



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION**

**PARKSIDE SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Parkside School

|                           |   |
|---------------------------|---|
| Full Name of School       | <b>Parkside School</b>  |
| DfE Number                | <b>936/6020</b>   |
| Registered Charity Number | <b>312041</b>   |
| Address                   | <b>Parkside School<br/>The Manor<br/>Stoke d'Abernon<br/>Cobham<br/>Surrey<br/>KT11 3PX<br/>England</b> |
| Telephone Number          | <b>01932 862749</b>   |
| Fax Number                | <b>01932 860251</b>   |
| Email Address             | <b>office@parkside-school.co.uk</b>   |
| Head                      | <b>Mr Mark Beach</b>  |
| Chair of Governors        | <b>Mr Graham West</b>   |
| Age Range                 | <b>2 to 13</b>  |
| Total Number of Pupils    | <b>305</b>  |
| Gender of Pupils          | <b>Boys</b>   |
| Numbers by Age            | 0-2 (EYFS): <b>0</b> 5-11: <b>170</b><br>3-5 (EYFS): <b>78</b> 11-13: <b>57</b>                         |
| Number of Day Pupils      | Total: <b>305</b>   |
| Head of EYFS Setting      | <b>Mrs Madeline McMurdo</b>   |
| EYFS Gender               | <b>Boys and Girls</b>   |
| Inspection Dates          | <b>15 March 2016 to 18 March 2016</b>   |

## 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 EYFS intermediate inspection was in November 2013 and the previous ISI standard inspection was in March 2010.

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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

|                     |   |
|---------------------|---|
| Mr Steven Popper    | Reporting Inspector                             |
| Mr Matthew Lovett   | Team Inspector (Headmaster, IAPS school)        |
| Ms Jane Stevens     | Team Inspector (Former Deputy Head, ISA school) |
| Mr Stephen Tompkins | Team Inspector (Headmaster, IAPS school)        |
| Mrs Susan Rix       | Co-ordinating Inspector for Early Years         |

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Parkside School is an independent day preparatory school for boys aged from four to thirteen years, with a co-educational Nursery that caters for children from the age of two. The school was founded in 1879 and was based in East Horsley, before moving to its current 45-acre site in Stoke d'Abernon, on the outskirts of Cobham in Surrey, in 1979. It is situated in an historic manor house and additional buildings, including a sports hall, swimming pool, performance hall and a science building. The school is a charitable trust which is administered by a board of governors. The current headmaster took up his post in September 2014.
- 1.2 The school seeks to develop the whole child through the care, guidance and support of all staff members and the building of a close partnership between school, pupil and home. It aims to encourage pupils to explore, discover and develop their particular skills and talents to the full, finding fulfilment and self-esteem. The school aspires to develop the values of respect, tolerance and compassion, whilst encouraging self-reliance, confidence and independence. It endeavours to prepare pupils for their future schools and life in the wider world by developing them as well-rounded individuals, comfortable with others, able to appreciate their talents, eager to realise their potential and confident in meeting new challenges.
- 1.3 Most pupils come from professional white British families who live locally; a few have international backgrounds. At the time of the inspection there were 305 pupils on roll. There were 78 children in the Early Years Foundation Stage (EYFS), which, along with Years 1 and 2, forms the pre-prep department. The school has identified 25 pupils as having special educational needs and/or disabilities (SEND), all of whom receive specialist help. There are no pupils with a statement of educational needs or an education, health and care plan. Twenty-two pupils speak English as an additional language (EAL). Overall, the ability profile of pupils is above the national average, although pupils demonstrate a wide range of abilities.

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

***Early Years Foundation Stage Setting***

| <b>School</b> | <b>NC name</b> |
|---------------|----------------|
| Nursery       | Nursery        |
| Reception     | Reception      |

***Pre-preparatory Department***

| <b>School</b> | <b>NC name</b> |
|---------------|----------------|
| Pre-Prep 2    | Year 1         |
| Pre-Prep 3    | Year 2         |

***Preparatory Department***

| <b>School</b> | <b>NC name</b> |
|---------------|----------------|
| Form 1        | Year 3         |
| Form 2        | Year 4         |
| Form 3        | Year 5         |
| Form 4        | Year 6         |
| Form 5        | Year 7         |
| Form 6        | Year 8         |

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

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

- 2.1 Pupils' achievement is excellent. Children in the EYFS achieve extremely well overall. By the end of Reception almost all children reach or exceed the developmental levels typically expected for their age. Pupils in the rest of the school display a tangible love of learning. This contributes to their rapid progress and high attainment in all areas, and helps to ensure that the overwhelming majority of school leavers gain places at the senior school of their choice. The excellent curriculum is well-supported by an extensive range of extra-curricular activities. The school has fully met the recommendation from the previous EYFS inspection to improve the educational programme for personal, social and emotional development. Teaching is excellent across the school, and the school has fully met the action and recommendations of the previous inspection reports relating to the two-year-old progress check in the EYFS, and the assessment of learning and the tracking of progress. Younger pupils in the EYFS are not always given the opportunity to develop their independent learning skills. Teachers offer the most able pupils very high levels of challenge, and highly effective learning support ensures that pupils who have SEND or EAL make excellent progress.
- 2.2 Pupils' personal development throughout the school is excellent. Pupils demonstrate a strong sense of right and wrong and are able to discuss moral themes in depth. They behave very well, treating each other with consideration, courtesy and respect, in line with the school's 'Pussdog Code'. Pastoral care is excellent. Pupils report that bullying is very rare and the school deals with any incidents of bullying or other forms of poor behaviour effectively. However, the school's records of bullying are not distinct from other records of other incidents of poor behaviour, limiting their usefulness to leaders. Arrangements to ensure the pupils' welfare, health and safety are excellent. The school has fully met the actions from the previous inspection; leaders ensure that the safeguarding policy is fully implemented and that all appointment checks are completed and recorded before appointments are confirmed.
- 2.3 Governance is excellent. Governors maintain a thorough insight into the working of the school and monitor all aspects of provision effectively. Leadership and management are also excellent. Leaders have ensured that all actions and recommendations from previous inspection reports have been fully met. The recently introduced appraisal system has improved leaders' monitoring of the school and staff training needs are successfully identified and met. The roles and responsibilities of leaders at all levels have developed, with the result that they are successful in achieving high standards. The school maintains a constructive relationship with parents. Leaders respond to formal and informal complaints swiftly, courteously and appropriately. However, the school's recording of informal complaints does not enable the school to keep an effective overview of any informal concerns raised.

## **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) Recommendations for further improvement**

2.5 The school is advised to make the following improvements.

1. Ensure that the school's records of informal concerns and behavioural incidents are organised so that leaders can monitor these as effectively as possible.
2. In the EYFS, ensure that all children are consistently given the opportunity to develop independent working skills.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 The school successfully meets its aim to prepare pupils for their future schools and life in the wider world by developing them as well-rounded individuals who realise their potential and meet new challenges with confidence. In the EYFS, the children achieve well and make good, and often excellent, progress according to their starting points, abilities and needs. By the end of Reception almost all children reach or exceed the developmental levels typically expected for their age. More able children and those who have SEND make excellent progress because of the carefully individualised programmes and highly effective support they receive. Children with EAL quickly become competent in understanding and speaking English. Children demonstrate imagination and creativity. They express themselves articulately and confidently, using a wide vocabulary, as when devising and describing an unusual pet. They read fluently and can write sentences independently. Their handwriting develops notably well, so that by the end of Reception the children are using a legible cursive style. They can add and subtract numbers to twenty and work out the cost of several items from the class shop. The younger children enjoy reading books, listen intently to stories and develop their physical skills extremely well in a stimulating range of activities in the outdoor area. They frequently explore, investigate, and co-operate well in their activities, as when enjoying role play in a pretend carwash or on a pirate's ship.
- 3.3 In the rest of the school, pupils develop excellent knowledge and understanding and skills across the curriculum. They read with attention to detail and can extract meaning from unfamiliar texts highly effectively. Pupils' discussions feature well-reasoned and clearly-expressed logical arguments and their work in mathematics shows a skilled application of their knowledge and an understanding of the subject. Pupils' work in history and geography demonstrates thoughtful consideration of how people live and have lived their lives. Work in music and art is highly creative and of outstanding quality, and pupils pursue sports and physical activity to a high standard.
- 3.4 Pupils enjoy considerable national and local success in a range of sports, notably hockey, football, tennis and swimming, and have represented the school at national and county level. There are examples of individual successes in triathlon, golf and cricket. Pupils achieve well in national music examinations, with many gaining merits and distinctions at their respective levels.
- 3.5 Pupils' attainment cannot be measured in relation to average performance in national tests but is judged to be excellent. This is demonstrated by evidence from scrutiny of pupils' work, lesson observations, standardised tests, school assessment data, curricular interviews with pupils and leavers' destinations. Virtually all school leavers succeed in gaining places at the senior schools of their choice. A high proportion of leavers gain academic, drama, music and other scholarships.
- 3.6 This level of attainment, as judged, shows that pupils make excellent progress because of highly effective and consistently well-pitched teaching. More able pupils progress rapidly in response to the very high levels of challenge that they receive. Pupils who have SEND make excellent progress as a result of the substantial learning support put in place to meet their individual needs. The school also

ensures that pupils with EAL make rapid progress through the provision of extra support to strengthen their skills in English. All pupils who responded to the pre-inspection questionnaire thought that they made good progress.

- 3.7 Pupils convey a clear love of learning and take considerable pride in their work and achievement. They enjoy working together and support each other's learning extremely well. Pupils are self-motivated and apply themselves to tasks with concentration and focus. They reflect on their learning and personal achievements in a mature and sophisticated manner and demonstrate an entirely positive approach to education and self-improvement.

### **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 school successfully meets its aims to enable pupils to explore, discover and develop their own particular skills and talents and enable pupils to enhance their lives through academic study, sport, art or music. Almost all parents and pupils that responded to the questionnaire felt that the school offers a good range of subjects and extra-curricular activities.
- 3.10 In the EYFS, highly suitable programmes and activities cover the seven areas of learning well. The areas of communication, personal and physical development are given particular emphasis with the younger age group, ensuring the children have a secure base for their learning and development. Detailed planning is readily adapted to follow children's interests and to ensure excellent progress. More able children are given extension tasks and challenges and those with EAL are given one-to-one support. There is an appropriate balance of teacher-led and child-initiated learning. Children with SEND make rapid progress as a result of regular individual or small group support. Children benefit from a range of trips, use of the school grounds and visitors, such as local police and the fire service. Specialist teaching in physical education (PE) ensures their physical skills develop extremely well. Older children also benefit from weekly swimming lessons. Music and French add further breadth to the curriculum. Younger children are offered a range of focused activities including swimming, French and cooking. However, the younger children are not always given the opportunity to develop independent learning skills. A range of stimulating after school activities is available. The school has successfully met the recommendation of the previous inspection and has an improved programme for personal, social and emotional development and introduced a progress check for two-year-olds.
- 3.11 In other years the curriculum covers a wide and balanced range of academic, creative and physical subjects. It is very well suited to the ages of the pupils at each stage and is successfully enhanced by the use of highly-skilled subject specialists. The curriculum meets the needs of pupils of different abilities, including the most-able and those with SEND and EAL, through carefully planned and well-judged tasks, effective grouping strategies and the provision of excellent additional learning support, tailored to meet the needs of the individual child. Technological skills are developed through the teaching of computing and design and technology. The frequent use of information and communication technology enhances learning across the whole curriculum.
- 3.12 The highly effective personal, social, health and economic education (PSHEE) programme, includes valuable teaching about e-safety, core British values and

healthy eating. Political ideas are presented in an unbiased and non-partisan manner at all times.

- 3.13 The provision of extra-curricular activities is excellent and has been much enhanced by the recent introduction of additional clubs. This meets the school's aim to enable pupils to find the fulfilment and self-esteem necessary to enhance their lives through academic study, sport, art or music. High standards of coaching ensure excellence, depth and breadth in school sport. There are numerous creative and performing opportunities in drama, with regular school productions. The excellent choir and 'big band' have successfully enhanced the school's reputation within the local community through participation in a number of local concerts and events. There is an outstanding programme of residential and day trips that successfully enhance the taught curriculum, raise cultural awareness and build on the emotional development of the pupils.
- 3.14 The school's links with the community are excellent. There is a well-established relationship with the parish church, enabling the school to be at the centre of many local community events. There is a highly effective link with the adjacent football academy and good use is made of the school's swimming pool by local schools and community groups. The school supports a large number of local, national and international charities through fundraising events each year, with the charities often chosen by the pupils, in response to their own concerns.

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

- 3.15 The contribution of teaching is excellent.
- 3.16 High-quality teaching meets the school's aim to develop the whole child through the care, guidance and support of all staff members. In the EYFS the quality of teaching is excellent. Staff have undertaken much relevant training. As a result, they are highly knowledgeable about how children learn and engage and motivate the children well. They have high expectations of behaviour and learning. Through careful observations, staff make frequent, detailed assessments of the children's knowledge, skills, understanding. However, the younger children are not always encouraged to engage with self-initiated tasks, so that their independent learning skills are not as strongly developed. Staff incorporate the children's interests, ensuring they are highly motivated. Staff have a good understanding of the children's starting points because they make perceptive initial assessments and include parents' knowledge of what the child can do and enjoys. Information from any previous setting is also taken into account. The attractive learning environment provides an excellent range of stimulating resources, both indoors and out, which enhance the children's learning effectively. The recommendation from the previous inspection to make more effective use of observations and assessments to identify and plan for children's next steps has been met.
- 3.17 In other years, well planned lessons take account of pupils' prior learning and the needs of all pupils, including those with SEND, EAL and the more able. Consequently, pupils demonstrate high levels of engagement in lessons and are active participants in learning. Teaching promotes tolerance and respect and is non-partisan in the coverage of political and economic issues.
- 3.18 The previous inspection report stated that occasionally, where there was no clear focus and objective for the lesson, pupils did not make sufficient progress. Evidence gathered during lesson observations, work scrutiny and discussions with pupils show

that all lessons now have a clear focus and objectives, and pupils make excellent progress in a large majority of lessons.

- 3.19 Marking of pupils' work is consistently strong across departments and follows the newly introduced school marking policy. Regular, clear and constructive feedback celebrates the pupils' achievement of lesson objectives and provides guidance and next steps for further improvement. Pupils are actively involved in assessing their own work, and that of their peers, using a variety of effective strategies. A very small minority of parents who responded to the questionnaire expressed some doubt about the effectiveness of homework. These concerns are not supported by inspection evidence, which found that homework supports pupils' learning well. Pupils who spoke to the inspectors said that they found homework interesting and helpful in developing their understanding.
- 3.20 Form teachers and specialist subject teachers effectively combine their extensive subject knowledge with challenging activities and enthusiasm to stimulate interest and learning. Well-organised resources and attractive displays further support pupils in making excellent progress. Lesson observations demonstrate that pupils are encouraged to develop their understanding through appropriate challenge and pupils spoke readily of how they are being encouraged to think of mistakes they make as steps to learning. Teachers make excellent use of time and have a clear understanding of the standards required to gain places at selective senior schools and prepare pupils accordingly.
- 3.21 The school has met the previous inspection's recommendation; the effective and systematic assessment and tracking of pupil progress from formal and informal assessments ensures that teaching strategies and lessons are well matched to pupils' learning requirements. Pupils are provided with appropriate support and challenge. Activities are matched to pupils' prior achievement to enable pupils of all abilities to make optimum progress. The needs of SEND and EAL pupils are well known to all staff through detailed pupil 'passports' and lesson planning, teaching strategies and support from teaching assistants ensure that pupils are helped to achieve. Pupils with SEND and EAL also receive additional support from specialist staff. An extensive programme of enrichment activities enables the most able pupils to further their interests, skills and understanding.

## **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 to develop the values of respect, tolerance and compassion and enhance pupils' self-esteem. In the EYFS the children's personal development is excellent. They co-operate, share and support one another extremely well, as reflected by the harmonious atmosphere within the setting. The children enjoy responsibilities such as helping with classroom tasks, and show respect for one another and their environment. They are courteous, helpful and well-behaved because staff act as highly effective role models. Children raise money to support various charities, thus helping them to appreciate the needs of others. The children are all highly aware of the school and class rules and of the importance of following them so all can feel safe and happy. They vote on many day-to-day issues. In this way British values are incorporated into daily activities, allowing the children to understand, in a simple way, how a democratic society functions. The children are well prepared for their transitions into Reception through visits to both the pre-prep department and future schools. They enjoy the visits from senior pupils who read to them. Reception children move seamlessly to Year 1.
- 4.3 In the remainder of the school, pupils demonstrate considerable self-confidence and self-esteem. Pupils' discussions with inspectors showed their strong ability to reflect on their own situations thoughtfully and with much self-knowledge. They appreciate the non-material aspects of life.
- 4.4 Pupils demonstrate a very strong sense of right and wrong. They show personal integrity and understand the importance of making the right choices. Pupils have high expectations of their own behaviour and take responsibility for it. They are able to discuss moral themes, such as the impact of deception and the extent to which the end justifies the means, in depth. Pupils have a keen sense of their ethical responsibilities towards others, including those less fortunate than themselves. Pupils understand how their charity work and fund-raising can benefit others and are keen to contribute to charitable activities.
- 4.5 Pupils have a strong general knowledge of English law and institutions, such as the Church of England. They can articulate why rules and laws are important and understand the value of statutory legislation to society. Pupils show a good understanding of fundamental British values, such as respect, fairness, equality and democracy, and can compare these to other value systems across the world. Pupils are able to explore topical political issues maturely and in an unbiased manner, showing considerable respect for points of view different to their own.
- 4.6 Pupils respect others. They understand and are able to express why discrimination based on people's cultures, beliefs, backgrounds or lifestyles is unacceptable. They are able to discuss themes such as prejudice very thoughtfully. Their strong understanding of the way different religions, such as Judaism, Islam and Christianity, compare, enhances their appreciation of the importance of tolerance and their respect for different faiths and cultures, including their own.
- 4.7 Pupils achieve an excellent standard of personal development by the time they leave the school.

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

- 4.8 The contribution of the arrangements for pastoral care is excellent.
- 4.9 The school successfully meets its aims to develop pupils as well-rounded individuals, comfortable with their peers, elders and themselves through the care of staff. Throughout the EYFS the quality of pastoral care is excellent. Designated key carers are made known to the parents as part of initial induction procedures. All staff are committed to providing a happy, caring and purposeful environment. They know the children in their care extremely well and sensitively guide them to develop positive relationships with their teachers and with each other. Staff are aware of any issues that may affect the child's well-being because they have excellent communication with parents. Staff have high expectations and consistently model appropriate behaviour. Positive relationships are also established with older children in the school. Children are helped to understand the importance of healthy eating by the provision of nutritious lunches and healthy snacks and through class topics. Physical activity is encouraged by PE sessions, and by using playground equipment to develop motor skills. The school has met the recommendation from the previous EYFS intermediate inspection to improve the programme for personal, social and emotional development by monitoring more consistently children's skills in managing their own hygiene and personal needs.
- 4.10 In other years, teachers and pupils show excellent levels of mutual respect, co-operation and concern for each other. Highly positive and supportive relationships are evident between pupils and other pupils, and between pupils and teachers. Teachers know their pupils well and take care to foster positive relationships with them. Healthy living is promoted through science and PHSEE lessons and through the provision of nutritious meals. The school actively discourages the consumption of sugar-intense food and drinks. The school promotes regular exercise through a full sporting programme for all ages.
- 4.11 The school ensures an excellent standard of behaviour. High levels of courtesy, consideration and conduct are promoted throughout the school through the 'Pusdog Code', which lists the values and behaviours that pupils consider important. A small minority of pupils and a very small minority of parents who responded to the questionnaire thought that the school did not deal with bullying well. However, all pupils who talked to the inspectors said that bullying incidents were very rare and that staff dealt with them swiftly and appropriately. School records show that any incidents of poor behaviour or bullying are dealt with well. However, the school's records of bullying incidents are not clearly distinct from records of other incidents of poor behaviour, including minor ones, limiting their helpfulness to leaders.
- 4.12 A small minority of pupils who responded to the questionnaire questioned whether rewards and sanctions were used fairly. Inspectors found that the school has numerous ways to reward pupils and that these, and any sanctions, were used proportionately and appropriately. Pupils who talked to the inspectors said that rewards and sanctions were fair and effective.
- 4.13 Leaders encourage pupils to express their views through school council meetings, 'worry boxes' and, for older pupils, through e-mail communication. A small minority of pupils who responded to the questionnaire thought that the school did not seek or respond to their views, but pupils who spoke to the inspectors said that the school listened to them and acted on their views. Leaders respond very positively to pupils'

proposals and perspectives. For example, the school has provided a friendship bench and a new crossing supervisor, amongst many other things, in response to pupils' suggestions.

- 4.14 The school has a suitable plan to improve educational access for pupils who have special educational needs and/or disabilities.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.

4.16 The school emphasises the importance of pupils' safety and welfare in its work, enabling it to meet its aims successfully. Leaders ensure that all new staff, including those in the EYFS, receive proper safeguarding training as part of their induction, and this is updated regularly for all staff. Those with particular responsibilities receive appropriate training in line with local authority expectations. Staff have been fully trained in the arrangements to prevent radicalisation and extremism. School records show that correct safeguarding procedures are followed consistently. The school has met the required actions from the previous inspection. Leaders ensure that all pre-appointment checks are completed and fully recorded, and that the safeguarding policy is fully implemented.

4.17 The school takes thorough precautions to reduce the risk from fire and other potential hazards. Thorough risk assessments are carried out; for example the school has recently taken decisive action to minimise potential hazards when pupils travel around the school site. Off-site visits are well-planned and assessed for risks. Classrooms and equipment in the EYFS are thoroughly checked to ensure the children are cared for in a safe and secure environment. The swimming pool policy ensures that pupils' safety in this area is strongly maintained. The school conducts careful health and safety checks at timely intervals, and all equipment is properly maintained. There are regular fire drills.

4.18 The school has good arrangements to care for pupils who become unwell or who have specific needs. All staff have been trained in first aid, and many pre-prep staff are trained in paediatric first aid. There are effective procedures for the administration of medicines. The attendance and admission registers are properly maintained and stored. Attendance is carefully monitored, and any absences are promptly followed up. The overwhelming majority of parents who responded to the questionnaire said that they thought their children were safe, happy and well looked after by 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 Governance successfully supports the school's aims to develop pupils' particular skills and talents to the full. Governors oversee all aspects of the school's provision effectively and thoroughly. The board deploys its members in committees that utilise their particular skills and relevant expertise to monitor the school's performance and compliance with regulatory requirements well. Governors are knowledgeable about the EYFS. The leadership of the setting report regularly to the governing body and work closely with governors to monitor the development plan and EYFS standards.
- 5.3 Governors consider the school's financial planning carefully and contribute strongly to the school's strategic direction. They monitor the progress the school makes towards achieving the objectives agreed in the school development plan. Governors ensure that the school makes excellent use of its accommodation and learning resources.
- 5.4 Governors maintain a very good insight into the working of the school through regular visits and observations, discussions with leaders at all levels, and through receiving leaders' reports. Minutes of committee meetings show that governors question and challenge leaders rigorously and explore different aspects of the school's provision in depth. Governors offer leaders much support, whilst also expecting them to deliver high standards.
- 5.5 Governors take care to ensure that the school's welfare, health and safety provision is excellent. The full board of governors conducts an annual review of the school's safeguarding work and keeps itself well-informed about any changes to national expectations in this area.

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

- 5.1 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.2 The leadership team is successful in ensuring that the school meets all its aims. All departments, including the EYFS, reflect the school's caring and positive ethos and promote British values such as respect, tolerance, compassion and equality in their work.
- 5.3 Leaders in the EYFS maintain a thorough oversight of regulatory compliance. Policies are reviewed and updated regularly. Careful induction of new staff, regular staff training and the strong attention to safeguarding procedures ensures that staff are highly vigilant towards the safety of the children. The leadership team has a clear vision to promote the happiness, success and confidence of the children in its care. The setting regularly evaluates its practice and procedures and the development plan sets out a clear agenda for improvement.
- 5.4 Careful monitoring of the education programmes and assessments of the children's academic and personal achievements ensure the children thrive in a welcoming,

- safe and secure environment. Since the previous inspection, the setting has made excellent progress. All recommendations and actions have been met. The management structure has been reviewed, and now provides strong support. The two-year-old progress check is fully implemented. Staff supervision and mentoring ensures the children's well-being. Staff are now highly trained and this results in strong outcomes for the children's learning and development. The school works closely with the local authority and their advisers and this, along with dynamic management, has greatly improved continuity between the two sites.
- 5.5 Across the rest of the school, leadership at all levels is highly effective. Recent development of their roles and responsibilities ensure that pupils achieve highly and are kept safe. Leaders place a strong emphasis on the importance of pupils' welfare and safeguarding. They have taken strong and definite steps to increase pupils' safety on site and to ensure that all staff understand and follow the correct procedures for recording and reporting any safeguarding concerns that may arise.
- 5.6 The leadership team provide excellent and decisive educational direction to the school. Leaders evaluate school provision carefully and thoroughly in order to identify well-judged key priorities for the school's future development. The school development plan clearly identifies actions to be taken to meet the school's objectives and how their success will be reviewed. Actions already taken have successfully raised standards, improved the quality of teaching and ensured that the school has met all the actions and recommendations made in the previous inspection reports.
- 5.7 Leaders have introduced an effective appraisal system that enables them to monitor and improve staff performance effectively. They encourage staff to develop their professional expertise and enable them to attend relevant training. These measures have strengthened staff commitment and retention.
- 5.8 Leaders successfully recruit suitable staff with substantial care. They ensure that all new staff receive effective induction training, including about their roles and responsibilities towards welfare, health and safety and safeguarding. Leaders ensure that all required safer recruitment checks are carried out on staff, governors and volunteers before they take up their responsibilities at the school.
- 5.9 The school maintains highly constructive relationships with parents, who are encouraged to contact the school should problems arise, and the school has a suitable complaints policy. A very small minority of parents who responded to the questionnaire felt that the school did not deal with their concerns well. The inspectors found that the school responded to formal and informal complaints courteously and appropriately, enabling the vast majority of these to be resolved at an early stage. Staff respond quickly to parents' e-mails, and the open door policy ensures most worries are dealt with informally and to the parents' satisfaction. However, the school's recording of informal complaints is not organised in a way that enables leaders and governors to keep an effective overview of any informal concerns raised.
- 5.10 The comprehensive parents' handbook, newsletters, and the informative website provide an excellent range and quality of information. Parents particularly appreciate the regular newsletters which celebrate achievement, events and successes in all parts of the school. All departments of the school actively encourage parents to be involved in their child's learning and invites parents to a wide selection of events, including assemblies, concerts and performances. Parents

regularly receive highly informative reports on their children's academic and social progress and achievement. There is a full report at the end of the autumn and summer terms and briefer interim reports giving grades for the older pupils. Three full reports are issued for pupils in their final year. There are at least two parental consultation meetings each year and parents may talk informally to staff each day or make additional appointments on request. Curriculum and information evenings for parents are held regularly. Parents particularly appreciate the school's support and guidance when choosing senior schools. There is an active parent association which organises a range of social events and supports the school by raising funds for a variety of educational resources, from which the pupils benefit directly.

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