



INDEPENDENT SCHOOLS INSPECTORATE

WESTON GREEN PREPARATORY SCHOOL

INTEGRATED INSPECTION

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Weston Green Preparatory School

Full Name of School	Weston Green Preparatory School		
DfE Number	936/6556		
Address	Weston Green Preparatory School Weston Green Road Thames Ditton Surrey KT7 0JN		
Telephone Number	020 8398 2778		
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Email Address	info@westongreenschool.org.uk		
Headteacher	Mrs Lucia Harvey		
Proprietor	Bellevue Education Group		
Age Range	3 to 11		
Total Number of Pupils	185		
Gender of Pupils	Mixed (86 boys; 99 girls)		
Numbers by Age	0-2 (EYFS):	0	5-11: 119
	3-5 (EYFS):	66	11-18: 0
Number of Day Pupils	Total:	185	
Head of EYFS Setting	Mrs Jenny Reynolds		
EYFS Gender	Mixed		
Inspection dates	24 Sep 2013 to 27 Sep 2013		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous inspection was carried out by Ofsted in December 2008.

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

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Jane Chesterfield

Mr Paul Easterbrook

Dr Wendy Bowring

Reporting Inspector

Team Inspector (Headmaster, IAPS/ISA school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Weston Green Preparatory School is a small day school for girls and boys situated in a village on the south-western outskirts of London. The school first opened in 1952 on its current site but subsequently closed for a short while in the 1980's. It re-opened in 1987 and changed ownership in 2008. It is now part of the Bellevue Education Group and trades as a limited company whose five directors provide governance for the school. After operating for a number of years as a pre-preparatory, the school began to take Key Stage 2 pupils again in 2010, and from September 2013 has pupils from Year 3 to Year 6.
- 1.2 The school's aims are: to provide a stimulating atmosphere where learning is a natural part of each day, with clear boundaries and direction; to give pupils the opportunities to achieve their academic potential within an environment where they feel valued, fulfilled, confident and emotionally secure, and to enable pupils to achieve further success as they move on to the challenges of their future school.
- 1.3 The school educates girls and boys aged from three to eleven years, offering EYFS provision in its Kindergarten and Reception classes. Since the previous inspection was carried out by Ofsted in December 2008, a new purpose-built EYFS building has been constructed, and the original Victorian building has been completely refurbished. The management structure has been extended with the appointment of a deputy headteacher and a head of the EYFS.
- 1.4 Currently there are 185 pupils on roll, of whom 66 are in the EYFS. The main point of entry to the school is in Kindergarten, and the school is non-selective. The ability profile of the school is above the national average. Most pupils are of at least above average ability, with a notable proportion in many cohorts having well above average ability and few pupils having below average ability.
- 1.5 Eleven pupils have been identified as having English as an additional language (EAL), but none require support for this. Twenty-one pupils have been identified as having special educational needs and/or disabilities (SEND), and all receive support from the school. No pupils currently have statements of special educational need.
- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Kindergarten	Nursery
Reception	Reception

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school has changed significantly since the last inspection, moving from being a well-established pre-preparatory to a developing preparatory school, and is progressing well in making this transition. It is successful in ensuring that pupils achieve well and have positive attitudes to learning, reaching above average levels of attainment, and gaining places at their school of choice. They have positive attitudes to learning and apply themselves well to their work. Pupils enjoy a good curriculum, newly developed in Key Stage 2, and excellent extra-curricular opportunities. The curriculum has been identified by the school as an area for further development, to ensure that it fully meets the needs of all pupils as they move through the school. Although planning in the EYFS shows there is focus on prime and specific areas this information is not always shared with parents and sometimes too much time is being spent on completing children's record folders. While teachers are keen and enthusiastic about making a difference in the developing school, some inconsistency remains in expectations and practice from class to class. Overall, teaching is good. Pupils' personal development is excellent. They have great confidence and social skills, show maturity for their age, and understand the difference between right and wrong. Pupils are very eager to take on responsibility and excel themselves at fundraising for charity. They are interested in and accepting of other cultures. Pastoral care is good. Relationships throughout the school are excellent and teachers create a classroom environment where pupils feel settled and secure. Lunchtime arrangements in the dining hall are not always organised well enough to ensure that it is a positive social experience for all children. Arrangements for welfare, health and safety are good and the school has very secure procedures for safeguarding children.
- 2.2 Governors fulfil their duties well and the school complies fully with legal requirements. Their experience and organisation provide the school with valuable support. The school is well led and managed. Senior staff have been successful in undertaking a transformation of the school and taking it from strength to strength through carefully considered self-evaluation and development planning. They have correctly identified that the next step in the process is to enable subject leaders to have the time and opportunity to take on responsibility for monitoring, evaluating and refining their areas of expertise. Relationships with parents are excellent and they are very supportive of the school and appreciative of what it offers their children.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

2.4 The school is advised to make the following improvements.

1. Ensure that all teaching has consistently high expectations for achievement and behaviour, with sufficient challenge for all pupils.
2. Ensure that marking and assessment policies are implemented fully and that assessment is used to inform future planning.
3. Develop the role of subject leaders to embed, monitor and refine the curriculum throughout the school.
4. Review dining hall arrangements to ensure all children are able to enjoy their eating experience, particularly children in the EYFS.
5. Simplify methods for recording children's progress in the EYFS, to ensure that demands on staff are not excessive and do not limit interaction with children.
6. Review long-term planning of the EYFS curriculum and information to parents so that the prime areas and specific areas are clearly evident.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is good.
- 3.2 The school ensures that pupils are well educated in accordance with its aims of providing a stimulating environment where learning is a natural part of each day, and of giving pupils the opportunities to achieve their academic potential. Pupils reach good levels of achievement in their knowledge and understanding in subjects across the curriculum. They are articulate and able to speak at length and most listen attentively in class. They acquire good skills in reading and writing which they are able to apply easily in other subjects such as history and geography. Pupils enjoy opportunities to find things out for themselves, and make confident use of information and communication technology (ICT). They show imagination and creativity in their art and design work, and throw themselves wholeheartedly into their physical education (PE) lessons.
- 3.3 In the EYFS, children make good progress and achieve well in all areas of their learning and development, relative to their starting points. By the end of the EYFS, children normally exceed the Early Learning Goals. During inspection reception children demonstrated knowledge of numbers, including positional vocabulary such as fourth and fifth, and showed good knowledge of shape and space. Children of Nursery age in the Kindergarten classes joined in singing rhymes using numbers one to five.
- 3.4 Pupils of all ages achieve well outside the classroom. Many are talented musicians, playing a range of instruments, and the newly formed choirs demonstrate pupils' ability to sing tunefully and energetically. They participate to a high level in a range of sports and active pursuits, from hockey to ballet, often laying the foundation for future success at local and county levels. As Key Stage 2 develops, so pupils' sporting successes outside the school are increasing.
- 3.5 The school does not enter pupils for National Curriculum tests, so it is not possible to compare their attainment directly with national average performances in standardised tests. However, work seen in pupils' books and in lessons indicates that is above average throughout the school compared with national age-related expectations. Pupils make progress which is at least satisfactory and often good compared with others of similar ability nationally. Most pupils with SEND are making good progress from their starting points and are supported by good quality additional support. There are no pupils at an early stage of learning English, and those pupils with EAL make progress which is similar to that of their classmates. Pupils leaving at the end of Key Stage 1 usually gain places at the school of their choice, including a number of prestigious local schools. No pupils have yet left the school at eleven plus, but some were successful in the ten plus selection process last year.
- 3.6 Pupils of all ages have positive attitudes to learning. Most have good work habits, applying themselves thoroughly to their tasks and contributing their ideas with enthusiasm. They put their hands up to answer questions and know that they should not call out. Pupils enjoy working together with others and discussing their ideas. Occasionally, some pupils do not display good self-discipline in class, but this is usually when teachers do not make their expectations for behaviour clear or insist that pupils stick to the boundaries set.

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

- 3.7 Curricular and extra-curricular provision is good.
- 3.8 Curriculum documentation is thorough and of high quality in several subjects, but it is uneven in quality and systems for its monitoring do not ensure consistency of approach to enable appropriate levels of challenge for all pupils. Specialist teaching enhances the provision in several subjects. Key Stage 2 has only just seen children in Year 6 and there is great emphasis on the eleven plus examination and other entrance examinations for senior schools. This has resulted in some compromises within the curriculum and an imbalance in the time allocation to some subjects. The school has developed the provision and use of ICT well and pupils cover a wide range of skills.
- 3.9 The EYFS makes good provision in meeting the needs of the range of children who attend. The educational programmes help all children to exceed the expected levels of development, and practitioners are alert to fulfilling the needs of particular groups, such as those with SEND or EAL. Special resources have been purchased to support the latter group, and additional adults deployed to help children until they have settled and are confident in communicating in English.
- 3.10 The good quality of education in the whole school is founded on close attention to the pupils' needs, which are met through a range of activities. Excellent use is made of the outdoor space and the wider school environment. Children are prepared well for the transition at the end of Key Stage 1. The curriculum for the older pupils is broad but not as balanced as it could be. It covers all the required aspects of learning and presents some excellent opportunities through which pupils develop intellectual curiosity. An increased focus on independent learning, critical thinking and higher order thinking skills has started to extend the range of pupils' learning and once embedded is intended to make a significant contribution to their already good attitudes and thirst for knowledge.
- 3.11 The curriculum is suitable for all ages, abilities and needs and is successful in supporting the aim to provide opportunities to achieve academic potential. There is a good system in place for the referral, monitoring and screening of pupils needing learning support. Effective individual support for pupils with SEND is provided in withdrawal lessons. Those pupils identified as able, gifted and talented are on a register, but further provision is not yet fully in place. There is a good philosophy programme which, as yet, is not embedded in every year group and a good personal, social and health education (PSHE) programme, which encourages pupils to gain an understanding of themselves, other people and the wider world.
- 3.12 Throughout the school classrooms are equipped with interactive whiteboards which are used effectively. In ICT pupils cover a good range of skills, which supports their work in other subjects, and is used across the curriculum to excellent effect. Online resources in mathematics are used by the pupils both in school and at home to consolidate and further their learning, and also to extend the more able through various challenges.
- 3.13 The academic curriculum is significantly enhanced by an excellent and wide-ranging programme of extra-curricular activities, where high-quality coaching and teaching raises levels of interest and skill. An excellent range of school trips takes place for all age groups, including a residential activity trip and visits to places of interest.

3.(c) The contribution of teaching

- 3.14 The quality of teaching is good.
- 3.15 Teaching promotes pupils' achievement appropriately. Some of the teaching is good and on occasions excellent. Most teaching is sound and very little is unsatisfactory. Where the quality of teaching is excellent and good, it helps pupils to achieve their individual potential in line with the school's aims. Teaching in a number of instances enthuses the pupils, so that learning is enjoyable and productive.
- 3.16 In the EYFS, all children are well supported in acquiring the skills and capacity to develop and learn effectively and be ready for the next stages in their learning. Practitioners demonstrate high expectations; they enthuse and engage children. Children displayed good dexterity skills and vivid imaginations when making models of 'Mr Gumpy's car' using boxes, old tyres, chairs and fabric. However, with the attraction of other activities indoors and outside, not all children remained engaged or persevered at all times.
- 3.17 Staff usually interact well with children in the EYFS, supporting the development of their language and ideas. Sometimes, though, staff focus too much on making and recording observations of the children for their extremely detailed record folders, and this detracts from their ability to interact with the children and extend their learning. Good opportunities are offered for children to work independently and take initiative, as recommended in the previous inspection.
- 3.18 Most teachers have high expectations and a secure knowledge of their subject areas which is enabling children to learn and make good progress. In the best teaching, an imaginative range of methods is used to keep the pupils interested and engaged. However, in a small sample of observed lessons planning had not been sufficiently strong and there was a lack of positive challenge to enable children to maintain their attention and interests.
- 3.19 Pupils apply themselves with concentration and effort, and generally behave well. When a high level of personal attention is given, the pupils benefit greatly and appreciate the praise and rewards. In interviews, pupils reported that most teachers were kind and friendly and they felt that they could always talk to them. A number of teaching methods do not provide enough opportunities for pupils to think or work independently and take responsibility for their own learning.
- 3.20 When the more able pupils are given more challenging work, they respond positively and with real interest. Staff work closely with parents, colleagues and external agencies to secure appropriate support for those with SEND, for whom suitable targets, which are regularly reviewed, are recorded on individual provision maps. In addition to the specialist support for these pupils, teaching assistants, when available, provide effective and high-quality help both in and out of the classroom.
- 3.21 Class sizes enable teachers to give pupils individual feedback and support as the lesson is progressing and help them move their learning forward. Throughout the school appropriate assessment tools are now in place. An electronic system is being developed to track pupils' progress but as it was not operational during this inspection it is not possible to determine its effectiveness. However, there is evidence of assessment being used to inform planning in some subjects. All work is marked up to date and the best examples include target setting, positive and congratulatory comments and guidance on how a pupil can improve and make

further progress. There is a lack of consistency and adherence to the marking policy, which is not always age appropriate.

- 3.22 Teachers organise their classrooms well and make the most of the available space, which is at a premium in some classrooms. Colourful wall displays provide attractive environments for learning. Teachers use interactive whiteboards regularly and effectively as visual aids. They have been trained in this, in response to the recommendations of the previous inspection. In some subjects there is an over-reliance on worksheets. Where homework is set, it reinforces the importance of English and mathematical skills within the curriculum.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of the spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The personal development of pupils is excellent. They are confident in themselves and harmonious relationships exist with one another as well as the staff and adults. Pupil diversity is celebrated and nurtured and there is a sense of belonging and care amongst all pupils. The school is an inclusive community. It meets its aim to provide an environment where pupils are valued, fulfilled, confident and emotionally secure. Recent examinations in speaking English have promoted confidence and developed speaking and listening skills. The visits to younger classes to present their individual projects give a sense of pride for the older ones and a target for the younger ones.
- 4.3 Children's personal and emotional development in the EYFS is good, and they feel safe, secure and happy. They work well together, share happily and take turns, seen as they took part in their early morning activities. Golden rules are observed and behaviour is good, and children respond to instructions from adults carefully. They readily talk to adults in the setting, clearly trusting in the support provided by staff in a secure environment where their welfare is properly safeguarded. They are well prepared for their transitions within the setting and for a seamless transfer to Year 1.
- 4.4 Pupils' spiritual development is excellent. They are extremely self-aware and develop spiritually within a safe environment. Knowledge of world faiths is promoted well and they have first-hand experiences within their friendship groups and from visiting parents. They have an excellent knowledge of different festivals. The local clergy visit regularly and pupils go to visit the local church, for services such as harvest and at Christmas, and also to examine the church and its features. Pupils produce creative and imaginative work in a variety of subjects, including history, art and English, making a valuable contribution to their spiritual development.
- 4.5 Pupils' moral development and awareness are also excellent and are reflected in their understanding of the difference between right and wrong. The golden rules and the code of conduct are understood and permeate PSHE lessons. The pupils clearly recognise a moral responsibility to help those in need. They raise funds for a variety of local, national and international charities. Pupils are kind and co-operative and they communicate positively with one another and with their teachers.
- 4.6 Pupils' social development is excellent. They willingly accept responsibility as monitors and school councillors, and the forthcoming house captain elections are eagerly anticipated. The grouping of pupils of different ages for Thursday afternoon activities provides an ideal opportunity for younger and older pupils to work together. They carry out their duties with enthusiasm and fairness. A residential visit to an outward bound centre provides opportunities to develop team building and to show determination in meeting various challenges. Pupils learn about the rule of law through their PSHE studies. They develop empathy and demonstrate compassion and have a personal commitment to making a positive difference to others and the environment.

4.7 The pupils are excellent role models for the promotion of tolerance and harmony between different cultural traditions. Throughout the school, visiting speakers and workshops help to deepen pupils' understanding of other faiths and cultures as well as their own. The school has had productive links with a project in Soweto, in South Africa. Biannual music workshops give pupils the opportunity to learn about and play music from different countries. There are regular tea-time concerts which are attended by parents and staff in an informal environment, helping to create a whole-school family atmosphere.

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

4.8 The quality of pastoral care is good.

4.9 Throughout the school, staff forge warm and supportive relationships with their pupils, helping them to feel nurtured and able to flourish as self-assured individuals who are happy to be themselves. This is fully in accordance with the school's aims of providing an environment where pupils feel valued, fulfilled, confident and emotionally secure. The school promotes an atmosphere of mutual trust and appreciation, so that pupils are eager to praise others' qualities and efforts.

4.10 Since the last inspection, the school has had to adapt its policies and procedures so that they are appropriate for Key Stage 2 pupils, and it has done so successfully. Pupils are well cared for throughout the school day. Observations at lunchtime indicate that food was of high quality and nutritious but it was not always easy for the youngest children to eat it. EYFS children in particular were not always given the help they needed to ensure that their mealtime is a totally enjoyable experience.

4.11 In the EYFS, children in all classes form appropriate bonds and secure emotional attachments with their carers, or key people. This was observed in the Nursery-age class when a child arrived at the setting nervously but settled immediately once his key person gave him a hug to welcome him. Parents are also encouraged to come into the classroom in the morning in Reception if a child is feeling unsettled and this is being balanced with an intention to facilitate appropriate levels of independence.

4.12 From the EYFS onwards, pupils enjoy healthy meals and snacks, and are given good opportunities to be active through their PE lessons, extra-curricular sport, and playtimes. Reception children are able to talk knowledgeably about healthy eating, and Nursery-age children are encouraged to be independent and manage their own hygiene and personal needs.

4.13 Deployment of professional sports coaches ensures that pupils of all ages receive tuition that is suited to their needs. The school has developed good systems for rewards and sanctions which are well matched to the different age groups, and pupils who have difficulty behaving well are sensitively supported. Bullying of any kind is not tolerated and is handled firmly. The school has clear guidelines to combat cyberbullying, and staff, pupils and parents have experienced recent workshops on internet safety.

4.14 Close attention is paid to equality of access, and the school meets the requirements of the Equality Act through its thorough three-year access plan. Pupils are very positive about the school, reflected in their interviews and their responses to pre-inspection questionnaires. Most pupils feel that their views are heard and valued, and that they are able to play an active part in the life of the school, though some older pupils felt that they would like more opportunity to take on responsibility.

However, the recently formed Key Stage 2 school council is already having an impact on a number of matters affecting pupils.

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

- 4.15 The quality of arrangements for welfare, health and safety is good.
- 4.16 Procedures for safeguarding and child protection are extremely thorough, from the EYFS through to Year 6. The creation of a child protection team, with representatives from each key stage including the EYFS, means that a watchful eye can be kept on any pupil who might be vulnerable, and that senior staff are able to share and discuss potential concerns or problems. Statutory requirements for safeguarding and safer recruitment are fully met.
- 4.17 Risk assessments are detailed and cover all reasonable eventualities, including school trips and daily routines. Practical policies for dealing with missing or uncollected pupils minimise possible risks to pupils in such situations. The school gives careful attention to the risk from fire and carries out regular fire drills and equipment tests. The policy for health and safety is comprehensive and detailed, and sets out clear guidelines for carrying out first aid and meeting the medical needs of all at the school. Good arrangements are in place to look after pupils who may become ill or injured while at school.
- 4.18 The school's admission and attendance registers are properly kept in accordance with statutory requirements. Registration is carried out promptly at the beginning of the morning and afternoon sessions, and any absences swiftly followed up, although there is occasionally some confusion in practice about procedures for notifying the office about latecomers.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 All governors have extensive experience in the field of education, including the EYFS, and keep a close overview on the development of the school as it moves through the current period of change with the introduction of Key Stage 2. As experienced practitioners, they are able to offer the school advice and training on meeting the challenges involved, and they have a good insight into the quality and standards of education offered by the school. The company structure means that the head office can provide invaluable support to the school through its finance and marketing departments, and that the headteacher and other senior members of staff have the opportunity to share ideas and good practice through meeting with colleagues at other schools in the group.
- 5.3 Governors have invested wisely in school facilities in recent years, creating a purpose-built EYFS building to enable the school to expand, and refurbishing the main school to accommodate older pupils. They have ensured that new staff recruited have experience of Key Stage 2, and that ICT equipment has been updated to meet the needs of pupils of all ages.
- 5.4 Governors discharge their statutory responsibilities in full and make sure that the school meets all its legal requirements. Some policy issues were raised and were fully addressed during the inspection. The governors' annual review of safeguarding is thorough and comprehensive. All five governors have undertaken child protection training and several have also completed safer recruitment training.

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 good.
- 5.6 As the school has grown, the management structure has expanded, so that there is now a full senior leadership team, and responsibilities are now being devolved from the headteacher to other members of senior staff. They are being trained, for example, in undertaking appraisals, so that they can share this task with the headteacher in the next round of staff development meetings.
- 5.7 Senior staff have been appointed to lead particular areas of the school as it expands its provision for Key Stage 2. The new post of director of studies, for example, has the remit of curriculum development, while the post of Key Stage 2 leader carries with it the task of extending systems for assessment of pupils' attainment and progress. The role of subject leaders has been identified as the next area for improvement, so that middle leaders can monitor, evaluate and develop their particular areas of expertise. At present, some subjects of the curriculum lack leaders to give them direction, and those subject leaders who are in post lack the time and opportunity to direct their subjects effectively.
- 5.8 School leaders, effectively supported by governors, have good arrangements for self-evaluation and school development planning. Governors and senior staff

systematically review aspects of the school's self-evaluation on a termly basis, and use this to inform their development planning. The needs of the school have been accurately identified and prioritised, so that the school is very aware of what it has to do to improve and how to achieve this, particularly in the introduction of Key Stage 2 and the building of a curriculum to suit pupils in that age group. There is a strong sense of teamwork amongst the staff, who are motivated by the changes taking place at the school and are keen to be involved in moving the school forward.

- 5.9 Good leadership and management in the EYFS enable regular self-evaluation of the setting. This is evidence of a commitment to continuous improvement that ultimately enhances children's development in all areas. Leaders have effective systems for self-evaluation that inform the setting's priorities and are used to set clear targets for improvement. Evaluation of the setting enables the clear vision to be shared by all staff, who take every opportunity to attend training as part of their professional development. A formal programme of supervision has been put in place. Productive partnerships with parents and external agencies ensure that appropriate interventions are secured for children to receive the support they need.
- 5.10 Leaders in the EYFS fulfil their responsibilities in overseeing the educational programmes, although long-term planning does not always show an appropriate focus on the prime and specific areas of learning. Good weekly planning is in place, and is regularly adapted to include children's achievements and support the needs of individual children.
- 5.11 The school's leadership and management take their statutory responsibilities seriously and ensure that these are fully met. School policies conform to legal requirements and are implemented effectively in the school's everyday practice. The school follows appropriate procedures for safer recruitment and makes sure that all necessary checks are carried out on staff. Arrangements for safeguarding are thorough and pupils are well cared for at school. The excellent quality of relationships at all levels and the amount of attention given to pupils as individuals mean that their personal development is excellent. Leaders ensure that staff are given ample opportunities for continuous professional development, and that in particular they all are thoroughly trained in child protection and in welfare, health and safety.
- 5.12 Links with parents are excellent and a strength of the school. In responses to the pre-inspection questionnaire, the vast majority of parents indicated their very strong satisfaction with the education and care that the school provides for their children. In particular, parents commented favourably on pupils' happiness, the quality of pastoral care and the warm, welcoming atmosphere the school exudes. A few parents raised concern about the lunches provided, and during the inspection lunch arrangements were identified as an area for review in order to ensure mealtimes are a positive experience for all children.
- 5.13 In the EYFS, practitioners work very closely with parents to help children settle, and regularly engage them in their children's development and learning. Parents find the various printed sources of information such as parents' handbook and the 'meet the teacher' pack very informative. These documents give useful suggestions for how parents can be involved in their children's learning. Parents of the youngest children greatly appreciate the information posted on the classroom door each day and value the chance to talk to staff at drop-off and collection times. They are encouraged to share what they know about their children verbally and to celebrate their successes on the 'wow' board. They feel extremely well informed about their children's

achievement and progress over time, and appreciate receiving their children's folders, or learning journeys, at the end of the EYFS. Parents feel the sense of community is a real strength of the school which impacts positively on their child's well-being and development.

- 5.14 The active parents' association (PA) gives plenty of opportunities for parents to be involved in various events and activities, such as the Christmas fair and summer ball, and providing refreshments at a number of school events. The network of class representatives ensures regular, useful communication between the school and home about curricular and other matters. Systems for emergency contact, such as text messaging, and the 'emergency pyramid' enable effective and timely communication as necessary. The school has a suitable complaints procedure which meets requirements.
- 5.15 Parents are provided with extremely helpful information about the school. All relevant information for parents of pupils and prospective pupils, including school policies, is available on the school's website, as well as being available at the school. An informative two-weekly newsletter from the school is received via email from the school.
- 5.16 Parents receive written reports twice a year that outline curriculum coverage and enjoyment, but do not always clearly identify progress in skill acquisition or highlight targets for the future. Annual tests allow each pupil's progress to be placed against national norms, which parents find especially useful. Parents' evenings are held twice a year, and parents feel able to contact staff about their child's progress at any point during the school year, in person or by email.

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