibility for this area.
- 5.6 The EYFS designated governor provides excellent support to the setting and is fully involved in the vision and planning for future development. This close relationship enables the governing body to have a clear and effective oversight of the EYFS requirements and development.

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

- 5.7 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.8 At all levels, the leadership and management are continually guided by the aims, vision and values of the school, in support of the happiness and care of the pupils, and of their education and success as they look ahead and prepare for the next steps in their education. Senior staff are routinely aware of their responsibilities and the need to ensure that policies and guidelines are implemented and followed throughout the school, particularly those related to safeguarding. Record keeping and documentation are meticulous.
- 5.9 The leadership and management of the EYFS are excellent. Since the previous inspection, good progress has been made and extensive development within the setting has resulted in exemplary practice and good use of resources in all areas. The setting meets all the regulatory requirements. The EYFS framework is fully embedded in the planning and practice of the setting; the educational programmes are monitored effectively and staff are supervised efficiently and have regular opportunities to attend training. Appropriate use is made of both the easily accessible outdoor area in the Nursery and the outdoor playground in the garden. Skilful, well-considered self-evaluation and an ambitious vision for excellence in all aspects have driven the growth of the setting to date and there are clear plans to continue to improve this high quality provision. The EYFS promotes equality of opportunity, and learning support staff offer advice to class teachers and parents where children require additional support. When necessary, effective partnerships which have been fostered with external agencies give children of all abilities access to a range of services that support their development.
- 5.10 The excellent school development plan, to which staff make a valuable contribution, is thorough and logically organised; it is regularly updated and evaluated. Staff benefit from very clear educational direction provided by senior management, and feel well supported at all levels. This is strongly reflected in the excellent quality of the pupils' education, as illustrated by their success in entrance examinations at the age of eleven, and the high standard of their personal development.
- 5.11 Members of the leadership and management team are highly effective in administration and planning in their areas of responsibility, and are extremely constructive in self-evaluation, selecting priorities and working with determination towards their achievement. Policies and guidelines are reviewed systematically, and training, either initial or updating, in safeguarding, and welfare, health and safety takes place regularly for all areas of the school and is carefully recorded.
- 5.12 A well-established appraisal scheme includes classroom observation. Teachers value the appraisal scheme and the associated setting of personal objectives, leading to significant sharing of the most effective practice. Staff are encouraged to take part in in-service training, and to consider their own needs in relation to their personal continuing professional development.
- 5.13 Management is extremely successful in selecting, appointing, developing and motivating staff of high quality. Great care is taken with recruitment and appointment procedures, which are very well organised, to ensure that all new staff

are efficiently inducted and initially trained in safeguarding, and welfare, health and safety. The central register of appointments is up to date and carefully annotated.

- 5.14 Links with parents are excellent. In their responses to the pre-inspection questionnaire, parents were overwhelmingly positive about the school and about the education and support provided. They strongly agree that their children are well looked after, that the school is well led and that they receive a timely response to their questions. They would recommend the school to another person, and consider that information and policies are easily accessible. The vast majority of parents also stated that they are satisfied with the information provided about their children's progress, that very able pupils receive appropriate support and that their children receive appropriate homework. Inspection evidence fully supports parents' positive views of the school.
- 5.15 Parents value the relationship that they have with staff throughout and the nurturing family atmosphere staff have created, regarded as a key feature of the school. Parents are confident that staff will give prompt and full attention to resolving any concerns. Whilst rare, concerns are dealt with sensitively, in accordance with the school's published procedure. Parents also value the helpful advice they receive as they plan for the next steps in their children's education.
- 5.16 Parents are valued as part of the school, and are encouraged to contribute to school activities, such as attending the weekly open assembly and awards assembly, and joining the staff/parent choir. Frequent meetings on specific topics and effective systems for communication between home and school foster this relationship further, enabling parents to be kept fully informed of their children's experiences at school. Comprehensive information is provided for parents of both prospective and current pupils, with the website playing a key role in ensuring that all have up-to-date knowledge in an easily accessible form. Staff welcome parents' involvement in the curriculum, for example in regularly sharing their cultural traditional and interests with classes. Parents are complimentary about the twice-yearly reports, which they find extremely useful. They value the clear and concise information about their children's progress that these, along with regular formal parents' meetings, provide.
- 5.17 The active and well-organised parents' association successfully creates an inclusive family atmosphere where parents new to the school are warmly welcomed by parents of current pupils, who create opportunities for socialising. Additionally, a wide range of social and fund-raising events throughout the year helps to foster the family ethos by involving all members of the school community.

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