



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
CLARENDON COTTAGE SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

Clarendon Cottage School

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| Full Name of School | Clarendon Cottage School |
| DfE Number | 355/6023 |
| Address | Clarendon Cottage School Ivy Bank House Half Edge Lane Eccles Manchester M30 9BJ |
| Telephone Number | 0161 950 7868 |
| Fax Number | 0161 661 3822 |
| Email Address | head@clarendoncottage-school.co.uk |
| Head | Mr Paul Orechoff |
| Proprietors | Mr Jeffrey Bagnall, Mrs Elizabeth Bagnall and Mrs Kathryn McWilliams |
| Age Range | 3 to 11 |
| Total Number of Pupils | 111 |
| Gender of Pupils | Mixed (65 boys; 46 girls) |
| Numbers by Age | 3-5 (EYFS): 56 5-11: 55 |
| Head of EYFS Setting | Mrs Sarah Webb |
| EYFS Gender | Boys and Girls |
| Inspection Dates | 15 Mar 2016 to 18 Mar 2016 |

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. 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 standard inspection was in June 2011.

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of the governing advisory body, 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 Pamela Leech

Miss Kaye Lovejoy

Mrs Ros Ford

Reporting Inspector

Team Inspector (Headmistress, ISA school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Clarendon Cottage School, originally established as a day Nursery in 1989, is a co-educational preparatory school for pupils aged from three to eleven years. The school became a limited company in 2000 and is managed by a board of directors. A governing advisory body monitors and supports the school, making regular reports to the directors. The school aims to create a happy, well-disciplined community where pupils may gain a strong academic foundation and develop confidence and self-esteem. It places emphasis on the importance of developing enquiring minds and a desire to learn and achieve, as well as seeking to promote values of respect, tolerance and honesty.
- 1.2 Since the previous inspection there has been refurbishment of one classroom and cloakroom areas. There have been changes in the senior leadership team; a new head took up post in March 2016.
- 1.3 At the time of the inspection the school had 111 pupils on roll; 65 boys and 46 girls. Of these, 56 were in the Early Years Foundation Stage (EYFS). Pupils live within a 20-mile radius of the school, represent a range of ethnicities and are predominantly from professional or business family backgrounds.
- 1.4 The ability profile of the pupils is above the national average. The school has identified 8 pupils as having special educational needs and/or disabilities (SEND), all of whom receive learning support at appropriate levels according to their need. No pupils have a statement of educational needs or an education, health and care plan. The school has 15 pupils who speak English as an additional language (EAL); 1 of whom receives support in line with their English language ability.
- 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 NC equivalence are shown in the following table.

Early Years Foundation Stage Setting

| School | NC name |
|---------------|----------------|
| Prep 1 | Nursery |
| Prep 2 | Reception |

Preparatory Department

| School | NC name |
|---------------|----------------|
| Prep 3 | Year 1 |
| Prep 4 | Year 2 |
| Prep 5 | Year 3 |
| Prep 6 | Year 4 |
| Prep 7 | Year 5 |
| Prep 8 | Year 6 |

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is highly successful in educating its pupils in accordance with its overall aim: to create a school where values of tolerance and respect are celebrated and where pupils are encouraged to love their learning. Pupils' achievements are excellent and they develop highly positive attitudes towards their studies. Almost all EYFS children reach the expected levels of development of their age. Pupils' learning is supported by a good curriculum which is enhanced by a wide range of extra-curricular activities. Since the previous inspection the curricular and extra-curricular programmes have been expanded, including additional focus on modern foreign languages. In the EYFS, learning opportunities to use the outdoor learning environment for investigative and imaginative play are weak, as are opportunities for older pupils to apply information communication technology (ICT) and to develop their creative skills. Pupils appreciate the opportunities to develop links with the local community. Supported by excellent teaching, pupils work with diligence. Highly effective planning and assessment procedures enable teachers to meet the needs of all pupils, including those with SEND or EAL and the more able. Within lessons, teachers have high expectations of their pupils and provide appropriate tasks to challenge and extend their understanding.
- 2.2 The quality of pupils' personal development is excellent. In the EYFS, children learn to play and work well together. Older pupils demonstrate tolerance and kindness, behaving with courtesy and respect towards each other. They embrace opportunities to take up positions of leadership, undertaking their duties seriously. Good pastoral care contributes positively to the personal development of the pupils. Relationships throughout the school are excellent and behaviour is of a high standard. Pupils report that bullying is very rare and promptly addressed. Arrangements for welfare, health and safety are sound. Thorough procedures to ensure the health and safety of pupils and staff are in place. A very small number of recruitment checks had not been carried out in a timely manner, but were subsequently undertaken prior to the inspection.
- 2.3 Sound governance provides appropriate support and challenge for the leadership, and ensures that statutory requirements are met. The directors are fully supportive of the ethos of the school and receive effective guidance from the governing advisory body. Leadership and management are sound. Leaders share a vision for the future, and development planning ensures a clear direction for the school. The directors and senior leaders acted promptly to address the recruitment issues identified prior to the inspection. Most recommendations from the previous inspection have been met. Strong and positive links are maintained with parents.

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 all required recruitment checks are carried out in a timely manner.
2. Ensure that opportunities for pupils to further develop their ICT skills are embedded throughout the curriculum.
3. Incorporate more opportunities for pupils to participate in art, craft and music activities in order to support their creative development.
4. Increase opportunities for children in the EYFS to use the outdoor learning environment for investigation and imaginative play.

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 achieving its aim to encourage pupils to develop a strong academic foundation in order to attain the best of which they are capable. In the EYFS, children are motivated and enthusiastic learners who respond well to the staff's high expectations. They make good progress relative to their ability and needs, with most reaching and some exceeding the expected levels of attainment by the end of Reception. Children are keen to learn. Those with SEND or EAL and the more able are well supported with appropriate interventions and consequently make good progress. Children communicate effectively with each other and with their teachers. The youngest children have started to identify the initial sounds in words and are able to answer questions about stories using appropriate vocabulary. They were observed writing out tickets for a plane journey and discussing where to go on holiday. Reception children blend simple words to construct sentences, use appropriate letter formation when writing and are making good progress with reading. They are able to count to thirty and beyond and play independently, selecting their own resources to use. Children in Reception perform creatively in dance and demonstrate good gross motor skills in physical education.
- 3.3 Throughout the remainder of the school, pupils demonstrate excellent knowledge and understanding in all their subjects. They apply their skills confidently and consistently. Pupils are enthusiastic learners who are able to work independently and together with purpose and commitment to the task. They listen carefully to each other and to their teachers, and are confident speakers. Pupils' literacy skills are excellent; younger pupils read and spell confidently, and older pupils write with creativity and maturity of expression. Pupils apply logical thinking skills when solving problems in mathematics and in their science studies. They are creative in their artwork and produce interesting, well-designed projects using a variety of materials in design and technology sessions. When offered the opportunity, pupils are competent users of ICT.
- 3.4 Pupils' physical skills develop to a high level. Utilising local amenities, pupils engage in a wide range of sports. They have enjoyed success at national, county and regional level in disciplines such as swimming, rugby, basketball and cross country. Pupils have also been successful in national science and mathematics challenges, and county spelling bees. They are particularly successful in regional arts, textiles and national photography competitions.
- 3.5 The following analysis uses the national data for the years 2012 to 2014. These are the most recent years for which comparative statistics are currently available. Results from National Curriculum tests at age 7 are well above the national average for maintained junior schools. Results at age 11 are above the national average for maintained junior schools. A significant number of pupils gain entry to highly selective senior schools.
- 3.6 This level of performance represents excellent progress in relation to pupils of similar ability. Individually-tailored programmes of study enable pupils with SEND or EAL to make excellent progress. More able pupils successfully extend their understanding and learning by the opportunities provided for them within and beyond the curriculum, and make rapid progress.

- 3.7 Across the school, pupils of all ages demonstrate positive attitudes to their work and a genuine desire to extend their understanding. They enjoy their learning and are proud of their school.

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

- 3.8 The contribution of curricular and extra-curricular provision is good.
- 3.9 The curriculum is well supported by a good range of extra-curricular activities. It matches the ages and abilities of the pupils and successfully covers all core areas of learning, so enabling the school to meet its aims. The education programmes in the EYFS cover the seven areas of learning and provide a good range of experiences, enabling children to develop good speaking and listening skills appropriate to their age. The recommendation from the previous inspection for the school to implement a good balance of adult-led and child-initiated activities in order to provide opportunities for children to solve problems, create their own play and to explore their ideas has been met. Opportunities for children to extend their learning outdoors through imaginative and investigative play remain weak. Detailed planning procedures have been enhanced by the recently introduced online assessment system, which provides clear identification of the next steps of learning so that the individual needs of each child are met effectively. A language-tracking system is properly used to help staff plan opportunities to encourage younger children to build on the vocabulary, words and sounds that they already know. The curriculum is enhanced by the use of specialist staff for music, dance and Spanish. Trips to local venues and talks from visiting speakers provide further experiences for the children. By the end of their year in Reception, most children reach the expected levels of development and are fully prepared for the next stage of their learning.
- 3.10 The curriculum for pupils in Years 1 to 6 is well planned, providing many opportunities for all to make excellent progress. In line with the recommendation of the previous inspection, the school has expanded its art and design provision with the introduction of a designated creative learning room. An evaluation of modern foreign languages has resulted in the replacement of French by Spanish, which is taught from the EYFS through all year groups.
- 3.11 Much of the curriculum is designed so that subjects are linked together, and is thoroughly underpinned by the personal, social, health, citizenship and economic education (PSHCE) programme. The PSHCE programme provides opportunities for pupils to discuss a wide range of issues such as smoking, drugs and caring for the environment, as well as actively promoting fundamental British values of tolerance and respect. Computing and ICT are taught as discrete subjects. Planned opportunities to apply and develop the skills fostered in these lessons in other areas of the curriculum are weak. Pupils benefit from science and modern foreign languages enrichment days at local senior schools. They can express themselves creatively through drama performances, dance and in the creative learning room. The curriculum is weak in this inclusion of creative opportunities. Provision for pupils with SEND or EAL and the more able is embedded within the curriculum and reflected in detailed schemes of work.
- 3.12 Since the previous inspection, the school has successfully met a recommendation by expanding its extra-curricular provision. Pupils are offered a wide choice of lunchtime activities including gardening, baking, poetry, yoga and sign language. After-school activities are mostly sport orientated, encompassing football, hockey,

cricket, cross country, water polo and rugby. Pupils are keen participants, joining in with enthusiasm and dedication.

- 3.13 A carefully planned programme of trips and visiting speakers complements the curriculum and enriches pupils' learning. Visits to local museums of science and industry, a supermarket and a police museum reinforce studies in history and geography, and extend pupils' understanding of the world about them. Workshops, for example on Roman gladiators or the Stone Age, together with a programme of visiting speakers broaden pupils' appreciation of their heritage. Activities to help raise funds allow pupils to demonstrate their empathy and care for those less fortunate than themselves. Great care is taken to ensure balance in the coverage of political issues. In their responses to the pre-inspection questionnaire, a very large majority of parents expressed their satisfaction with the range of experiences offered to their children.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent.
- 3.15 Throughout the school, teaching is highly effective in promoting the progress of pupils. This fully supports the aim of the school to inspire pupils with a desire to learn and achieve high academic standards, and thoroughly prepares pupils for the next stage in their educational journey.
- 3.16 Dedicated EYFS staff have a good understanding of the requirements of the EYFS and how young children learn. They promote the children's learning effectively with thoughtfully planned experiences and activities that are challenging but achievable. The EYFS staff understand the needs of the children in their care and know when to intervene in order to extend the children's learning with careful questioning. They frequently incorporate the particular interests of the group or an individual when planning activities, to ensure that children feel valued and engaged in their learning. An example of this is the 'super hero' topic in the Nursery. Detailed observations are made and recorded so that children's progress is effectively tracked. This ensures that each area of learning is covered and next steps are clearly identified. Resources are suitably labelled and readily accessible to the children.
- 3.17 Across all subjects, teaching is highly effective in enabling pupils of all abilities to make appropriate progress. Teachers demonstrate excellent subject knowledge and understand the needs of their pupils very well. Excellent lesson planning provides suitable challenge and support for each individual pupil. For example in a lesson where pupils tackled formal letter writing, the younger and less able pupils were provided with more structured activities which enabled them to produce suitable letters. Well-paced lessons incorporate a variety of tasks to engage and motivate, which encourages pupils to develop positive attitudes towards their learning and make excellent progress. Within lessons an excellent balance of individual, paired and group work enables pupils to develop the skills needed to work independently and together with confidence. Pupils are supportive and encouraging towards each other, eager to achieve and proud of their work. Careful preparation enables teachers to provide tasks with suitable targets to match the needs of individual pupils. As a result, pupils with SEND or EAL and the more able are appropriately challenged and supported, and make excellent progress.
- 3.18 Marking is prompt and pupils appreciate the efficient return of their books. Written comments are supported by verbal feedback in lessons and these enable pupils to

understand the progress that they are making and how their work can be improved. Termly assessments together with regular teacher analysis of performance enable teachers to accurately assess and monitor the progress of pupils throughout the year. Appropriate systems allow teachers to identify pupils with SEND and those needing specialist help and support. Individual and small-group teaching enables such pupils to make excellent progress. Coverage of political views is balanced and strictly non-partisan in approach.

- 3.19 Relationships between teachers and their pupils are respectful and trusting. Pupils as a result are happy to participate in all the activities prepared for them and to ask questions to clarify their understanding. Teachers work hard to promote a classroom ethos of calm and purpose. Pupils respond positively by behaving responsibly and sensibly, and they enjoy their 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 Pupils' high standards of personal development strongly reflect the school's aim to allow pupils to develop the qualities of kindness, tolerance and self-esteem. Children in the EYFS attain good standards in their personal development. They enjoy coming to school and are happy in their daily activities. Children learn to play well together, frequently offering advice and help to each other. They are able to select their own activities and are provided time to focus on their own interests and experiences. Children feel confident to suggest topics and the activities that they would like to include. Their behaviour is good and they are provided clear guidelines about manners and how to interact with one another. Children gain an understanding of fundamental British values such as sharing and kindness through listening to each other and understanding simple class rules. They begin to develop an awareness of British institutions through visits from healthcare workers and from members of the emergency services. Children are made well prepared for the next stage of their education through frequent visits to their new classes, and by mixing with children in the next stage at play time and in the extended day sessions.
- 4.3 Older pupils demonstrate a well-developed spiritual awareness. They display appreciation of non-material aspects of life in their interpretation of music through dance and in their artwork. Older pupils are thoughtful and kind, celebrating each other's achievements with genuine enthusiasm and pleasure. They understand the nature of faith, reflecting on talks by visiting speakers in a mature way. They are confident young people, have a high level of self-esteem and are proud of their school.
- 4.4 Pupils display excellent moral development. They have a keen sense of right and wrong, and their behaviour is consistently good. Each class develops its own set of rules and pupils encourage each other to follow these to earn points for their house. They understand that actions have consequences, and discuss rights and responsibilities through the PSHCE programme. Pupils develop respect for the rule of law, extending their understanding of English legal procedures through visits to the local Crown Court. They are kind and considerate towards each other.
- 4.5 The social awareness of the pupils is excellent. Pupils undertake positions of responsibility as prefects, members of the school council and 'eco-warriors' with enthusiasm and commitment. They work well together in teams, and as playground 'buddies' to support younger pupils. Pupils demonstrate their awareness of and empathy for those less fortunate than themselves; for example they raise funds to support a school in Cambodia and are pen pals with its pupils. Pupils develop an appreciation for English public institutions and democracy, participating in their own mock election. They demonstrated their understanding of fundamental British values in a 'red, white and blue day' which encompassed the Royal family and the Union Flag in a special assembly.
- 4.6 Pupils have a mature understanding of cultural diversity. They speak confidently about the need for tolerance, understanding and respect for others. Pupils appreciate and respect other faiths and cultures, as well as Western culture. They understand differences, celebrating other nationalities through active participation in a range of workshops ranging from Chinese dance and culture to an 'international

society' workshop. Pupils are tolerant young people, accepting each other gladly and flourishing in the harmonious school community.

- 4.7 Pupils have an excellent standard of personal development by the time they leave the school. They are confident, self-aware and tolerant of those around them, and feel fully prepared to move on to the next stage of their education.

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

- 4.8 The contribution of arrangements for pastoral care is good.
- 4.9 Staff work hard to provide caring support for pupils, fulfilling the school's aim to create a family atmosphere where pupils feel valued. In their questionnaire responses, all parents felt that their children are well looked after. Children in the EYFS are well supported by their key people, who develop supportive relationships with the children they care for. They grow in confidence and feel safe and secure at school. Staff are good role models and provide clear guidelines about the expected standards of behaviour. This results in a happy and busy atmosphere where children can develop appropriately and partake fully in the activities provided. Children are encouraged to assess risk for themselves, with careful guidance from staff to ensure that they remain safe. Routines for personal hygiene are well established and children are suitably supported by adults when help is needed. A strong emphasis is placed on developing a healthy lifestyle, with frequent discussions about what food is healthy and the need to exercise regularly.
- 4.10 Throughout the school, relationships between staff and pupils are warm and trusting. Pupils say that they feel well cared for and that their teachers are approachable, friendly and encouraging. They respond well to the atmosphere of mutual respect which is demonstrated by those who teach them, and form secure friendships. During play times, some teachers adopt a more passive role which results in not all pupils benefiting fully from their leisure time.
- 4.11 The school is effective in promoting high standards of behaviour through a consistently applied system of rewards and sanctions. All pupils in interview said that bullying is very rare and that occasional disagreements are dealt with swiftly and efficiently whenever they occur. Inspection evidence gained through discussions with pupils and staff, and examinations of records found that any instances of bullying or poor behaviour were handled appropriately, with a fair and consistent use of sanctions. Regular e-safety lessons and an internet safety week ensure that pupils are aware of the dangers of cyberbullying and learn how to stay safe online. The school council provides a forum through which pupils may express their opinions, and pupils were keen to emphasise that they could talk to any member of staff at any time.
- 4.12 Pupils are encouraged to be healthy through developing healthy eating habits and taking regular exercise through their play times, clubs and a wide range of sporting activities. They have the option to bring their own packed lunches or eat school lunches. The school has recognised that the quality of the food could be improved and is taking steps to address this issue. The school has a suitable plan to improve educational access for pupils with SEND.

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

- 4.13 The contribution of arrangements for welfare, health and safety is sound.
- 4.14 Careful oversight by directors and the governing advisory body ensures the effective implementation of the detailed health and safety policy. A thorough annual audit of maintenance, and health and safety is effectively undertaken by managers. Risk assessments for buildings and grounds are reviewed annually, with appropriate action taken as required. Comprehensive and thorough daily checks take place in the EYFS. Accidents and incidents are properly recorded and monitored in order to identify possible patterns. Every effort is made to minimise the risk of fire. Equipment is regularly tested and whole-school fire drills are undertaken at least termly. Staff receive appropriate training and records are appropriately maintained and stored. Electrical equipment is tested on an annual basis and checks are properly recorded. Due care is taken to ensure the welfare, health and safety of pupils on school trips, including those with specific physical or learning needs.
- 4.15 The school's safeguarding policy and procedures are in accordance with the latest guidance. All staff receive annual training in child protection from appropriately trained designated staff and are familiar with the latest guidance, including how to identify and combat radicalisation and extremism. The school maintains positive links with local welfare agencies. A suitable number of leaders have been trained in safer recruitment. Very few recruitment checks had not been completed in a timely fashion. Rapid changes were subsequently made by leadership to rectify the position and all checks were satisfactorily completed at the commencement of the inspection. Suitable steps were taken to ensure that pupils were not placed at risk.
- 4.16 Registers for admission and attendance are appropriately maintained and stored. Staff know what to do if a pupil were to go missing. Procedures for following up absence promote high levels of attendance. Many staff receive first-aid training, and a suitable number of staff have paediatric first-aid qualifications. Suitable facilities are available for the care of sick pupils, and pupils who are unwell are properly cared for until collected by their parents.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 The governing advisory body offers advice and guidance to the directors and provides effective support and challenge to senior managers through formal consultations and frequent informal meetings. A designated governor maintains close oversight of the EYFS setting. Governance successfully promotes the school's aim to create a happy school where pupils are encouraged to do their best at all times. The school is able to offer pupils an excellent academic foundation, underpinned by good pastoral care and excellent personal development. Governors and directors are suitably experienced for their roles and have received appropriate training, including in child protection.
- 5.3 Directors are aware of their legal responsibilities and have recently taken rapid action to ensure that all recruitment issues are satisfactorily addressed. They ensure effective oversight of required policies and carefully evaluate the school's performance through reports from the governing advisory body, frequent visits to the school, regular presentations from senior staff, and the attainment of pupils in examinations. All directors undertake an annual review of safeguarding arrangements.
- 5.4 Governance makes prudent provision for the development and maintenance of the school's accommodation, facilities and resources, and has successfully recruited and retained well-qualified staff.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians is sound.
- 5.6 Effective leadership enables the school to meet its aim to provide a happy environment where pupils are encouraged to develop as enthusiastic learners and become tolerant young people. Leaders in the EYFS have a clear vision for the continued development of the setting and place strong emphasis on self-evaluation in order to improve the quality of provision and implement new ideas. The recommendations of the previous inspections have been only partially implemented. An effective system for monitoring the planning of the curriculum and assessments is in place, and staff receive regular feedback about the quality of their observations. Staff are well qualified. A comprehensive procedure of supervision combined with annual appraisals enable effective and regular monitoring of performance, and the identification of areas for professional development. All staff in the EYFS understand the importance of diversity and the school actively promotes core British values.
- 5.7 Throughout the school, senior leaders work well together as a supportive team with a shared vision. They nurture a sense of mutual respect and of democracy, involving staff in the school's self-evaluation and development planning. Procedures enabling curriculum co-ordinators to monitor teaching across their subjects have been successfully implemented, meeting a recommendation of the previous

inspection. Schemes of work are regularly reviewed to ensure that lessons meet the needs of all pupils, and planning is thorough and consistent across all subject areas. As a result, pupils make excellent progress in their academic learning. The clearly defined form-teacher role supports pupils, effectively promoting good levels of pastoral development. Teaching staff benefit from an annual formal appraisal and internal sessions for professional development. Opportunities for continued professional development with specialist external providers are weak.

- 5.8 Procedures to ensure the recruitment of suitable staff have not always been applied with sufficient rigour. The leadership has subsequently made rapid progress in ensuring that all required checks are completed satisfactorily. All staff receive regular training in their roles in safeguarding and welfare, health and safety. Policies meet requirements and leaders ensure that these are properly implemented.
- 5.9 Staff in the EYFS work hard to develop strong links with parents. In their questionnaire responses and in interview, almost all parents spoke positively about the setting and regarding the support that their children receive. Parents particularly value the daily contact that they have with the staff, and the information they receive about their children's day at school. They appreciate the opportunities to be involved in their children's learning, and enjoy contributing to the assessment system and joining school outings as volunteers. Parents are able to stay well informed about the progress that their children are making against the early learning goals through end-of-year reports and regular parents' evenings.
- 5.10 Parents throughout the school receive weekly newsletters and regular text messages to remind them about events. Appropriate information about the school is easily available for both current parents and parents of prospective pupils. Additionally parents may attend presentations regarding changes to the curriculum, guidance on e-safety for their children or how to plan for the move to senior schools. A small minority of parents in their questionnaire responses were not satisfied with the information that they receive about the progress of their children, inspection evidence concluded that appropriate information is readily available. Parents across the school receive informative reports twice a year which provide detailed information about how pupils are achieving and suggest ways to improve their performance. Parents' evenings allow an opportunity to discuss pupils' progress.
- 5.11 Parents value the many opportunities to be involved in their children's learning and are highly supportive at organised events such as sports fixtures, concerts and plays. All families are encouraged to join the parent association, which is active in fundraising both for the school and for charitable causes.
- 5.12 In their questionnaire responses and in interview, parents stated that their children feel safe and are happy. The school has an open-door policy to ensure that concerns and other issues are dealt with quickly and efficiently. An appropriate complaints policy is available for parents.

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