



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
CHESHAM PREPARATORY SCHOOL**

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Chesham Preparatory School

Full Name of School	Chesham Preparatory School
DfE Number	825/6027
Registered Charity Number	310642
Address	Chesham Preparatory School Two Dells Lane Orchard Leigh Chesham Buckinghamshire HP5 3QF England
Telephone Number	01494 782619
Fax Number	01494 791645
Email Address	pa@cheshamprep.co.uk
Head	Mr Michael Davies
Chair of Governors	Mr Nick Baker
Age Range	3 to 13
Total Number of Pupils	404
Gender of Pupils	Mixed (235 boys; 169 girls)
Numbers by Age	3-5 (EYFS): 54 5-11: 319 11-13: 31
Number of Day Pupils	Total: 404
Head of EYFS Setting	Miss Hilary O'Connell
EYFS Gender	Boys and Girls
Inspection Dates	19 Jan 2016 to 22 Jan 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 intermediate inspection was in March 2010.

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

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

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

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

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

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' 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, 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 Linda Donowho	Reporting Inspector
Mrs Kerrie Daunter	Team Inspector (Deputy Head, IAPS school)
Mr Nic Hoskins	Team inspector (Head, IAPS school)
Mrs Virginia Jackson	Team Inspector (Deputy Head, IAPS school)
Mr Richard Balding	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Chesham Preparatory School is situated between Chesham and Berkhamsted in Buckinghamshire, on a rural site. Originally founded by Mrs Christina Adlington in 1938, the school was established to provide an independent education to as wide a number of local families as possible. In 1941 it moved to its present position and it is now a registered charity overseen by a board of governors. Since the school's previous inspection, a Nursery class has been added to cater for pupils from age three upwards, as part of an Early Years unit with a dedicated outside area. The senior leadership team has recently been augmented and restructured. The school grounds have also been expanded with four acres of additional sports pitches.
- 1.2 The school aims to know each pupil as an individual and identify, develop and nurture varied talents and strengths according to their differing needs at different times, whilst ensuring their safety and happiness. It seeks to provide an environment where pupils' academic and personal development are linked to Christian values, tolerance and service, whilst encouraging respect and sensitivity towards the beliefs and convictions of others. The school endeavours to ensure they meet the needs of 21st century children, supporting their short term development towards long term success.
- 1.3 At the time of the inspection, the school had 404 pupils on the roll, comprising 235 boys and 169 girls. There were 54 children in the Early Years Foundation Stage (EYFS), with 17 attending part time. The children come from a broad range of backgrounds, including professional and business families, most living in the surrounding area. The school has identified 24 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support. There is one pupil with English as an additional language (EAL), who receives additional support and one pupil with an educational, health and care (EHC) plan. The ability profile of the school is above the national average, with a wide spread of abilities represented. The current head, who joined the school in 2011, is the fifth in the school's history.
- 1.4 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' achievement and learning is excellent. From the EYFS upwards, pupils are very well educated in line with the school's aim to know each pupil as an individual and identify, develop and nurture his or her varied talents and strengths according to differing needs at different times. Pupils' attainment is judged to be excellent in relation to national age related expectations. They make rapid progress in relation to pupils of a similar ability. The pupils' attitude to their work and learning are exemplary. The broad curriculum is excellent and complemented by the rich provision of extra-curricular activities. The quality of teaching is excellent and contributes highly to the pupils' achievement. Teachers are enthusiastic and supportive and lessons take place in an atmosphere where pupils seek to do their best reflecting the school's explicit ethos. Teaching is well planned to ensure that pupils' interests are captured. In response to the recommendations of the previous report, a comprehensive system for work scrutiny and oversight of the curriculum is in place. Staff in the EYFS are skilled in identifying and developing children's interests, and in fostering their natural curiosity. Support for pupils with SEND is excellent and the more able pupils are challenged in most lessons. Opportunities for pupils to investigate and research independently are limited.
- 2.2 From the EYFS upwards, pupils' excellent personal development is shown in the strong sense of community, embracing the school motto "Each for all and all for each". Pupils are at ease with themselves and their fellows, reflecting the caring ethos of the school, and their excellent moral and social awareness. The concern that pupils of all ages show for one another mirrors the excellent pastoral care they receive, and the harmonious relationships they enjoy. Extremely careful attention is given to supporting the individual needs of pupils, who were very positive about the care they receive. A small minority of pupils who responded to the questionnaire stated that they felt sanctions and rewards were unfair. Whilst inspectors found no evidence to support this, the house point system lacks clarity for pupils and parents. The procedures for welfare, health and safety are excellent; recruitment and safeguarding arrangements are robust.
- 2.3 The successful implementation of the school's aims is supported by excellent governance, leadership and management; areas for further development have been clearly identified, reflecting the commitment to continuous improvement. Governors and senior leaders share a common vision, which is communicated fully to staff. Governors oversee welfare meticulously. Both governors and senior leaders ensure there is excellent leadership for the EYFS. The recommendations of the previous inspection have been met, including the information given to EYFS parents. In the questionnaires parents were highly positive about the school, indicating that the school has been successful in establishing a positive relationship with home.

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. Provide more opportunity for pupils to investigate and research topics related to their own interests independently.
2. Improve the clarity of the system of rewards and sanctions.

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 fully meets its aim to know each pupil as an individual and identify, develop and nurture his or her varied talents and strengths according to differing needs at different times. In the EYFS, children enter with a wide variety of starting points. Nursery children learn to communicate with each other and work within a group, making friends and being kind to each other. Fine motor skills develop extremely well as they learn how to thread beads, hold a pencil or paint. Gross motor skills develop well when running, climbing and using scooters and bikes. They memorise simple songs and number rhymes, begin to count and recognise numbers.
- 3.3 Outcomes for Reception children are excellent, with all achieving expected and some exceeding the Early Learning Goals. Most read at the level expected for their age with some reading well above this. In writing, most can write simple sentences, using capital letters, full stops, and present and past tenses correctly. Children are confident at forming number bonds to ten and use comparative terms when measuring length, capacity and weight. They confidently describe the properties of 2D and 3D shapes and know their two and ten times tables, some also count in fives. The high quality of their creativity is seen in the models of pirates, complete with moving limbs and threatening looks. They are active learners who enthusiastically explore and investigate either individually or co-operatively.
- 3.4 At every stage of the school, pupils show high levels of knowledge and understanding, and very well-developed skills. They apply their excellent literacy skills extremely well across all subjects. They read intelligently and write fluently with legibility and precision for a wide range of purposes, displaying lively imaginations and perception in their poetry and prose. The pupils' speaking and listening skills are of a particularly high standard. Pupils relish debate and discussion, and they demonstrate strong powers of reasoning and logical thought. They are secure in the knowledge that their ideas are valued and encouraged and every opportunity is given in lessons for pupils to share, discuss their thoughts and ideas. Pupils work extremely well collaboratively across all subjects and show great respect for the ideas of others displaying great enjoyment and perseverance.
- 3.5 Creativity throughout the school is excellent, notably in music and art. These play a significant part in the life of the school. Numeracy skills are strongly developed, and are applied particularly well to solving problems and pupils develop their own strategies for working with mathematics. They acquire a high level of understanding of scientific concepts and investigative skills are well developed. Pupils use information and communication technology (ICT) competently.
- 3.6 The pupils' attainment cannot be measured in relation to average performance in national tests but it is judged to be excellent in relation to national average expectations. Inspection evidence from observation of lessons, scrutiny of work and discussions with individual pupils confirms this judgement. This level of attainment, as judged, indicates that pupils also achieve a rapid rate of progress in relation to pupils of similar ability. Less able pupils and those with SEND, EHC plans and EAL make excellent progress because they are extremely well supported and their progress is carefully monitored. They are withdrawn from lessons for group work in

the school learning resource centre and supported in class by their teachers and classroom assistants. More able pupils, and those with particular talents, are well catered for in lessons and in the extra-curricular opportunities provided for them. However, they are given limited opportunities for independent research. A significant factor in pupils' achievement is the ability grouping of pupils for mathematics from Year 4 and English from Year 5.

- 3.7 Pupils avail themselves of the extensive range of opportunities for developing their talents and personal qualities. Pupils' physical development is excellent. Individual pupils have achieved representative honours in many sports and activities including horse riding, cross country, gymnastics, judo and skiing. The concert choir's part-singing is highly accomplished; it has been successful in several festivals and many pupils achieve high grades in instrumental music examinations. An inclusive approach enables all pupils to represent their school in matches, and sports teams have enjoyed a consistent record of success in inter-school fixtures on a competitive circuit and at national level.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 In the EYFS, the well-planned educational programmes enable all children to reach the expected levels of achievement, with many exceeding these. In Nursery, the three prime areas of communication, personal and physical development, are enhanced by specialist teaching in French, Spanish, music and physical education (PE). In Reception, all areas of learning are covered with additional specialist teaching in French, Spanish, music, PE and ICT. Careful observations and assessments, together with regular planning meetings, ensure that the needs of each child are well met. In a PE lesson, the excellent meeting of all needs was seen when all children were able to succeed at differentiated tasks, having been split into groups according to ability. Should assessments indicate that extra help or challenge is needed for a child, contact is made with the learning support staff. A speech therapist visits the school weekly, and other external agencies are used when needed after consultation with the parents.
- 3.10 Throughout the school pupils benefit from a broad curriculum that is suitable for all ages and strongly supports the school aim to nurture each child's talents according to different needs. In their responses to the questionnaire, parents were unanimous in their appreciation of the range of subjects offered to their children. The curriculum includes Spanish, French, design and technology and study skills. Drama is incorporated into many subjects and extra-curricular activities. Schemes of work, including that for the personal, social, health and economic education (PSHEE) programme, are detailed and support learning for pupils of all abilities, and promote their economic understanding.
- 3.11 The curriculum promotes challenge and excellence, and is sympathetically planned to meet the developing needs of the pupils as they progress through the school. It is detailed, inclusive and well organised to incorporate many cross-curricular links. Younger pupils benefit from specialist teaching in ICT, modern foreign languages, PE and music and in the older pupils benefit from specialist teaching across all subjects.
- 3.12 Curricular support for pupils with SEND, EHC plans and EAL are excellent. Clear targets are set in individual learning 'passports', which allow pupils' needs to be met

in individual lessons and indicate appropriate support in mainstream lessons. Pupils value the intervention and support. More able pupils are identified and benefit from the targeted provision of extension work in most lessons. Setting of pupils for mathematics from Year 4 and English from Year 5 further ensures that work is suited to pupils' ability. However, there is limited opportunity provided for pupils to undertake independent investigation or research.

- 3.13 The range of extra-curricular activities is excellent. A wide variety of clubs is available, complementing lessons effectively allowing pupils to further hone their skills in sport, music and other intellectual and creative activities. Through the school council, pupils have been able to suggest particular clubs that they would like to be included in the programme.
- 3.14 Throughout the school, the curriculum is supported by a wide range of visits and visitors. Residential trips, such as the annual trip to France or Spain, help pupils look beyond the school and embrace the wider world. A wealth of visitors further enhances the curriculum, running workshops such as dinosaurs and fossils and Roman legionary life. Pupils enjoy a range of trips, including to national military museums, and experience assemblies from anti-bullying, medical and war veterans charities. Teachers ensure that a balanced presentation of opposing views in the coverage of political issues is given, and the curriculum includes active coverage of all elements of fundamental British values. The school's curriculum is further supported through a range of physical activities; all pupils take part in a wide range of activities which include tennis, netball, rugby, football, hockey, swimming, cricket and athletics.
- 3.15 Links with the community play a significant role in the school's life and expand the pupils' social awareness. The local food bank is supported at harvest festival and residents from a local home for the elderly are invited to drama productions. The school facilities are widely used by the local community with staff and pupils involved in these activities. Visits to the local theatre, art galleries and museums help develop a wider perception of the creative arts and western culture.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is excellent.
- 3.17 In the EYFS, all members of staff know and care for each child very well. Their high expectations are responded to enthusiastically by the children as they take part in all classroom activities and free-play sessions. Entry assessments, together with careful observations, continuous assessment and the regular sharing of data, ensure the progress of each child is tracked closely, enabling either intervention with extra help or challenge to take place quickly. There is a full programme of courses which staff attend, ensuring that they are knowledgeable about children's learning. Children benefit from the development of the outdoor area with its covering, as more activities can take place in all weathers, increasing the range of exploration and investigation that they can undertake. The wide range of resources, imaginatively used by all staff both inside and outdoors, provides an excellent variety of activities that help the children to develop their learning, creativity and personal skills.
- 3.18 Throughout the school, teaching is highly effective in promoting the pupils' progress. It supports the aims of the school and makes an excellent contribution to pupils' high levels of achievement. A significant factor in this success is the careful planning of lessons based on an understanding of pupils' needs.

- 3.19 Teachers are skilful in their approach, particularly in the questioning of the pupils, enabling them to think creatively and make mature responses. Teachers regularly encourage thought-provoking discussions and are not afraid to challenge pupils to develop a sense of honesty and healthy debate. An excellent demonstration of this was shown during a PSHEE lesson as the pupils discussed the difference between blaming someone else and being responsible for their own behaviour. Similar discussions are woven into lessons, with increasingly philosophical depth, as pupils grow through the school. For example, the steelworks closures and the themes of democracy and civilisation in *The Lord of the Flies* led to impassioned discussion. However, more able pupils are not regularly given opportunities to investigate topics initiated through their own interests, in order to enhance their critical thinking skills and independent learning.
- 3.20 A range of strategies are employed by teachers to maintain high levels of energy and focus throughout lessons, using an excellent range of resources inside the classroom to great effect, particularly to support the less able pupils. Visual and physical prompts are used to mirror verbal prompts, meeting the needs of different learning styles. Some teachers use the outdoor environment as a further valuable resource to enhance pupils' understanding and application of concepts.
- 3.21 Assessments are rigorously analysed, informing future planning of teaching and learning. Most pupils have a clear understanding of expectations of both their effort and performance, through continuous verbal feedback and targets which have been set by teachers. The most successful learning is evident in those pupils who are involved in creating their own targets alongside the teacher.
- 3.22 Of the pupils who responded to the questionnaires, a few felt that homework does not help them learn. The inspectors found that teachers nurture pupils' appreciation of the values of homework through the effective use of prep diaries and clear explanation of learning objectives. In discussions with pupils, only positive comments were made with regard to homework.
- 3.23 Extremely strong subject knowledge and an infectious passion are apparent in all teachers across the school, which undoubtedly contributes to the pupils acquiring skills and confidence beyond the expectations of the typical child of a similar age. A highly committed learning support team together with the diligence of subject teachers and form teachers ensures the inclusion of all pupils during lessons. The provision for pupils with SEND, including those with EHC plans and EAL, is outstanding. The vast majority of parents are extremely happy with the progress that their children are making in school and the pupils feel very well supported in their learning.
- 3.24 A positive and safe learning environment is created through stimulating classroom displays. These along with other activities, promote the adherence to class rules, aspiration for individual and collective success, and a tolerance and respect of others, embracing fundamental British values and balanced political viewpoints. The learning resource centre is a particularly important part of Chesham Prep, being both a homely haven of peace and a source of inspiration and interest for all pupils; this area is the embodiment of the school's aim to provide an environment where academic and personal development comes hand in hand.
- 3.25 Excellent relationships between teachers and learners, based on warm enthusiasm within clear boundaries, foster great interest in their own learning and pupils are proud of their achievements.

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 In the EYFS, through the independently chosen free flow activities, children enjoy the opportunities for sharing, teamwork, taking turns and helping each other. Children respect each other and any differences are accepted. The key values of British society are actively promoted in the EYFS, as was seen in an assembly which featured different emotions and in particular ways of helping and respecting others. The high standard of table manners and experimentation with the varied foods ensure that lunchtimes are an important part of their personal development. Transition to Year 1 is seamless, as there are excellent arrangements during the summer term to achieve this. Reception and Years 1 and 2 children come together regularly at joint assemblies and playtimes, ensuring that children know what to expect the following year. The EYFS is well integrated into the life of the whole school and Reception children are part of the house system, joining in with activities on Founders' Day.
- 4.3 The school is highly effective in fulfilling its aim to ensure all pupils are safe, happy, and grow in confidence and self-esteem. It is equally effective in fostering a community based on Christian values and tolerance, and in encouraging respect and sensitivity towards others. Pupils have an excellent standard of personal development by the time they leave the school.
- 4.4 The pupils' spiritual development is excellent. Pupils are encouraged to be individuals and this enables them to explore their strengths and weaknesses within a structure of empathy and support. They show strong self-esteem and self-confidence, and respect for the school motto, "Each for all and all for each", exemplifying its expectations in all aspects of school life. Pupils benefit from displays around the school which abound with spiritual messages and support pupils in considering the needs of others. Pupils' regular visits to non-Christian places of worship, such as Sikh temples, enable them to develop their appreciation of alternative points of view and faith which they demonstrate in their relationships, and they have strong links with their local church and clergy.
- 4.5 The pupils' moral development is excellent. Pupils have a strong sense of right from wrong. They take responsibility for their behaviour and understand the need to work co-operatively and supportively with others. Because the school encourages an inclusive approach to friendships, pupils treat all within their circle fairly and demonstrate care for each other. Pupils are clear about the appropriate way to conduct themselves. They understand English civil and criminal law. Older pupils show their conscientious service to the school through their enjoyment of the range of positions of responsibility and relish being able to contribute to the lives of others.
- 4.6 The pupils' social development is excellent. Pupils have highly developed social and interpersonal skills and are considerate and articulate as a result of the strong foundation they experience which emphasises kind, helpful and respectful relationships. Pupils work hard to ensure that they support others, and there is no evidence of discrimination in their views. Older pupils spend playtimes with younger pupils and Year 7 pupils support junior school pupils with literacy. They support many local and global charities, including a school in Africa. Pupils relish being able to make a difference to other pupils through their school council and they

demonstrate a commitment to upholding traditional British values of democracy and respect for others by voting for school council members. Recycling is an important aspect of school life and pupils understand why this is necessary in today's world. The pupils stated in interviews that they feel very well prepared for their move on to senior schools.

- 4.7 The pupils' cultural development is excellent. House displays show respect for the founders of the school's houses, and displays supported by text in the foreign languages pupils study can be found throughout the school. Opportunities for inter-cultural understanding are not always exploited amongst the older pupils. Pupils enjoy opportunities to visit a range of art galleries and museums. The pupils' awareness of British institutions is outstanding. They value the numerous opportunities to develop a strong sense of British culture, either through displays, book sections in the learning resource centre, preparation for Founders Day, and a specific trophy for citizenship. A PSHEE lesson explored the functions of government departments and pupils had to apply the British democratic process by voting for which teacher should be sold on an internet auction site.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 In the EYFS, each key person has a small number of children to watch over working closely with both child and parents to ensure the child's happiness, health and overall development. Children are very willing to talk to each other and to adults, showing that they feel safe at school. Healthy eating, personal hygiene and exercise are promoted throughout the setting both at lunch and snack times as well as discussions at circle time. Manners are vital, such as thanking people and looking them in the eye when shaking hands.
- 4.10 Throughout the school, pupils are extremely well supported, both academically and pastorally. Excellent systems are in place to ensure that the personal development of pupils is at the forefront of their education. Pupils are encouraged to express their concerns or worries through a soft toy; they post their worries into its mouth, in the knowledge that a teacher will read the message and respond with support. A school counsellor is available on site and pupil provision maps and individual passports highlight to all staff which pupils are in particular need of additional emotional support.
- 4.11 A small minority of pupils who responded to the questionnaire stated that they felt sanctions and rewards were unfair. This was not supported during pupil interviews, and inspectors found that behaviour of the pupils was of a high standard and any misdemeanours are dealt with fairly, quickly and sensitively. The school has a robust anti-bullying policy, detailed documentations logging behaviour and sanctions with a tiered procedure are in place. Pupils report that bullying is rare, and dealt with swiftly and appropriately. To complement this, efficient, detailed pupils files are held centrally, ensuring all staff are kept continually informed of the pastoral needs of all pupils. However, whilst sanctions and rewards are certainly fair, the inspectors agree with the views expressed by some pupils and parents that the house point system is confusing and pupils and parents are not clear as to the criteria for their acquisition.
- 4.12 Pastoral guidance extends beyond the school gates, the excellent rapport between staff and pupils is most noticeable, with a balance between joviality and mutual

respect. Team-building activities forge positive relationships between the pupils, and older children are given special responsibilities in hearing younger pupils read and being 'buddies' to them in the playground.

- 4.13 There is a suitable plan in place to improve educational access for pupils with SEND and there is a strong feeling of inclusivity of all pupils throughout the whole school.
- 4.14 Healthy eating is encouraged. Pupils are knowledgeable about where their food comes from and about the importance of eating a healthy balance. The food is delicious and wholesome. Pupils are encouraged to extend their understanding of food sources through the creation of their own extravagant cakes and home challenges, such as the 'blackberry collection'.
- 4.15 A small minority of pupils in their response to the questionnaire stated that the school did not listen to their views. In discussion with pupils, inspectors found that pupils have many opportunities to express their views and be listened to. The school council gives pupils experience of responsibility and democracy, and enables them to contribute further to the community in which they live. Through the council, pupils are delighted to have secured skipping ropes for play time and the improvement to the school lunches.
- 4.16 Parents feel that pupils are exceptionally happy and safe and it is through the school's nurturing of their happiness and emotional well-being that the pupils are able to thrive in their educational studies.

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

- 4.17 The arrangements to promote pupils' welfare, health and safety are excellent.
- 4.18 The safeguarding policy is comprehensive and reflects accurately current statutory guidance. It is reviewed annually by senior managers and governors. All staff, including those in the EYFS, receive child protection training, which is updated appropriately. Those with particular responsibilities are trained to a higher level. The staffing process is rigorous and checks prior to appointment are completed and recorded as required. At the time of the inspection, all historic omissions in the single central register had been rectified and all recent appointments have been robust. A full induction process ensures that all new staff are familiar with all safeguarding procedures. The school has good links with the local authority which ensures that it is able to give very high priority to the protection of children throughout the school.
- 4.19 Health and safety procedures are excellent. Extremely thorough measures are taken to reduce the risk of fire and other hazards, and records and documentation of all aspects of health and safety are meticulously kept. Useful and stringent risk assessments are in place for all areas of the school, and include external visits.
- 4.20 Arrangements for sick or injured pupils are excellent. Staff are very well informed about individual needs and conditions, including any pupils with SEND, and the medical room makes comfortable provision for pupils who are ill. The school nurse is available when needed and many staff are trained in first aid. All EYFS staff have paediatric first-aid training.
- 4.21 The admission and attendance records are completed correctly and stored safely. Absences are closely monitored. Staff have been trained to recognise radicalisation and extremism and there are effective arrangements in place to guard against this.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governing body provides strong support and is wholly committed to the aims, ethos and purpose of the school, providing support, challenge, and stimulus for growth and improvement. The board benefits from a wide range of experience and professional backgrounds. It has a clearly defined structure, and appropriate supportive committees.
- 5.3 Governors are fully aware of their responsibilities, ensuring effective oversight. Astute financial planning ensures that human and material resources are sufficient to support and maintain the pupils' excellent achievements and their first-class personal development, and to enable the school's spacious and attractive site to be maintained and developed.
- 5.4 The inclusion of governors who are parents of current pupils provides strong ties to the school community and ensures a thorough understanding of the work of the school. Responsibilities are shared equally and the corporate responsibility is understood. Educational standards are monitored effectively and include visits and discussion of school assessment data and the pupils' achievements. This data is then taken to the full board meeting for discussion. The inclusion of the senior management team on the pastoral and education committee ensures that the governors have a further insight into the management of the school. The high proportion of governors with current educational experience adds much to this process. Governors are allocated aspects of the school to oversee in order to make sure that monitoring is thorough. The designated governor for the EYFS, who is also an EYFS practitioner, is most supportive of the setting. Governors provide excellent guidance and direction for development for all areas of the school.
- 5.5 The governors understand their legal responsibilities and maintain careful oversight of policy and procedures, which are reviewed annually. Robust safeguarding procedures are implemented. However, minutes from the governors' meetings do not fully reflect the depth and detail of discussion evidenced in interviews with regard to the annual review of the safeguarding policy.

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

- 5.6 The quality of leadership and management is excellent.
- 5.7 The EYFS setting is well-run, with an ambitious vision for the future, a strong ability to self-evaluate and makes use of effective measures to ensure high quality and enjoyable learning, and ensuring the successful development of all children. British values are embedded in the planning of children's learning as they learn to celebrate differences whilst developing personal skills that they will need for the future. Members of staff appreciate the opportunities to attend courses as part of their professional development and the regular appraisal and supervision which provide extra support. The production of a detailed handbook for EYFS parents satisfies a recommendation of the previous inspection. Other improvements include the introduction of new electronic progress tracking systems as well as inclusion of the

head of the EYFS in the senior management team. Responses to the questionnaires, together with conversations during the inspection, showed that parents are highly supportive of the EYFS provision.

- 5.8 The senior leadership team has recently been augmented and restructured. Members have well-defined responsibilities and a common philosophy. They have successfully created a tangible ethos and sense of purpose that fully contributes to the excellent quality of personal development and pastoral care, and of teaching and learning. Leaders and managers are efficient and approachable, and highly effective in furthering the school's aim to provide an environment where academic and personal development comes hand in hand, and every pupil is supported with a wealth of opportunity, both inside and outside the classroom. Staff are supportive of, and supported by, the leadership team; they feel appreciated and that their opinions are valued. This reflects the leadership's commitment to the democratic process. Staff are dedicated to the care of the pupils and strongly support the aims of the school.
- 5.9 The comprehensive school development plan is the result of whole school consultation and covers all aspects of school life. Communication amongst staff is a strength of the school. A high level of informal discussion takes place as well as regular formal staff meetings. The pupils' needs are at the centre of all decision making.
- 5.10 The school pays careful attention to the development of staff and a comprehensive appraisal system is in place. It determines priorities for additional professional development and assists in the monitoring of teaching and learning. Staff value their appraisals and are able to access the training they require. Subject leaders conduct focused scrutiny of the standards of all pupils including those with SEND and those identified as more able. They regularly monitor the children's work and the teaching of their subject. Since the previous inspection, the school has begun to put in place procedures for staff to observe and share good practice.
- 5.11 Leaders are successful in recruiting suitably qualified staff. A comprehensive staff handbook provides useful guidance, and good induction arrangements ensure that new appointees are well informed of school routines and safeguarding arrangements. All staff regularly receive appropriate training in matters of safeguarding, welfare, health and safety. The understanding of safeguarding procedure is excellent. The central register of appointments is up-to-date and carefully annotated. Effective policies and procedures cover all aspects of school life; they are conscientiously implemented by staff who are strongly committed to the pupils in their care.
- 5.12 The school successfully fulfils its aim of knowing all pupils individually and parents comment on how very thoroughly and quickly the teaching staff understand the individual nature of all of their pupils. It also fulfils its aim to foster excellent relationships with its families. The strong relationships built up with parents before entry remain throughout, enabling parents to be fully involved in their child's learning progress helping to secure appropriate interventions should they be needed.
- 5.13 Parents are extremely satisfied with the quality of education provided and enjoy the open dialogue about their children which underpins the school's nurturing ethos and approach. In response to the parents' questionnaire, a significant majority stated that the school is well managed and they have many opportunities to be involved in the life of the school.

- 5.14 Communication with parents is regular, timely and thoughtful and they feel fully engaged with their child's educational experience. They appreciate prompt contact via text message and through the school's website and online contacts, and the weekly newsletters are eagerly anticipated. Concerns are handled very sensitively and promptly and parents value the fact that the children's needs are of paramount importance to the school. The complaints procedure meets requirements, and is followed as required.
- 5.15 Parents have many opportunities to be involved in the life of the school, both through the hugely active parent association, the parent forums and through invitation to school events. A small number of parents are also involved in supporting reading skills with the younger pupils. Social events include quiz nights, a family camping weekend and a barn dance. These are well supported by staff and parents and, as well as raising a significant amount of money for the school, they are seen to be more about successfully building a sense of community. Parent forums provide a channel of communication between parents and the school. Their views about routine and academic aspects of school life are sought and given due consideration.
- 5.16 The school arranges information evenings for parents addressing current issues such as internet safety, there are twice yearly parents' evenings for all year groups, and curriculum overviews are provided termly via the discrete parent area of the website so that parents are well-equipped to support their child's learning. Regular reports reflect and support the information shared with parents throughout the year.

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