



**INDEPENDENT SCHOOLS INSPECTORATE**

**ROSE HILL SCHOOL**

**INTEGRATED INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Rose Hill School

Full Name of School	<b>Rose Hill School</b>
DfE Number	<b>886/6013</b>
Registered Charity Number	<b>270158</b>
Address	<b>Rose Hill School Coniston Avenue Tunbridge Wells Kent TN4 9SY</b>
Telephone Number	<b>01892 525591</b>
Fax Number	<b>01892 533312</b>
Email Address	<b>admissions@rosehillschool.co.uk</b>
Head	<b>Mr P D Westcombe</b>
Chair of Governors	<b>Mr Charles Arthur</b>
Age Range	<b>3 to 13</b>
Total Number of Pupils	<b>308</b>
Gender of Pupils	<b>Mixed (173 boys; 135 girls)</b>
Numbers by Age	<b>3-5 (EYFS): 58    5-11: 213 11-13: 37</b>
Number of Day Pupils	<b>Total: 308</b>
Head of EYFS Setting	<b>Mrs Corinne English</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>12 Nov 2013 to 15 Nov 2013</b>

## 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 November 2007.

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](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.

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**

Mr Graham Nunn

Mr Chris Davies

Mrs Kathleen Hayes

Mrs Eithne Webster

Reporting Inspector

Team Inspector (Headteacher, IAPS school)

Team Inspector (Former Headteacher, IAPS school)

Co-ordinating Inspector for Early Years

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

- 1.1 Rose Hill School was founded in 1832 in Tunbridge Wells. It moved to its present site in 1966. In 1984 the school became a co-educational day school. The school is a charitable trust run by a governing council.
- 1.2 The school is for boys and girls aged from three to thirteen. Most pupils are from a range of professional families living within a ten mile radius of the school. A small number of pupils come from minority ethnic backgrounds. Since the previous inspection in 2007 a new creative arts centre and theatre, a new artificial grass area, a new upper school building, including information and communication technology (ICT), learning skills and a medical centre have been provided.
- 1.3 The school aims to provide a secure environment and high quality all-round education which enables every pupil to achieve their full potential. It also seeks to enable all pupils to meet new challenges with confidence. In addition it aims to help pupils to develop their individual personalities within the framework of a stimulating environment and to provide a strong pastoral system which responds to the needs of the individual. It seeks to develop a partnership between home and school by communicating the social and academic progress of each child to its parents. Finally it seeks to encourage positive relationships, good manners, social awareness, and a sense of responsibility and discipline in a supportive Christian community.
- 1.4 There are currently 308 pupils on roll. Fifty-eight children (30 of whom are part-time) aged three to five years are in the EYFS, 213 aged five to eleven are in Years 1 to 6 and 37 pupils are in Years 7 and 8. The school has identified 44 pupils as needing support for special educational needs and/or disabilities (SEND), usually in literacy or mathematics. Nine pupils have English as an additional language (EAL) but none needs additional support. No pupil has a statement of special educational needs. The ability profile of the school is above the national average.
- 1.5 Many children begin their school career at the age of three, although they can join the school at any age subject to space being available. Following their time in the Kindergarten year they then go into the Reception classes at the age of four. They stay in the pre-preparatory part of the school until they are seven, when they move onto the preparatory section.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

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

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

- 2.1 The quality of pupils' achievements right across the school is excellent. Their attitudes to learning are also of a similarly excellent quality. The school's aims are fully achieved. By the time children leave the Reception classes, all have reached the Early Learning Goals, and several children exceed them. Pupils' excellent levels of achievement are evident both in national tests and the outcomes of Common Entrance examinations and scholarships to senior independent schools. High levels of achievement are also evident in many extra-curricular activities. A rapid rate of progress is made by pupils of all abilities. Pupils' high achievements are underpinned by a broad curriculum, and excellent teaching. Such teaching is characterised by excellent planning, highly effective questioning and demanding work being set. However, the quality of the marking of pupils' work is inconsistent. The high quality of assessment of pupils' achievement is evident in a number of subjects, although not all. Pupils with SEND as well as those with EAL also make significant progress, largely as a result of the excellent provision of individual work and support. Able, gifted and talented pupils are well catered for in some lessons but not in all. Shortcomings found at the previous inspection in relation to teaching quality have been significantly improved.
- 2.2 Pupils' personal development is excellent. The highest quality of pastoral care is a significant contributory factor to this. The current procedures, some are relatively new, for guaranteeing the welfare, health and safety of the pupils, are excellent. Respect for other pupils' ideas and thoughts is highly evident. Relationships across the school are outstanding and based on mutual respect. The quality of pupils' spiritual, social, moral and cultural development is excellent.
- 2.3 Governance is excellent and governors have a particularly good insight into the working of the school. Highly effective planning and prudent financial management are clearly evident in the major building developments recently undertaken. They have a first rate understanding of the quality of education that the school provides. Governors are effective carrying out their legal responsibilities and their general monitoring role is most effective especially in relation to child protection. Whole school development planning is in place and is of a good quality. The leadership and management of the school are excellent, giving the school a clear educational direction. Almost all subject leaders have a good understanding of their role and the responsibilities they have. Those policies that cover different aspects of school life are regularly reviewed. Most, with the exception of certain aspects of the marking policy, are well implemented by staff. Links with parents are excellent and parents expressed their overwhelming satisfaction with the education and care the school provides for their children.

## **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) Recommendations for further improvement**

2.5 The school is advised to make the following improvements.

1. Ensure that the policy for the marking of pupils' work is consistently implemented by all.
2. Ensure that the excellent systems in place for the assessment of pupils' progress found in some subjects are extended to all.
3. Ensure that the needs of able, gifted and talented pupils are catered for in all lessons.



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

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

- 3.1 The overall quality of the pupils' achievements and learning is excellent.
- 3.2 The excellent levels of achievement indicate the successful fulfilment of the school's aims of enabling all pupils to achieve their full potential. Excellent teaching and support are the main factors in enabling the school to achieve such significant levels of achievement.
- 3.3 All pupils, including those in the EYFS, achieve high levels of knowledge, skill and understanding both in taught subjects and in extra-curricular activities. Pupils are highly articulate both in lessons and in discussions. In addition, they read fluently with good levels of understanding when reading, whether for pleasure or when carrying out research. Pupils listen attentively to their teachers and to their peers, showing respect for others' opinions. Pupils' writing is of a high standard for their age. They write with considerable fluency; their writing is well-structured with appropriate attention being paid to correct grammar and spelling. They have an extremely wide range of knowledge for their age.
- 3.4 Pupils carry out research tasks very well and use both the well-resourced library and the internet to excellent effect. This is most noticeable when pupils are researching their extended projects in subjects such as history and geography. In addition they are well able to think critically and work independently or co-operatively in small groups. Pupils' creative skills are well developed in subjects across the curriculum, particularly in music, drama and art. They readily apply their significant mathematical skills in other subjects as appropriate. Pupils use ICT competently across a range of subjects for the presentation of work or for pieces of research. Achievement in physical pursuits is excellent.
- 3.5 Pupils' achievement in extra-curricular activities is excellent. High standards of performance are achieved in music and drama. The wide range of extra-curricular activities ensures that pupils are able to extend their interests and, where appropriate, compete successfully at a significant level. They compete successfully at national and local levels in athletics, netball and hockey. Individuals achieve very highly in both skiing and sailing. Music successes are considerable, with over 120 pupils learning to play an instrument. Other areas where external successes are significant include chess, art and drama. In discussions pupils were clear that they greatly appreciate the opportunities they have.
- 3.6 In the EYFS, excellent progress is made. All children achieve at the expected levels and many exceed them. High levels of confidence, independence, curiosity, imagination and concentration are evident. Children listen carefully, read well and write in sentences using simple punctuation. Their numeracy skills are similarly well-developed in that they are able to order numbers to at least ten. In addition they are confident in recognising shapes and when solving simple problems.
- 3.7 The following analysis uses the national data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are currently available. The results of pupils in national tests at the age of 11 are well above the national average in relation to the national average for maintained primary schools. In 2012, results were far above this level in mathematics. In relation to pupils' standards at entry, this indicates that they make excellent progress. Evidence from lesson

observations, work scrutiny and interviews supports this finding. When leaving the school most pupils are successful in entrance examinations, to their first choice independent senior school. A significant number of these pupils achieve academic scholarships. Furthermore, of the pupils entered for the 11+ examination to local grammar schools, almost all are successful in gaining places.

- 3.8 Pupils with SEND and EAL achieve particularly well, given their levels of ability. High quality guidance and an extremely well-structured programme of work enables these pupils to achieve the highest standards of which they are capable. Challenges for able, gifted and talented pupils are apparent in a number of lessons. However, this is not the case in all. Very good records are kept of the developing abilities of such pupils but this is not always translated into the lessons they receive. The pupils' success in areas such as art, drama and music is well recognised and of high quality. Good quality records show pupils' achievements in areas of school life, though in certain subjects the quality of such records is more variable.
- 3.9 Pupils' attitudes to learning right throughout the school from the EYFS onwards are excellent. Behaviour in the classroom and around the school is of a high standard. Pupils are most keen and eager to learn. Consequently they learn well and achieve high standards. Pupils are highly enthusiastic, frequently asking questions in lessons. They use their initiative and willingly undertake the tasks they are set. Pupils settle to work quickly and make the most of the time they have. They are well able to work both independently or co-operatively as the need arises. In addition they work hard, and willingly and confidently contribute their own ideas. In response to challenging teaching they derive a good deal of satisfaction and enjoyment.

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

- 3.10 The contribution of curricular and extra-curricular provision is excellent.
- 3.11 The curriculum gives pupils throughout the school a broad learning experience that is appropriately challenging to suit their needs. It supports the school's stated aim to provide a quality education where all pupils can achieve their full potential. The curriculum goes beyond the basic requirements of the National Curriculum and is reviewed regularly to ensure that it successfully provides for the pupils' all-round development in a stimulating environment. The pupils are well-prepared for their next stage of education.
- 3.12 The provision for the EYFS children, including the quality of their curriculum, is excellent, covering and extending the requirements of the Early Years programme. In Years 1 to 4 pupils are supported through class based teaching and benefit from specialist teaching for PE, Music, ICT and French. Additional specialist teaching for art, design and technology, as well as drama enhances the curriculum from Year 3 onwards. From Year 5 the majority of the curriculum is covered by specialist teaching. The inclusion of Latin from Year 6 enhances the development of the pupils' linguistic abilities.
- 3.13 Setting pupils by ability in English from Year 1, Mathematics from Year 2, and in French from Year 5, allows pupils to work at an appropriate level for their ability. On occasions the single thirty-minute period length limits the depth of study for the most able pupils and, as a result, the amount of progress they are making. From the EYFS onwards, the school employs efficient systems to identify and support pupils with SEND or EAL who need additional help. Those who receive support outside the classroom have their needs met exceptionally well. Pupils with SEND are

- provided with excellent individual learning plans and are very well supported in class.
- 3.14 There is a seamless progression between the pre-preparatory section and the preparatory school. The sharing of good professional practice, together with more effective planning between subject staff, has ensured greater parity of curriculum content across subject departments and year groups. Subject co-ordinators take responsibility for ensuring that schemes of work are regularly reviewed and updated, and cross-curricular work is a strong feature in the pre-preparatory section.
- 3.15 There is a highly-effective focus on increasing pupils' opportunities to take part in competitions within school and beyond, such as in sport and music. Very good use is made of the outdoor area and the wider school environment. Visiting speakers add vibrancy to the curriculum. This enrichment is further reinforced through themed weeks such as for science, a French Day and drama, music and art projects. The school's very strong sporting provision enhances pupils' physical development, and the school aims to give all pupils from Year 3 onwards the opportunity to represent the school in matches. The availability of additional sports staff enables pupils to develop better skills and results in greater success in sporting competitions. Recent improvements in ICT provision have helped to further support learning across the curriculum.
- 3.16 Since the previous inspection, access to the school's newly constructed theatre greatly enhances the pupils' experience of assemblies and drama. Excellent opportunities in the arts foster pupils' achievements in creative and performance skills. The personal, social and health education (PSHE) programme strongly supports their personal development. It is comprehensive, and encompasses topics that further pupils' personal development and prepares them well for adult life.
- 3.17 All pupils' experiences are broadened by a wide range of curriculum-related visits, for example the Humphry Davy Science Lecture for Years 6 to 8. Excellent use is made of local places of interest and residential trips develop pupils' independence. A four-day visit to France for Years 6 and 7 and the bi-annual trip to Rome and Sorrento are two typical examples. In Reception and Year 2, use of a local wood for woodland learning activities develops these young pupils' personal and social skills. Arrangements for individual music lessons for over 120 pupils are extremely efficient, and pupils are well prepared for external music examinations.
- 3.18 The curriculum is fully supported by an excellent range of diverse extra-curricular activities, which both pupils and parents view as being of high quality. These take place every day and range from musical and sporting activities to sewing, cookery and journalism. Such activities are well supported and much appreciated by the pupils. At present some monitoring of achievement in activities takes place although this is not universal across the programme. Pupils benefit from the school's considerable links with the local community; for example they participate in sports competitions and a local arts festival. Pupils from Year 8 support a local school that has a greater proportion than usual of children with a statement of special educational needs. This helps them to appreciate those less fortunate than themselves.

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

- 3.19 The contribution of teaching is excellent.
- 3.20 Teaching makes a most significant impact on pupils' attainment level and the rapid rate of progress that they make. In line with the aims of the school, such high quality teaching also assists pupils in achieving their individual potential.
- 3.21 Excellent teaching begins in the EYFS, where all staff provide excellent targeted support for the children, allowing them to make rapid progress. In addition to the excellent teaching, accurate observations and assessments ensure that each child's individual needs are appreciated and attended to. Activities, both indoors and outside, ensure that the learning experiences provided are carefully planned to cater for each child's requirements. High expectations of work and behaviour and the excellent use made of the plentiful resources also help children to reach the high levels of attainment that they do.
- 3.22 Throughout the school, teachers are most enthusiastic and knowledgeable about the subjects they teach. They encourage their pupils to be critical and creative in their thinking. As a result of teachers knowing their pupils well, they are able to plan carefully interesting and varied topics that are well matched to individual pupils' ability. Time is given to enable pupils to discuss their work in subjects such as art, history and English and to think for themselves. In interviews with pupils, this was mentioned as something they felt was a strength of the school. Such opportunities have a considerable impact on the development of pupils' confidence and communication abilities.
- 3.23 Central to this high quality teaching is the teachers' use of questioning and therefore their challenging of pupils, who respond eagerly to such questions and are keen to respond. Teaching skilfully uses an appropriate balance of both open-ended questions to make pupils think for themselves and more straight forward questions, to assess pupils' levels of knowledge and understanding. Enthusiastic and lively teaching is characteristic of many lessons. In such high quality lessons the tasks asked of pupils are demanding. Praise and encouragement are well used by teachers and this motivates pupils to achieve even higher levels of attainment. Sometimes the work pupils are given is not sufficiently closely matched to their abilities, particularly for the able, gifted and talented. Also on a few occasions the rate at which pupils are asked to work is too slow to cope with their needs and levels of enthusiasm. Relationships between teachers and their pupils are of high quality, and as a result pupils' behaviour is excellent.
- 3.24 Pupils with SEND receive work that is carefully planned by the excellent team in the learning skills department. The planning for these is carefully based on high quality individual learning. Consequently, teachers are well able to adapt their teaching to cater for pupils' individual needs. Teaching is also well planned in lessons to cater for pupils with EAL.
- 3.25 Teachers make excellent use of the high quality resources that are available for them. They are used very well to support their pupils' learning and to motivate them. Furthermore they make effective use of the interactive whiteboards in order to provide good levels of challenge and stimulating lessons.
- 3.26 In the EYFS, observations, photographs and assessments of work and individual reports give staff the opportunity to build up a clear picture of each child's

achievements. These are then carefully summarised in each child's Early Years Profile. Teachers' planning is therefore well supported by this meticulous assessment. The marking of pupils' work in the rest of the school is generally of sound quality, though on occasions is inconsistent. At its best, pupils are given written feedback as to their success. Where marking is less useful it gives pupils insufficient information to help to improve their work. Pupils value the good quality oral feedback they receive in addition to the marking. A comprehensive range of examinations and tests are used effectively to provide information on pupils' progress, particularly in English and mathematics. Such high quality data is not available in all subjects of the curriculum, but where it is, it is used effectively to plan pupils' future work.

## **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 high standards identified at the previous inspection have been maintained and successfully reflect the school's aims. Right across the school from the EYFS children onwards, pupils' spiritual development is excellent. Even the youngest children have a sense of amazement and wonder at the beauty of the natural world. Throughout the school, pupils demonstrate considerable self-confidence and enthusiasm in their willingness to perform on stage and in sport and derive much strength from these experiences. The emphasis the school places on valuing pupils as individuals and by the encouragement they receive from staff and one another ensures that the aim of enabling pupils to meet new challenges with confidence, but without arrogance, is fulfilled. Pupils benefit from the strong Christian ethos that pervades the school. This is reinforced in the assemblies where they have the opportunity and time to reflect on thought-provoking talks. The pupils' awareness of non-materialistic values is enhanced through involvement in music, art and drama and in service to the school community and beyond. A high level of emotional maturity is exhibited by pupils undertaking leadership roles such as prefects, monitors and form and house captains.

4.3 The pupils' moral development is excellent. Since the previous inspection, an effective PSHE policy has been revised and implemented across the school which results in the strong development of the pupils' moral, cultural and ethical values. The youngest children in the EYFS have a very good understanding of right and wrong and understand well the need for rules. Older pupils also have an excellent sense of right and wrong, clearly understanding why it is important to think before speaking or acting inappropriately. During discussions younger pupils demonstrated a keen sense of morality when deciding how to make the best prize available in a lucky dip at the break-time charity event. Pupils articulate the school's expectations regarding manners and the code of conduct and sanctions system with strong moral awareness and sense of fairness. Younger pupils follow the 'golden rules' system to earn commendations and this successfully promotes good behaviour. Older pupils agree to a code of behaviour, which they can refer to in their weekly planners. This is highly effective in promoting respect for one another, their teachers and school property.

4.4 Pupils' social awareness is also excellent. They demonstrate an outstanding natural courtesy and consideration towards others. In the EYFS pupils quickly learn the need to share apparatus with each other and to take turns. Pupils throughout the school work extremely well in pairs and groups and demonstrate excellent team spirit. They are strongly supportive and encouraging of each other, for example, when pupils worked most successfully as critical friends during an English lesson. Pupils who are monitors and prefects are conscientious in their duties to assist in the smooth running of the school. During wet playtimes, for example, the prefects assist with organising activities for the younger pupils. Pupils' awareness of citizenship and leadership is promoted through the school council activities whereby pupils lead the organisation of a charity event and distribute harvest festival goods to local senior citizens. Pupils develop an appreciation of public service when raising money for a variety of charities. Younger pupils develop good awareness of public institutions through visits from local nurses, police and fire officers.

- 4.5 Pupils demonstrate excellent cultural understanding. Pupils and staff celebrate the diversity within the school, understanding and respecting the contributions of other faiths, cultures and nationalities as well as the Western tradition. They develop an insight into the values and beliefs of others, for example, through visits to a mosque and a local church. Pupils' studies of life in other countries such as India in Year 2 and Brazil in Year 6 enable them to develop social, political and economic awareness. Trips both in Britain and abroad, increase their appreciation of the variation within the world in which they live, and encourage harmonious relations with those from families different from their own. Speakers from different faiths, as well as Chinese and Hindu parents, enlighten the pupils about their customs and traditions for example at New Year and Diwali.
- 4.6 The high quality of the pupils' personal development is well in accordance with the school's aims. By the time they leave the school, pupils show themselves to be confident young individuals who are well prepared for the next stage of their education as well as acknowledging a need to contribute to society as a whole.

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

- 4.7 The arrangements for pastoral care are excellent.
- 4.8 The pastoral care of the school fulfils its aim of providing a strong pastoral system which responds to the needs of the individual. Relationships between the teachers and children in the EYFS are excellent. Children feel safe, secure and valued. Pupils have many opportunities to be active and to develop a culture that will help them to understand the importance of a healthy lifestyle. Children are taught how to keep safe when using tools such as scissors. Children in the EYFS manage their personal hygiene effectively and wash their hands before and after meals. They have an identified key person who ensures that their needs are met.
- 4.9 Staff know the pupils well and thus continue to provide highly effective support and guidance for them as they move up through the school. 'Circle time' is used throughout the EYFS and the pre-preparatory section as a method of encouraging younger children to express their feelings and anxieties. Strong communications help all teachers, including part-time or peripatetic staff, to be aware of pupils who require support. The staff's care for their pupils was recognised by both pupils and parents in the responses to the inspection questionnaires. Pupils were very positive about having a member of staff in the school that they were happy to talk to. For the few who can still be nervous about talking to an adult, the school operates a 'worry box' system which allows the concerns of pupils to be posted in writing or even anonymously. In interviews with pupils they indicated quite clearly that they valued this system. Messages are reviewed daily. Additional support is available from the visiting counsellor, who also has access to further specialised therapists if required and a psychologist.
- 4.10 As a Year 2 class showed, when they were discussing healthy eating, pupils thoroughly enjoy lunches and appreciate the importance of eating a balanced and healthy diet. Pupils understand that food gives them energy, which they need in order to take part in a full day's activities. The great variety of physical activities, both within and outside the curriculum, promotes regular exercise as a key aspect of a healthy lifestyle.
- 4.11 Pupils with SEND are extremely well served by the school and teachers keen to ensure that their physical and emotional well-being is well provided for. The new

buildings provide easy access for all pupils to key teaching rooms in the school. The development plan is appropriate for the school's accessibility needs.

- 4.12 The school is highly effective in promoting good behaviour. Staff expect high standards of behaviour and deal constructively with any incidents of unacceptable behaviour. An effective rewards and sanctions system reinforces the pupils' excellent behaviour. The anti-bullying policy is suitable and effective.

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

- 4.13 The contribution of the arrangements for welfare, health and safety is excellent.
- 4.14 The school successfully achieves its aim of providing a secure environment which facilitates every pupil to reach their true potential.
- 4.15 Welfare, health and safety in the EYFS are excellent. All staff are properly trained in child protection procedures and the setting has its own designated child protection officer. Five staff have paediatric first aid training, and the procedures for the administration and storage of medicines are meticulous. Children are suitably dressed when they set off to the woods. Hands are washed before eating food, such as at lunchtimes and before hot chocolate in their woodland classroom.
- 4.16 The school has appropriate arrangements for dealing with the safeguarding of the pupils. Senior staff are trained in safer recruitment procedures and all staff, including support staff and other non-teaching staff, are trained in child protection and safeguarding procedures as part of their induction process. Training is updated regularly in line with requirements.
- 4.17 Health, safety and welfare are given a high priority throughout the school. There are more than the necessary number of toilets and washbasins indicating that there has been an improvement since the previous inspection. The school has thorough arrangements for reducing the risk from fire and accidents. It holds regular fire practices and the relevant equipment is checked at appropriate intervals. Suitable risk assessments are undertaken for off-site trips, and risk assessments in internal teaching areas and on activities within the school have been recently reviewed and, where necessary, updated.
- 4.18 Arrangements for health and safety are overseen by the health and safety committee, on which all parts of the school including the governing body are represented. Expert advice is sought and taken by the school as necessary.
- 4.19 The school has effective arrangements for any pupils who are ill or injured. A registered nurse is on site during school hours, and the great majority of staff are first aid trained. Suitable staff training is also in place for the administration of injections and for the use of the two defibrillators on site. The first aid boxes located around the school are well maintained by the nurse. Records are kept of all accidents and of first aid or medication administered. Any medication is securely stored and parental consent for its administration is obtained.
- 4.20 The admission and attendance registers are completed correctly and backed up as required.



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

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

- 5.1 The quality of the governance of the school is excellent.
- 5.2 Governance ensures that the school is effective in achieving its aims as well as supporting the pupils' excellent achievements and personal development. Governors have a very useful range of skills and experience which are used effectively in the oversight of the school's activities. Individual governors also have particular responsibilities such as the EYFS and safeguarding. Strategic planning and prudent financial management are hallmarks of the governing body. This is most noticeable in the very recent building extension and provision of new academic and pastoral facilities. Good quality leadership enables governors to have an excellent understanding of the education they intend the school to provide and the ethos they wish to see maintained. In the EYFS the designated governor takes a close interest and policies and procedures are regularly reviewed. Papers from governors' meetings clearly indicate that all aspects of education and care are closely scrutinised.
- 5.3 Governors support the school extremely well through effective monitoring of the school's work and the challenge they provide for the school's leadership. As a result, they play a significant part in strategic planning. Well-informed reports from the headteacher further ensure that governors are well aware of what is happening in the school. Additionally, they take the opportunity to visit the school to talk to both staff and pupils, particularly through the rolling programme of governor visits that happen each year. Governors receive appropriate induction and training on significant aspects of their responsibilities, including safeguarding.
- 5.4 Governors' legal responsibilities are carried carefully and efficiently. They take their responsibility for safeguarding, welfare, health and safety seriously. Their link governor has regular contact with the school's designated persons and as a group, governors review the school's policy and its implementation annually. The welfare of pupils is central to governance which has ensured that high standards are maintained.

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

- 5.5 The quality of the leadership and management of the school, including links with parents, carers and guardians, is excellent.
- 5.6 The leadership and management are highly effective in ensuring that the school achieves its ambitious aims of enabling all pupils to achieve their full potential. Following the outcomes of the previous inspection, first rate progress has been made in developing high quality systems to monitor, evaluate and improve the quality of teaching. Good progress has also been made in clarifying the roles of subject leaders although some work remains to be done in terms of linking the subject development planning process to whole school planning. At whole-school level, good quality development planning clearly identifies an appropriate number of objectives based upon accurate self-evaluation. Job descriptions have been revised and a suitable system of appraisal is in place. The leadership of the management team provides excellent educational direction and a very clear vision for the school's

- future. Regular monitoring and evaluation of the work of the school enables the senior managers to have a clear picture of the school's strengths and areas for further development. Teachers' planning, the quality of teaching that pupils receive, as well as the work they produce, are systematically monitored and outcomes from such monitoring are put into place. The roles of middle managers are, in almost all cases, developing well. The school has numerous policies to ensure that an effective structure is in place to manage its work. However, unevenness in the implementation of the marking policy leads to inconsistent practice in some areas.
- 5.7 The leadership and management of the EYFS are excellent. The strong leadership enables the clear vision for the setting to be enacted. First rate team work ensures a strong focus on the well-being of each child and their personal achievement. The safeguarding and welfare of the children is excellent. Staff in the EYFS are well qualified and trained in their roles, including matters of child protection, fire safety and, for most, in paediatric first aid.
- 5.8 A central focus for the work of the management team is seen as extending pupils' personal development and raising pupils' achievement levels. In this they are highly successful. The school is a most welcoming place. The quality of classrooms and corridors are greatly enhanced by excellent displays and particularly high quality art work.
- 5.9 Great care is taken to select high quality staff. Those working with pupils are thoroughly checked through the appropriate safer recruitment procedures; suitable records of checks are maintained. All staff are appropriately trained in safeguarding and child protection procedures. The professional development of staff is good and they are adequately trained in their individual roles.
- 5.10 In response to the pre-inspection questionnaires and in interviews, pupils stated that they enjoyed being at the school and that they were delighted to be a part of it. The school maintains excellent relationships with parents in accordance with its aims. Parents are extremely happy with the school's provision for their children.
- 5.11 Parents of existing and prospective pupils are given all required information about the school. They receive good information updating them on the school and its work. They receive informative and regular reports on, and invitations to, a wide variety of school events, performances and fixtures; the school website provides further useful information. An online mailing system is used well to communicate with parents, and text messaging is very effective at disseminating last minute information such as late returning buses after a match.
- 5.12 Parents are well-informed about their child's progress through reports, grades, profiles and contact books as well as parents' evenings. Further discussions are possible at other times, either through appointments or via e-mail. Parents spoke highly of the ease of contact with the school and how quickly emails were answered. They also appreciated the daily contact with members of the management team as well as teaching staff at pick up and drop off times.
- 5.13 Parents are given many opportunities to be involved in the school, through volunteering either regularly or occasionally. These positive and welcoming relationships between school and parents contribute to the enrichment of the life of the pupils by contributing their expertise and enthusiasm in areas such as the engineering club and helping with costumes and make up for the shows. The parent association also organises popular events, such as the ball, fairs and quiz nights. These social occasions all contribute to the openness and easy contact between

school and parents which is of great benefit if parents have anything they would like to discuss about their child.

- 5.14 The form representative system gives parents an excellent and much appreciated opportunity to raise issues of general concern, confident that the school will respond positively and appropriately. The school has an appropriate complaints policy and, although rarely used, its provisions have been followed as stated.

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