



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
FINTON HOUSE SCHOOL**

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Finton House School

Full Name of School	Finton House School
DfE Number	212/6365
Registered Charity Number	269588
Address	Finton House School 171 Trinity Road London SW17 7HL
Telephone Number	020 8682 0921
Email Address	office@fintonhouse.org.uk
Acting Head	Miss Karol-An Kirkman
Chair of Governors	Mr Mark Chilton
Age Range	4 to 11
Total Number of Pupils	321
Gender of Pupils	Mixed (139 boys; 182 girls)
Numbers by Age	4-5(EYFS): 58 5-11: 263
Head of EYFS Setting	Miss Rebecca Oldfield
EYFS Gender	Boys and Girls
Inspection Dates	02 Feb 2016 to 05 Feb 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 interim 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.

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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and an assembly. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Neil Hendriksen	Reporting Inspector
Mr Adrian Lowe-Wheeler	Team Inspector (Former Deputy Head, IAPS school)
Mrs Gill Proctor	Team Inspector (Former Headteacher, IAPS school)
Mrs Eithne Webster	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Finton House School is a co-educational day school for pupils from the ages of 4 to 11. It aims to provide an inclusive environment in which all pupils have access to a broad and balanced curriculum. The school was founded in 1987 as a preparatory school for boys and girls. It is run as a charitable trust, administered by a governing body.
- 1.2 The school is located in a residential area near Wandsworth Common in south London. It occupies 2 Victorian town houses which have been redeveloped and refurbished over the years to accommodate the needs of pupils and staff. Since the previous inspection a new teaching block, library, playground and cloakroom area have been introduced. The school has the use of nearby sports fields, hard courts and swimming pools for its games provision. At the time of the inspection, the school was led by an internally appointed acting head. The governors have recently appointed a new headteacher who will take up post in the 2016 summer term.
- 1.3 At present 321 pupils attend the school; 139 boys and 182 girls. Of these, 58 children are in the Early Years Foundation Stage (EYFS) which is for children up to the age of five. The EYFS is exempt from the learning and development requirements and provides its own curriculum. Pupils come mainly from British professional or business families who live in the nearby area, a large majority within walking distance of the school. In discussion with the school and from inspection evidence, pupils' overall ability is judged to be above the national average but a wide range of abilities are represented.
- 1.4 The school has identified 71 pupils as requiring additional support for their special educational needs and/or disabilities (SEND), of which 10 have a statement of special educational needs or an education, health and care (EHC) plan. No pupils have English as an additional language (EAL).
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Lower School refers to pupils in Reception to Year 2 and Upper School to pupils in Years 3 to 6.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is highly successful in fulfilling its aims. Pupils are extremely well educated in accordance with the school's aim to maintain high academic standards through the provision of well-resourced small classes and a broad, balanced curriculum. The achievement of pupils of all needs and abilities is excellent. The curriculum strongly supports the school's aims to provide an inclusive environment where all children can achieve their full potential. The EYFS setting continues to meet the criteria for exemption from the learning and development requirements. A rich programme of extra-curricular activities, offering challenge and opportunity to every child, supports the curriculum very well. The school's aim to ensure high standards of teaching across all year groups is met successfully. Teaching is excellent; teachers demonstrate strong subject knowledge and offer frequent praise and encouragement to good effect, stimulating the pupils' enjoyment of their work. Throughout the school, the monitoring and assessment of individual pupils is used to assist in planning. All necessary staff have access to this information and it is regularly discussed at departmental and staff meetings to ensure that each pupil's needs are being met. Pupils who have been identified as having SEND, including those with EHC plans or statements of special educational needs, are closely monitored and provided for very well. Meticulous records are kept and intervention strategies are used to ensure that these pupils have full access to the curriculum and can reach their potential. All recommendations from the previous inspection, relating to developing the website; extending the usage of laptops for pupils' cross-curricular work; and improving the EYFS's quality of outdoor and independent learning opportunities, have been met.
- 2.2 Throughout the school, pupils develop extremely positive personal qualities. This is fully in accordance with the school's aim to create an atmosphere in which pupils feel safe, happy and valued as individuals, and where values of care and consideration, generosity and respect for others are actively encouraged. The school's motto, 'Open Hearts and Guiding Hands', is well reflected by the conduct and behaviour of staff and pupils alike. Pastoral care is excellent. Relationships between staff and pupils are very strong as are relationships between pupils. Staff know their pupils extremely well. Effective communication between all staff ensures that support is promptly available to meet the needs of all pupils. The arrangements for the welfare, health and safety of pupils are excellent and make a strong contribution to their personal development.
- 2.3 Governance, leadership and management are excellent. The governors together with senior leaders are highly successful in administering and overseeing the work of the school. They work hard to secure the school's aims and ethos, and to ensure its direction and purpose. Leadership and management at all levels are highly successful in promoting a welcoming, caring atmosphere. The leadership team provides strong educational direction that focuses on the needs of all pupils. All requisite policies to ensure the welfare, health and safety of pupils are successful and all due procedures relating to recruitment and safeguarding are rigorously followed. In the EYFS, some supervision sessions have not been formally recorded to ensure that the good practice of supporting families in the setting can be monitored to full effect. Links with parents are excellent. In their responses to the pre-inspection questionnaire almost all parents expressed their satisfaction with the

progress their children make, the range of subjects and activities available and their opportunities for involvement in the life of the school.

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) Recommendation for further improvement

2.5 The school is advised to make the following improvement.

1. Ensure that a record is kept of all supervision meetings in the EYFS to facilitate the monitoring of good practice within the setting.

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 Pupils are extremely well educated in accordance with the school's aim to maintain high academic standards through the provision of well-resourced small classes and a broad, balanced curriculum. They develop their knowledge, skills and understanding in many different subjects within the curriculum and in their extra-curricular activities very effectively.
- 3.3 In the EYFS, children display excellent levels of achievement relative to their starting points. They are engaged and focused in many stimulating activities and they progress rapidly. Children demonstrate the characteristics of effective learning and identify themselves as learners by exploring, thinking critically and creatively, and working independently. All children make effective progress and appropriate challenges are devised to extend the achievements of the more able. Most children make an excellent start in learning to read and many can write independently using correct sentence formation. Many can count in twos and fives, and recognise and use the mathematical symbols for addition and subtraction. Children have a good understanding of the basic two-dimensional shapes such as rectangles and hexagons. They use the interactive whiteboard and handheld electronic devices with skill and confidence. Excellent relationships ensure that the children are enthusiastic whilst also listening carefully to adults and each other. They remain focused, solve problems and make detailed observations.
- 3.4 Throughout the school pupils are articulate and confident, and demonstrate high levels of attainment across all areas including speaking, listening and creative activities. Pupils display a strong level of competence with mathematical concepts and creative writing, and think independently extremely well. In a critical thinking lesson, older pupils were observed expressing well-reasoned and articulate arguments relating to whether it is justifiable or possible for monkeys to steal. Vibrant, stimulating and interactive displays around the school provide excellent examples of the pupils' creative achievements and abilities.
- 3.5 The pupils' achievements in extra-curricular activities are excellent. They take part in regular matches and achieve success in regional swimming galas. The school has been successful in a number of other local sporting competitions and has qualified for national finals in swimming in recent years. A large proportion of pupils have individual music lessons and achieve success in instrumental examinations, regularly gaining distinctions and merits. Pupils have had their artwork exhibited at the Royal Academy of Arts, been awarded prizes by the Historical Association, and recently won a local science, technology, engineering and mathematics competition.
- 3.6 Pupils' attainment cannot be measured in relation to average performance against national tests, but on the evidence available it is judged to be high in relation to age-related expectations. The pupils follow a wide-ranging curriculum, and on leaving the school the large majority transfer to senior independent schools, with a significant number gaining awards and scholarships. Inspection evidence including school assessments, observations of lessons, scrutiny of pupils' work and discussions with them, confirms this judgement. This level of attainment, as judged, indicates that pupils make excellent progress relative to the average for pupils of similar abilities. In their pre-inspection questionnaire responses, almost all parents

expressed their satisfaction with the progress that their children make. Pupils indicated in their questionnaire responses that they believe they are making good progress.

- 3.7 The achievement of pupils with SEND, including those with EHC plans or statements of special educational needs, is excellent. They receive additional support from subject and specialist teachers and learning assistants, and they have access to specialist facilities. Pupils who have been identified as more able are fully supported by staff and challenged, allowing them to make rapid progress and achieve highly. They attend inter-school competitions, challenges and master classes which provide further opportunities to develop their abilities.
- 3.8 Pupils demonstrate excellent attitudes towards their learning. They display high levels of concentration and sustained effort whether working in groups or individually, and they are enthusiastic and happy learners. This results in the high standards of work of which they are justifiably proud.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 The provision of well-resourced small classes and a curriculum which covers the required elements and meets pupils' needs, strongly support the school's aims. This is supported by a rich programme of creative arts, sport, trips and extra-curricular activities that offer challenge and opportunity to every pupil, thus contributing extremely well to the pupils' achievements.
- 3.11 In the EYFS, excellent, enjoyable and motivating educational programmes, devised and delivered by highly qualified teachers and support staff, ensure that the interests and needs of every child are extremely well met. Stimulating clubs extend and support children's learning. The curriculum enables integration for the children into the wider school and provides a seamless transition to the next stage of their education. Since the previous inspection the school has developed the quality and consistency of outdoor learning opportunities, which are now more stimulating and wide-ranging. The children in Reception also have regular sessions on the playing fields and enjoy the opportunities to explore the wilder areas of the nearby common.
- 3.12 In the rest of the school the classroom is the base for the coverage of much of the curriculum, which is enhanced by the use of specialist teachers and specialist areas for art, music, computing (information and communication technology), design and technology, languages, physical education and games. Together these provide excellent opportunities for pupils to extend their learning. Emphasis is placed on English and mathematics which provides a strong foundation for the pupils' skills to develop well across the breadth of the curriculum, but all the required areas of learning are covered. Weekly personal, social, health and economic education (PSHEE) sessions make a positive contribution to the ethos of the school and are clearly reflected in other curriculum areas and assemblies. The topics covered in PSHEE contribute successfully to the pupils' personal development and raise their economic, social and political awareness in a well-balanced manner.
- 3.13 Planning and monitoring are thorough, ensuring the curriculum is suitable and accessible for pupils of all needs and abilities, and does not undermine key British values. The curriculum makes excellent provision for more able pupils and particularly for those with SEND. The early intervention programme provides strong support, allowing teachers to focus on the specific needs of individual pupils. Much

of this support is expertly provided either within the classroom, in focused groups or in individual one-to-one sessions. This programme is provided for those pupils identified, prior to entry to the school, as requiring support and to those identified with emerging needs during their time at the school. Each pupil has an individual education plan constructed specifically to help address his or her particular needs. Parents are closely involved with the school at each stage in the provision and in planning for their children's needs, and take part in annual or more frequent reviews as required. This level of involvement ensures that pupils are extremely well catered for and able to participate in all aspects of school life.

- 3.14 The school has responded positively to the recommendation at the time of the previous inspection to extend the opportunities for pupils to make best use of laptop computers in cross-curricular work. In lesson observations, work scrutiny and pupil interviews, evidence was seen of the successful exploitation of such opportunities. The delivery of the curriculum is strongly supported by the well-equipped computing suite and sets of handheld electronic devices. In their response to the pre-inspection questionnaire, almost all parents expressed satisfaction with the range of subjects and extra-curricular activities available.
- 3.15 Throughout the school, the curriculum provision includes a wide array of educational visits and enrichment activities. These develop the pupils' knowledge, understanding and appreciation of the world in which they live. Excursions include visits to places of worship and those with historic interest, as well as residential trips for the pupils in Years 3 to 6. The excellent extra-curricular programme provides a wide and stimulating range of activities for pupils. In their responses to the pre-inspection questionnaire, almost all pupils indicated that they can join in a wide range of activities. A variety of sports are catered for as well as additional opportunities in areas such as golf, water sports and rock climbing. Some of these activities are supported through strong links with the community that include excellent relationships with local football and rugby clubs, and a Saturday morning football club is run by the staff from the school for all local pupils. Effective community links include those with a nursing home and a day centre for the elderly, and pupils become involved through regular litter collection on the community sports fields and by ensuring that the school's vegetable garden is well maintained and cared for. A range of visitors such as police, authors and poets attend and speak at assemblies about their work. The school is actively involved in fund raising for numerous smaller charities which are chosen by the pupils. It has strong global links with schools in Kenya and India.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is excellent.
- 3.17 Throughout the school high-quality teaching fulfils the aim of ensuring the highest standards of teaching across the school, allowing pupils of all needs and abilities to learn most effectively and make rapid progress.
- 3.18 In the EYFS, well-qualified and enthusiastic staff together with a high ratio of skilled support staff and specialist teachers in sport, art, computing and music, develop and extend children's skills and knowledge, and have high expectations. Well-pitched and paced lessons and activities, and well-used good-quality resources ensure that the children respond enthusiastically, are fully engaged and make excellent progress. Thorough planning is shared with staff so that all have a clear understanding of the aims and targets of the educational and development

programmes. Children are helped to understand what they are required to do to make progress and provided all necessary support. A highly effective system of early intervention, including specialist on-site therapists if required, helps all children including those with SEND, EAL and the more able acquire the necessary skills that underlie the development of independence and thus confidence. A most effective system of formal and informal assessments also ensure that every pupil's achievements are carefully considered and recorded, and any gaps identified and addressed.

- 3.19 Throughout the school, teachers demonstrate excellent subject knowledge and offer frequent praise and encouragement to positive effect, stimulating the pupils' efforts and enjoyment of their work. Pupils respond well to the high expectations of teaching that invariably shows full awareness of their individual learning needs. Specialist teachers are well used and deployed throughout the school to enhance the pupils' learning. Lessons are rigorously planned and taught using a variety of methods ensuring efficient management of time. They are purposeful and positive, creating opportunities for all pupils to make progress. Throughout the school excellent use is made of resources. Since the previous inspection new schemes of work have been introduced which have improved the focus on key skills and learning objectives, and the use of specialist teachers has enhanced pupils' interest and engagement. Teaching promotes tolerance and respect, does not undermine the fundamental values of British society and is non-partisan in the coverage of any political issues.
- 3.20 The school has a highly effective marking policy implemented consistently across all curriculum areas. Work is marked regularly and the pupils fully understand and respond to the comments made. They were able to explain the difference between comments written in different coloured ink and realised that these comments helped them to improve their work. Targets are set for the pupils which aid their progress. Pupils take great pleasure in sharing their excellent work with both their peers and senior members of staff, and this further encourages high standards of presentation.
- 3.21 Throughout the school, the monitoring and assessment of individual pupils' progress is used effectively to assist in planning. All necessary staff have access to this information and it is regularly discussed at departmental and staff meetings to ensure that pupils' needs are met. Pupils who have been identified as having SEND, including those with EHC plans or statements, are extremely well monitored and their provision meets the requirements of their statement or plan. Meticulous records are kept and intervention strategies used to ensure that they have full access to the curriculum, that due provision is made for their particular needs and that these needs are met successfully. In their responses to the pre-inspection questionnaire, all pupils said that teachers help them to learn. In interviews they reported that teachers provide them individual help when needed while encouraging them to work independently.

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 Throughout the school, pupils develop extremely positive personal qualities. This is fully in accordance with the school's aim to help to create an atmosphere in which children feel safe, happy and valued as individuals, and where British values of care and consideration, generosity, democracy, tolerance and mutual respect are actively encouraged and promoted.
- 4.3 In the EYFS the personal development of children is excellent; they co-operate with each other and are eager to volunteer for classroom jobs such as light monitor or line leader. They listen carefully to adults and have an excellent understanding of school rules. Children are polite and confident when speaking to their teachers, their classmates and visitors. They support and help each other both in and outside the classroom by co-operating and sharing. Fundamental British values are actively promoted so that, for example, they gain some sense of the significance of events such as Remembrance Day and why poppies are worn. Festivals from many cultures are celebrated so that the children appreciate and value the diversity of their community. They are well prepared for the transition to the next class as they become familiar with many other staff and areas of the school when taught in the specialist rooms. Older pupils visit the Reception classes on occasion to share their learning, such as the Year 2 visit to sing a French song.
- 4.4 The pupils' spiritual development is excellent. They are polite, self-confident, respectful and emotionally mature for their ages. Pupils develop a strong appreciation of non-material aspects of life through the richness of the curriculum, activities and clubs; a visit to the Wandsworth recycling plant followed work in PSHEE on sustainability and how waste that is discarded is recycled. Pupils display great empathy towards the needs of others, learning about and listening respectfully to those whose views or beliefs differ from their own in their lessons. They develop a strong understanding of other faiths and beliefs by experiencing a wide variety of educational visits and hearing speakers in assemblies talking about their religions, for example Hinduism and Buddhism.
- 4.5 Pupils demonstrate excellent levels of moral understanding. They understand the difference between right and wrong. They follow the school rules closely, settle quickly in lessons and are courteous and calm throughout the school day. Pupils understand the need for law and order and how this is established in England. During discussions, pupils commented that the rule of law within society is important and that everyone must take personal responsibility for their own behaviour.
- 4.6 Pupils have excellent social awareness, nurtured through the genuine sense of community created in the school and the positive role models that staff present. They feel valued as individuals and in interview described the school as having a family atmosphere. Pupils embrace opportunities for responsibility, such as prefect roles, 'playground pals' or serving as the class representative on the pupils' council. They relish opportunities to help those less fortunate than themselves and speak with pride about their efforts in raising money for both local charities and those further afield, such as sponsoring two children in Kenya and prize-giving at a school in India.

- 4.7 The pupils' cultural development is excellent. They develop a deep respect for their own and other cultures through their musical, dramatic and creative experiences within school, such as a drama workshop titled 'Learning about life in St Lucia'. Additionally, they benefit from frequent visits to local places of worship and museums. Pupils mix easily with others from different faiths and cultures; they are tolerant of each other's physical and personal needs and understand that everyone has a right to equal treatment, having a strong sense of justice and combatting discrimination. Their excellent cultural understanding is promoted by the PSHEE programme, assemblies and religious education lessons. The programme also strongly supports the understanding of fundamental British values and of English institutions and services. To support this, pupils take part in a range of activities such as a visit to the Houses of Parliament. The knowledge and understanding by older pupils of life in another part of the world is enhanced by a residential visit to France. Themed days, including celebrations of religious festivals such as Chinese New Year and Diwali, reinforces the pupils' strong sense of tolerance and understanding.
- 4.8 By the time they leave school, pupils have excellent standards of personal development. They are happy, self-assured and have a well-balanced outlook on life. During discussions, pupils said that they look forward to facing new challenges in their future schools.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 In the EYFS, key people and teaching assistants have warm positive relationships with every child, they ensure that children's needs are met and that they make the best possible progress. Careful attention is paid to individual needs and interests, ensuring the confidence that enables children to develop socially is encouraged and nurtured; they have excellent relationships with each other. The children behave extremely well, they are confident that the adults will look after and keep them safe, and they are encouraged to make healthy choices in exercise and food; they are praised for developing healthy habits such as hand-washing after using the toilets. All staff involved with these children employ an excellent range of well-understood and practised behaviour strategies and rewards.
- 4.11 The school is highly successful in meeting its aims to provide an inclusive environment in which care, consideration, generosity and respect are encouraged, valued and rewarded. This makes a strong contribution to pupils' personal development. Throughout the school, relationships between staff and pupils are excellent as are relationships amongst pupils themselves. Staff know their pupils extremely well. In interviews, pupils talked about how well cared for and safe they feel at school and how readily approachable the staff are; almost all indicated in their questionnaire responses that they like being at the school. In their responses to the pre-inspection questionnaire, almost all parents indicated that their children feel safe and happy at school and are well looked after. Highly effective communication between all staff ensures that support is promptly available to meet the needs of all pupils. Since the previous inspection, new leadership has been introduced for this aspect of the school's work and this has further strengthened the school's ability to monitor and develop all aspects of each child's personal development.
- 4.12 An all-inclusive programme of sport and exercise during lessons, in the extra-curricular activities and through sports competitions ensures that pupils have ample

opportunity for exercise. Pupils clearly understand the importance of healthy eating. The lunches are varied and nutritious.

- 4.13 In their responses to the pre-inspection questionnaire, a very small minority of pupils felt that the school does not ask for and respond to their opinions. Inspection evidence does not support this view. In interview, pupils reported that the pupils' council is an effective means of putting forward suggestions and ideas, such as changes to the lunch menu which had been successfully implemented. Minutes of pupils' council meetings also display suggestions and ideas raised and considered. In the EYFS, children are confident that their opinions and comments will be listened to and the Reception representatives are proud of their role on the school council. They were able to explain that the role of the council was to consider ideas to improve the school.
- 4.14 The school's systems to promote good behaviour and guard against bullying are effective. A very small minority of parents who responded to the pre-inspection questionnaire felt that the school does not deal well with cases of bullying. Inspection evidence does not support this view. When interviewed, pupils were clear that should bullying occur it is addressed quickly and effectively. School records of any such incidents support this, demonstrating that any behaviour or bullying issues are suitably dealt with and sanctions issued are appropriate to the misdemeanour, fully in line with the school's policy. Well-structured systems reward and promote positive behaviour, effort and attainment and record appropriate sanctions, contrary to the views of a very small minority of pupils' responses to the questionnaire. Achievements are celebrated in weekly assemblies. In discussion, pupils displayed a clear understanding and appreciation of the rewards and sanctions systems.
- 4.15 The school has a suitable plan to improve access for pupils with SEND.

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

- 4.16 The contribution of arrangements for welfare, health and safety is excellent.
- 4.17 In the EYFS, all staff promote children's welfare extremely carefully and meticulous attention is paid to all safeguarding requirements. Regular attendance is encouraged and imaginative activities both reflect British traditions and values and celebrate other cultures. The careful attention paid to fostering social development and reflection is an effective strategy to enable the children to resist radicalisation and extremism in their futures.
- 4.18 Throughout the school the well-being of all pupils is promoted highly effectively and staff deployment ensures that children are appropriately looked after at all times, in line with the school's aims and contributing effectively to pupils' personal development. Child protection and staff recruitment arrangements have due regard to official guidance and the safeguarding of pupils is taken most seriously. All staff, including non-teaching staff, undergo appropriate levels of training which is regularly updated. Inter-agency training to higher levels is undertaken for those staff with designated safeguarding roles. The school has strong relationships with the local safeguarding agencies and its child protection policy is effective and thorough.
- 4.19 A comprehensive health and safety policy is monitored effectively and regularly. All necessary measures are taken to reduce the risk of fire and other hazards. Fire exits are kept free of obstruction and their signage is clear throughout the school. Fire safety procedures are thorough and regular fire drills are held. Risk

assessments are comprehensive and frequent checks ensure that any identified hazards or faulty equipment are removed or repaired promptly. Potential risks on visits out of school and on the school's sites are carefully assessed.

- 4.20 Procedures in case of accidents and for the administration of first aid are efficient and timely. All staff are trained in basic first aid and a significant number have a higher-level qualification. The school makes suitable arrangements for pupils who are unwell during the day and minor injuries are treated quickly and safely. The school's arrangements take particular account of pupils with SEND, who are dealt with sensitively according to their welfare needs.
- 4.21 Admission and attendance registers are completed accurately and stored appropriately.

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 board of governors is highly successful in administering and overseeing the work of the school. Board members work devotedly to secure the school's aims and ethos, and to ensure its direction and purpose. The governing body has an extensive range of expertise and experience, and governors are allocated specific roles matched to their areas of particular interest. Governors are closely involved in overseeing the EYFS, and a nominated governor who has particular responsibility for this area visits regularly. Through full board meetings and an efficient system of committees, the governors supervise the financial planning of the school, its provision and future development. They ensure that the school meets the requirements for staffing, suitable accommodation, academic resources and the care of pupils.
- 5.3 The governors provide advice, support and constructive challenge for the senior leaders. In close liaison with senior leaders, they have worked effectively to maintain the success, values and ethos of the school. Presentations and reports at governors' meetings from members of staff and members of the senior leadership team (SLT) provide the governors with detailed information about the school's successes and challenges. Governors are fully informed of any changes to regulatory matters and updates to policy requirements by the SLT, fellow governors and external professionals. All school events are well supported by governors and they make regular visits to observe the school in action and to meet staff, parents and pupils.
- 5.4 The governing body discharges its statutory duties most conscientiously, ensuring that staff suitability is properly checked and that the single central register of appointments is rigorously maintained. The governor with responsibilities for safeguarding receives appropriate training. Governors diligently oversee regulatory compliance in areas such as safeguarding and welfare, health and safety. The governing body ensures that an annual review of safeguarding takes place. Governors have appropriate arrangements for evaluating the work of senior staff.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians is excellent.
- 5.6 In the EYFS the leadership and management are firmly committed to ensuring that the aims of the school are fulfilled; they succeed in providing an inclusive environment where all children can achieve their full potential and where respect for others and democracy is evident in the ethos of the setting. The leadership aims to provide the highest educational standards and a welcoming, safe and stimulating environment for all the EYFS children and their families. All staff understand and share the clear vision and priorities for improvement that have been identified through a robust system of self-evaluation that continually monitors all aspects of the EYFS. An electronic, secure database enables rapid sharing of all necessary information. Effective systems of supervision and appraisal enable leadership to mentor and develop the professional abilities of staff to support the families within the setting, although some supervision sessions have not been formally recorded. Where a need for intervention strategies is identified, leadership ensures that parents are informed and involved at all stages and that external agencies are included as appropriate. Leadership has successfully met all recommendations from the previous inspection.
- 5.7 Leadership and management at all levels are highly successful in achieving and promoting fully the aims and ethos of the school, which reflect key British values and the school's welcoming, respectful, caring atmosphere. The SLT works with dedication and a unified sense of purpose to provide strong educational direction that focuses on the needs of all pupils, and ensures their high-quality education and excellent personal development. Highly effective procedures and all requisite policies are regularly reviewed, maintained and implemented, including those that ensure the welfare, health and safeguarding of pupils. Staff and parent handbooks provide clear and detailed information on the school's aims, ethos, procedures and expectations.
- 5.8 The school follows all necessary safer recruitment procedures. An effective induction process is in place for all newly appointed staff. New staff are provided appropriate training in the safeguarding, welfare, health and safety of pupils and in first aid. They also receive extended opportunities to familiarise themselves with the school, its values and pupils. Senior leaders conduct detailed staff appraisals. Along with department leaders, they carry out reviews of subjects and take steps to ensure and promote high standards and consistency across the school in academic, teaching and pastoral matters. The programme of peer observations, which promotes self-reflection, improvement and innovation, enables the reinforcement and sharing of agreed best practice within and across the school. Opportunities for professional development are plentiful and this has encouraged staff to become more reflective practitioners. This has had a positive impact on their teaching and the pupils' learning.
- 5.9 School development plans clearly outline priorities for improvement and the development of academic, pastoral and accommodation matters. Regular meetings between staff and between senior leaders and managers maintains a high degree of communication across the school along with an excellent knowledge and understanding of the school at all levels.

- 5.10 The school promotes excellent relationships with parents. In their responses to pre-inspection questionnaires and in interviews, parents expressed their overwhelming appreciation of the open and welcoming atmosphere in the school. They are positive about the ready accessibility of staff through email, telephone or in person to discuss any matters concerning their children. Parents expressed very high levels of satisfaction with the education and support provided. Detailed procedures for formal complaints are available to parents on the school's website. These outline the handling of concerns in a timely and appropriate manner, and records show that these procedures are implemented effectively.
- 5.11 Communication with parents is excellent. In their responses to the pre-inspection questionnaire, almost all parents expressed satisfaction with the information that they receive about the school and its policies. Parents spoke very highly of the manner in which guidance is offered regarding the choice of a senior school for their children. The weekly newsletter is available online and in hardcopy, and is much appreciated by parents. The school website provides all the required information for parents of current and prospective pupils. In response to a recommendation from a previous inspection, the school website has been developed to include a dedicated parent portal allowing increased access to relevant curricular information and photographs. In interview, parents reported that they feel very well informed about their children's progress and learning targets through detailed twice-yearly reports and parents' evenings.
- 5.12 Throughout the school, parents have opportunities to be actively involved in the work and progress of their children. They are invited to be involved in school life through participation as class representatives, helping on trips and visits, hearing pupils read and attending school events. On occasion, surveys are used to seek the parents' views on school-related matters. This adds to the parents' sense of involvement. The class representatives, along with parent volunteers, are very active in organising and promoting fund-raising events. These provide significant sums for the benefit of the school and its pupils.

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