



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

ERIDGE HOUSE PREPARATORY SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Eridge House Preparatory School

Full Name of School	Eridge House Preparatory School
DfE Number	205/6401
Address	Eridge House Preparatory School 1 Fulham Park Road Fulham London SW6 4LJ
Telephone Number	020 7371 9009
Email Address	office@eridgehouse.co.uk
Headteacher	Ms Pippa Hogg-Andrews
Proprietor	Mrs Lucinda Waring
Age Range	3 to 11
Total Number of Pupils	174
Gender of Pupils	Mixed (86 boys; 88 girls)
Numbers by Age	3-5 (EYFS): 49 5-11 125
Number of Day Pupils	Total: 174
Head of EYFS Setting	Ms Petra Gollob
EYFS Gender	Mixed
Inspection Dates	11 Feb 2014 to 14 Feb 2014

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 November 2009.

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, as amended. 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', '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 proprietor, 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

Mr Mark Potter

Mrs Yvonne Parry

Reporting Inspector

Team Inspector (Headmaster, IAPS/ISA school)

Team Inspector (Deputy Head, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Eridge House Preparatory School is a day school for girls and boys situated in Fulham in central London. The school is a proprietary school owned by Eridge House Ltd. It was founded in 2001 by Lucinda Waring, who is the managing director and the majority shareholder of Eridge House Ltd and was the first principal of the school. Other shareholders act only in an advisory capacity.
- 1.2 The school aims to create confident independent learners with a lifelong enthusiasm and respect for learning; to provide individual attention enabling pupils to recognise goals and fulfil their potential; to identify abilities and turn them into achievements and to take early steps to offer support if needed; to provide a happy, positive and creative learning environment where each child can be supported, extended and nurtured; to offer a creative curriculum that includes an understanding of the environment and an appreciation of the world; to work in partnership with parents, encouraging co-operation and interest in their child's education, and to be accountable for the safeguarding of pupils and issues relating to health and safety.
- 1.3 The school educates girls and boys aged from three to eleven years, offering Early Years Foundation Stage (EYFS) provision in its Nursery and Reception classes. Since the previous inspection by Ofsted in 2009, the school became part of the Independent Schools Association (ISA) in November 2013. There have been two headteachers since the previous inspection, and the current headteacher took up her post in September 2013. The post of deputy head was created at the beginning 2013. The school's accommodation has been refurbished to include an information and communication technology (ICT) suite, an extended library, an art room, a science room, more office and staff room space, and a dedicated medical room.
- 1.4 Currently there are 174 pupils on roll, of whom 49 are in the EYFS. The ability of the pupils at entry is a wide one, but is judged to be broadly average. Pupils come from backgrounds which are generally economically advantaged, and a high proportion is from minority ethnic backgrounds, mainly White European.
- 1.5 Sixty-six pupils have been identified as having English as an additional language (EAL), and 17 of these pupils receive support for this. Twenty-two pupils have been identified as having special educational needs and/or disabilities (SEND), and 15 receive support from the school. No pupils currently have statements of special educational need.
- 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 Eridge House is a happy, friendly and nurturing school which is successful in meeting its aims. It gives all its pupils individual attention to enable them to recognise their goals and fulfil their potential, and it identifies abilities and turns them into achievements, taking early steps to offer support where needed. Achievement is good. Excellent provision in the EYFS gives children a head start in their education. Throughout the school, teaching is good, delivered by motivated and knowledgeable staff, and the pupils enjoy a stimulating and creative curriculum of good quality with a host of activities available outside the classroom. As a result, they achieve well and make good progress, reaching above average standards in their work. However, some lessons do not always give able pupils enough support, and the time available for the teaching of science is restricted, particularly in the senior years. Pupils have very positive attitudes to learning and develop excellent work habits for the future.
- 2.2 Pupils' personal development is excellent and they are extremely happy at school. They are very aware of the world around and beyond them, and have a sense of responsibility towards environmental issues. They know the difference between right and wrong, and support others when they need help. Pupils are very eager to play their part in the school community and are pro-active in raising funds for charities and for others less well-off than themselves. Pupils of different nationalities and cultures mix easily and naturally together and take a genuine interest in the differences of others. They are extremely well supported in school thanks to the excellent quality of relationships and pastoral care. All regulatory concerns raised at the previous inspection have been fully addressed.
- 2.3 Governance is good. The proprietor supports and challenges the school effectively, investing prudently in resources and accommodation and making shrewd decisions on the appointment of staff. Excellent leadership and management give the school clear direction for the future. Efficient systems for monitoring and evaluation mean that senior leaders are fully aware of the school's strengths and areas for development, and the school has already identified the need to devote more curriculum time to science and to challenge for the more able in lessons. The school development plan is well focused, though it does not currently include the priorities for the EYFS. Parents are very pleased with what the school offers their children, and are very supportive of the school and their children's education.

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 teaching consistently meets the needs of all pupils, particularly those of higher ability.
2. Increase curriculum time for science to ensure full coverage of subject skills.
3. Include improvement priorities for the EYFS in the whole school development plan.

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 good.
- 3.2 The school is successful in meeting its aim of creating confident, independent learners with a lifelong enthusiasm and respect for learning. Pupils of all ages, including the EYFS, are eager learners with well-developed listening skills, who are articulate and make thoughtful and well-reasoned contributions in lessons. As they move up the school, they read with fluency and interest, and enjoy writing for a range of different purposes. Pupils apply logic and reasoning in their work, particularly in mathematics and science, and they are confident, proficient users of ICT. They use their numeracy and ICT skills to good effect in their topic work, and understand how to apply their skills across the curriculum. Pupils are lively and energetic in their physical education (PE) lessons, and they welcome opportunities to be creative and use their imaginations.
- 3.3 Outside the classroom, pupils in Year 1 to Year 6 achieve well in their sporting, musical and extra-curricular pursuits. The school's football and netball teams are increasingly winning their matches, and the school's musicians have been successful in their singing and instrumental examinations. There have also been good results in drama examinations. Pupils participate enthusiastically in a range of extra-curricular activities from tiny football and infant masterchef to orchestra and ukulele, enabling them to discover new interests and talents.
- 3.4 In the EYFS, all children, including those with EAL or SEND, make good and often excellent progress relative to their individual starting points. Most meet or exceed age-related expectations year on year. Younger children become confident communicators, enjoying show and tell sessions and developing mark-making skills. Older children form letters with increasing accuracy and make plausible attempts at writing captions and simple sentences using their phonic skills. In the Nursery, children name simple flat shapes and recognise numbers to ten. Reception children are familiar with simple addition, recognise and sequence numbers to 30 and know the value of coins. Children are eager to learn, show good powers of concentration and work well individually and collaboratively. They are active, happy learners and good behaviour is the norm.
- 3.5 The attainment of pupils in Years 1 to 6 cannot be measured in relation to performance in national tests, but based on the work seen in lessons and in their books, and the school's tracking data, their attainment is judged to be above average compared with national expectations for their age. The pupils' progress from their different starting points is good, though the school has recognised that more able pupils are sometimes not sufficiently challenged to make the progress of which they are capable. The increased emphasis on writing is already having a positive impact on pupils' outcomes. Pupils who have EAL or SEND also make good progress, thanks to the combination of support in class and support from tutors to help them catch up with their classmates.
- 3.6 The pupils' attitudes to learning are excellent. They have extremely well-developed work habits and a positive approach to learning. They settle quickly in lessons and behave exceptionally well. Teachers rarely need to remind any pupils about their behaviour and lesson time is not wasted on dealing with misbehaviour. Pupils are asked in every lesson which skills they need for learning, and they can invariably

identify what they need to apply to which task. They are equally happy to work individually, with partners, or as a team, and are always ready to respond to guidance and support. They know when they need to sit and listen quietly, and when they need to show their initiative and be independent in their learning. They present their work neatly and are proud of what they have achieved.

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

- 3.7 The contribution of curricular and extra-curricular provision is good.
- 3.8 The EYFS setting offers children a warm and welcoming environment with secure outdoor areas. Children's work and interests are highly valued, and this is reflected by the colourful displays and 'show and tell' sessions. Specialist music and PE teaching are introduced from Nursery and children's language skills are enhanced by the addition of French. Outdoor provision for the EYFS is sufficient and is used well. Children achieve well, irrespective of background, ability or need, because of the staff's high expectations and the meticulous planning which ensures that every child is suitably challenged by the learning experiences provided.
- 3.9 At the core of the curriculum for the rest of the school, the topic-based creative curriculum is effective in allowing pupils to develop thinking skills as well as personal, social and emotional skills within the broad framework of the National Curriculum. This is reinforced by the recent introduction of 'Philosophy for Children' into the curriculum and initiatives such as 'Thinking Friday' to support further the aim of the school to create confident, independent learners. The creative curriculum is popular with pupils and is an important factor in helping to achieve their enthusiastic engagement in the learning process.
- 3.10 The planning process for the development of each topic is very thorough. This is also the case for the provision for subjects, such as numeracy and French, which do not form part of the creative curriculum. This ensures that all requisite areas of learning are covered so that a broad and generally balanced curriculum is delivered. However, insufficient time is devoted to science, particularly in the senior years. The school is already in the process of reviewing timetable allocations for the next academic year and is seeking to overcome this imbalance.
- 3.11 The high quality of planning ensures that the curriculum meets the needs of all ages and abilities. Detailed and thorough individual educational plans for each pupil with SEND are produced by the special educational needs co-ordinator and class teachers. Similar plans are produced for pupils who are able, gifted and talented and for those with EAL. All plans are easily available to staff through the curriculum server and are used to support effective lesson planning. Provision for the especially able has been a recent priority in the school development plan and much has been achieved in terms of developing policy and planning. The opportunity for teaching by subject specialists in some subjects and for some teaching to take place in ability groups enhances the curriculum.
- 3.12 The curriculum support for pupils who have EAL is effective and the French programme strengthens curriculum provision for pupils who are seeking entry to the local lycee or who are likely to return to France. Pupils are also very well supported for the tests that they face for admission to senior schools by the use of commercially-available reasoning skills materials.
- 3.13 The curriculum is considerably enriched by a wide range of extra-curricular visits. These include trips each term for each year group to places related to the creative

curriculum topic and the provision for visiting speakers. There are also residential visits each year for pupils in Years 3 to 6 which support the aim of the school to provide opportunities for personal and social development. Support for the wide range of clubs offered before and after school and during lunch breaks is very good. Extra-curricular football and cookery clubs offer additional purposeful play opportunities for Reception children after school.

- 3.14 Information and communication technology is used very successfully to support learning across the curriculum and pupils are confident in employing appropriate resources in a variety of subjects. The library is also used as a valuable resource with pupils as young as Year 2 being thoroughly familiar with its workings. Pupils are also given the opportunity to participate in dramatic and musical productions and the very successful summer production of a musical version of Alice in Wonderland involved a large number of pupils from Year 2 to Year 6. Younger pupils were involved with other productions.
- 3.15 Pupils and parents are confident and well-informed regarding progress through the junior forms and senior pupils feel themselves to be very well prepared to move on to the next stage in their education. Recent initiatives in this area, including a variety of taster sessions of languages in the autumn term has strengthened this provision still further.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is good.
- 3.17 The pupils' high levels of personal development helps to ensure that teaching is effective in promoting pupils' progress and meets the aim of the school to provide a happy, positive and creative learning environment. A wide range of teaching is used, and is successful in capturing the interest of pupils and encouraging them to think for themselves.
- 3.18 In the EYFS, learning is actively promoted by the staff through challenging questioning and a rich variety of indoor and outdoor learning opportunities. They encourage the children to explore and investigate. Progress is constantly monitored through observation, discussion and assessment, and this guides future planning. Learning resources are accessible, well-organised and of high quality, and staff make imaginative use of the available space to support children's learning and development.
- 3.19 Planning is detailed and effective; teachers are familiar with the needs of individual pupils. Small class sizes and the very good relations between pupils and teachers help ensure that pupils are attentive in lessons and that they are well motivated to achieve their best. The needs of pupils with SEND and EAL are well met by a variety of tasks in lessons; the provision for those identified as able, gifted and talented has been highlighted by the school as an area for development in the school development plan. The planning of tasks to challenge these pupils is not yet as well established as for other ability groups. In a small number of lessons, the teaching lacks pace as a result of the teacher talking too much or failing to provide appropriately challenging tasks for the more able pupils.
- 3.20 All pupils are well aware of the learning objectives for each lesson and are confident in evaluating their progress against them. The quality of the marking of work varies between subjects but in the best examples involves the clear setting of targets for improvement and a dialogue between pupil and teacher. There are also frequent

opportunities for pupils to review their own progress, this feedback then being used by teachers in planning and interventions. Pupils are willing to take a suitable measure of responsibility for their own learning through this process of self-review, supporting the school's stated aim to encourage pupils to become independent learners.

- 3.21 Teachers have very good subject knowledge and make very good use of a variety of self-produced and commercially available resources. The confident and imaginative use of interactive whiteboards by both teachers and pupils was observed in many lessons. The school encourages the sharing of teaching expertise through lesson observation, work scrutiny and relevant professional development. The effective use of subject specialists and curriculum leaders in specific subjects helps this process.
- 3.22 Following the previous inspection, the development of assessment has been a major initiative and has provided strong support for more effective teaching. A bespoke target tracking and assessment tool has been used extremely effectively to identify weaknesses in learning for specific groups and to target the progress of individual pupils. Since the accuracy of teachers' assessments is crucial in such a system, the school has provided appropriate training for staff. Parents are given detailed information on targets for assessment and levels achieved.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Pupils of all ages exhibit a high degree of personal development, in accordance with the school's aims to understand moral values and show respect and compassion towards others. They are polite, friendly and welcoming and show respect for themselves and each other. Pupils are thoroughly prepared for the next stage of their education and spoke highly of their preparation. They leave the school as confident and well-balanced young people.
- 4.3 In the EYFS, children are encouraged successfully to be confident and independent, for example at lunchtime, when children in Reception act as special helpers in the dining hall. They know how to share their toys and show consideration for others, and they are well prepared for transition to the next year group.
- 4.4 The pupils' spiritual development is excellent. They are extremely self-aware and their high levels of confidence are developed through the opportunities they have to organise and lead various events, take part in concerts, dramatic productions, sporting and other local events and competitions. Pupils appreciate and are sensitive to the non-material aspects of life, demonstrated during discussions in their personal, social and health education (PSHE). The planting of poppies with messages on them following a Remembrance assembly was remembered well by the pupils, who are emotionally mature and can discuss issues well above what might be expected for their age.
- 4.5 Strong moral awareness is evident, based on the pupils' excellent behaviour and their mature sense of right and wrong. Pupils are kind and co-operative and communicate positively with each other and with teachers. They have strong opinions which promote fair play and equality. The pupils have a good understanding of global issues, as seen in a lesson where they were considering the views of others in regard to deforestation. The school is visited by the local police who assist the pupils in developing their understanding of acceptable behaviour within society. The work of the eco-committee provides the chance to reflect on how they care for their playground, their community and the environment in general. There are links with a local refuge and pupils have donated books to the local library.
- 4.6 Social development is excellent. Pupils aspire to, and willingly accept, responsibility and are proud to make a positive contribution to the school community. Pupils are elected to the school council by their classes and house captains are voted for by the whole house, after hearing speeches from those standing. All pupils in the school produced pictures of healthy plates of food after an assembly focused on the importance of healthy food and a balanced diet. Residential trips provide opportunities to develop team building and to show determination in meeting new challenges. Many charities locally, nationally and overseas are supported, and helping the less fortunate is given high priority. Recently, pupils have supported a homeless shelter with gifts from their harvest assembly. Pupils show a good understanding of public institutions and the rule of law through their PSHE studies. Their economic awareness is reflected in their topic studies, where they consider sustainability and eco-friendly ideas linked to the work of the eco-committee.

- 4.7 The cultural development of the pupils is excellent. They show a keen respect for the achievements of those of other faiths and cultures from their own, often drawn from first-hand experiences within the local area. Pupils learn, through house days, of life in and the cultures of different countries and have opportunities to compare these cultures with their own in the western world. They welcome visitors from and visits to local Christian churches and have had talks from Jewish and Muslim parents about their celebrations and beliefs. As a result, they demonstrate harmonious relations with families different from their own.

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

- 4.8 The quality of pastoral care is excellent.
- 4.9 Children in the EYFS are each allocated a key person who ensures that the child's learning and care is tailored to meet his or her individual needs and who keeps a close overview of the child's development. Staff work very closely with parents to ensure that children settle quickly and feel secure. Parents commented on the kind, nurturing atmosphere created by the staff.
- 4.10 Across all aspects of school life, staff provide excellent pastoral support for pupils in line with the school's aims. Relationships between staff and pupils and among the pupils themselves are excellent, underpinned by a sense of worth and respect for others. Staff know all the pupils extremely well and encourage them to take advantage of the breadth of opportunities available. All relevant information regarding any concerns about a pupil is quickly disseminated to all staff.
- 4.11 The school's policies and procedures for promoting positive behaviour and guarding against harassment and bullying work very well. Pupils were clear that bullying was not a feature of school life. They felt that the school deals with any poor behaviour in an efficient and sensitive manner through the clear systems that are present. They particularly appreciate the school's 'tell, ask and get a teacher' approach. Pupils in Year 6 receive mentor training and this has been successfully introduced throughout the school, so that all children have somebody they can turn to in the year above. The pupils appreciate the way in which the staff give rewards and sanctions. In discussions with pupils, inspectors found excellent evidence to support this.
- 4.12 The staff know pupils very well and provide excellent support and guidance. Records of behaviour are monitored regularly by senior staff, who analyse the entries thoroughly, and respond at an appropriate level. Pupils who were interviewed during the inspection felt that they were able to give their views and were confident that they were listened to by the staff at all levels. Inspectors found that, through class teachers, the school council and the head's senior team of house captains, pupils' views are taken into account and acted upon. Furthermore, pupils articulate their views competently through the school council and in PSHE lessons. Pupils care for one another well, offering support during lessons and at play.
- 4.13 The playground environment is enhanced by a well-defined buddy system that is well known by the pupils. A clear code of conduct and anti-bullying guidelines are displayed in the play areas and there is a well-written leaflet on beating the bullies. Pupils receive clear guidance on what to do if they feel worried or sad.
- 4.14 The school has a clear and well-written plan to enhance access for those with SEND. Pupils have a firm understanding of what constitutes healthy eating and this is supported by the school's provision of healthy, nutritious meals. Exercise is

valued and excellent opportunities are provided by the school for pupils to take part in a variety of physical activities. In the EYFS, children demonstrate a positive attitude to exercise and to healthy eating at lunch and snack times.

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 The school pays close attention to the safeguarding, welfare, health and safety of pupils. The safeguarding policy is comprehensive, and reflects accurately current practice. It is reviewed annually by senior managers and the proprietor. Those designated as child protection officers have the appropriate level of training. Staff training in child protection procedures is carried out thoroughly in all areas of the school and updated appropriately. All staff know the child protection procedures. Recruitment procedures have improved since the previous inspection and the required checks are carried out. In the past, the recording of these checks has occasionally lacked attention to detail, but the school now maintains the records correctly.
- 4.17 All necessary measures are taken to reduce the risk from fire and other hazards. Procedures are practised regularly and efficient records kept. The comprehensive health and safety document is regularly reviewed and updated. Excellent general risk assessments around the school site ensure that safety is a priority and those for outside visits and school activities are completed most efficiently. Any health and safety concerns are raised weekly at staff meetings and at senior leadership meetings, and necessary action is taken.
- 4.18 An excellent first aid policy is supplemented by a medicines policy which outlines appropriate protocols for the administration and recording of medicines. Arrangements for sick or injured pupils are excellent. Staff are very well informed about individual needs and conditions, and the medical room makes comfortable provision for pupils who are ill.
- 4.19 Suitable policies and procedures in the EYFS are implemented rigorously to ensure that children are safeguarded effectively. Thorough risk assessments are undertaken in all areas, and regular daily checks of facilities ensure that potential hazards are removed promptly. First aid and medication procedures are stringent and an appropriate number of staff have paediatric first aid qualifications.
- 4.20 The school's admission and attendance registers are maintained accurately and stored correctly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The proprietor is actively involved in the life of the school and has a good insight into its strengths and areas for development. She sets the ethos for the school and helps to make sure that it is successful in meeting its aims, and is very involved with and knowledgeable about the EYFS. She has worked closely with senior staff since the previous inspection to ensure that areas of non-compliance have been effectively tackled and that the school now meets its statutory obligations in full. This includes the annual review of safeguarding and child protection arrangements which is carried out by the shareholders' safeguarding committee. Some regulatory matters were brought to the attention of the school during the inspection, but all have been satisfactorily resolved.
- 5.3 The proprietor provides the school with a good degree of support and challenge in its work. Funds have been spent wisely to enhance the curriculum provision and raise educational standards. The school hall, for example, provides excellent accommodation for PE, school gatherings and productions, and for serving lunches, while investment in the ICT suite and hardware gives pupils excellent access to the latest technology. The school's accommodation is well maintained to offer pupils a bright and stimulating environment, and the school is well resourced across the curriculum. Recent appointments of senior staff have been made with careful attention to the needs of the school, and to provide the expertise needed to enable the school to improve and expand, particularly in Years 3 to 6.

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

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.5 Leaders and managers at all levels give excellent direction to the school, motivating and inspiring staff and pupils alike to want to do their best, and ensuring that pupils enjoy a good education and that their personal development is excellent. Although the current senior leadership team is relatively new, they have achieved much in a very short period of time, creating a strong sense of team spirit and common purpose, so that the whole school community shares the school's aims and ethos. They ensure that the school is extremely successful in providing a happy, positive and creative learning environment where each child can be supported, extended and nurtured. They are excellent role models for other staff in their professional practice and in the quality of relationships they promote.
- 5.6 Senior leaders have quickly evaluated the school's strengths and areas for development, building on the existing systems for monitoring and evaluation, and making the most of the school's excellent systems for assessment and tracking to establish priorities for the future. Strategies for improving pupils' progress in writing, for example, and for increasing the progress of pupils with EAL, identified through analysis of data, are already having a positive impact. In the EYFS, progress since the previous inspection is seen in the clearer identification of targets to improve and greater consistency of planning throughout the setting. The school development

plan is comprehensive and drives forward school improvement, though it does not currently include the priorities for the EYFS. This means that the specific needs of children in the EYFS are not being taken sufficiently into account in a whole-school context. However, within the EYFS, the curriculum action plan shows a strong commitment to evaluating practice and continuous improvement. Subject leaders across the school play a full role in monitoring and evaluating standards in their areas and in helping to plan an imaginative and creative curriculum.

- 5.7 School leaders have undertaken an extensive review of school policies and procedures to ensure that they meet requirements, with a particular focus on the safeguarding of pupils, and have made sure that past regulatory deficiencies have not been repeated. The school runs very smoothly on a daily basis, with excellent attention given to pupils' care and well-being. Teaching and non-teaching staff alike ensure that the school's routines are carefully organised and supervised to promote pupils' safety at all times.
- 5.8 Systems for appraisal of staff performance are well established, and senior leaders make sure that training opportunities are linked both to the needs of the individual and the needs of the school as a whole. Staff feel well supported in their work. Training for staff in safeguarding, welfare, child protection and health and safety is systematically organised, and there are reliable procedures for ensuring that update training takes place as required. There is regular supervision for EYFS staff, ensuring that effective methods of teaching and care are in place.
- 5.9 Parents of children of all ages are very pleased with the school. Responses to the questionnaire indicated that they were generally satisfied. They were most positive about the fact that their child is happy and feels safe, and was well looked after by the school. In an interview with parents they characterised the school as both nurturing and academic and stressed how well their children are prepared for the next stage in their learning. A minority of parents indicated that in their view school does not deal well with cases of bullying, and some were not satisfied with the information given about progress. Having scrutinised the records and interviewed parents and children, the inspectors found that bullying concerns are carefully and thoroughly handled. Parents are well informed of their child's progress and attainment by regular and informative written reports which detail further targets for learning. The content of some reports however is sometimes too similar and formulaic.
- 5.10 Parents were very appreciative of the ready availability of staff to speak with them and the rapid responses to emails. In the EYFS, staff work closely with parents to identify children who may need additional support, either from the school or from external agencies. The school has an appropriate complaints policy. Parental concerns are treated with care and consideration and as a result the vast majority can be dealt with swiftly and informally in accordance with published procedures.
- 5.11 There is an active friends' association which raises funds and organises events, including termly coffee mornings. Parents' representatives meet each term with the headteacher to discuss any issues and there are many opportunities for parents to be involved through helping with homework, curriculum information meetings, giving talks and demonstrations, attending concerts and supporting charity days.
- 5.12 Comprehensive information is provided to parents of pupils and prospective pupils. There is a useful parental handbook which provides helpful details both about the school and the curriculum. Regular diaries of events, termly newsletters and weekly

class letters and message books all facilitate the exchange of information between home and school. The school website also provides additional information including policies, menus and other useful details.

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