



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION STUDY SCHOOL

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Study School

Full Name of School	Study School
DfE Number	314/6062
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Email Address	info@thestudyschool.co.uk
Head	Mrs Donna Brackstone-Drake
Proprietors	Mr John Mallin and Mrs Susan Mallin
Age Range	2 to 11
Total Number of Pupils	143
Gender of Pupils	Boys and Girls (71 boys;72 girls)
Numbers by Age	2-5 (EYFS): 53 5-11: 90
Head of EYFS Setting	Mrs Kirsty Wilson
EYFS Gender	Boys and Girls
Inspection Dates	09 to 12 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 standard 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 proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Adrian Palmer	Reporting Inspector
Mr Brian Melia	Team Inspector (Former Headmaster, IAPS school)
Ms Victoria Plenderleith	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Study School was founded in 1923. It is located in a residential area of New Malden and uses a nearby university sports ground for games. The school is proprietorial, and the proprietors are responsible for its governance. Since the previous inspection, the school has increased the age range of children in the Nursery, and it now takes children approaching their third birthday. The current head was appointed in September 2014.
- 1.2 At the time of the inspection 143 pupils were on roll, aged between 2 and 11 years. A total of 53 children were in the Early Years Foundation Stage (EYFS), of whom 33 attended part-time. Most pupils are from professional and business families living in the local area, and reflect the varied ethnic and cultural backgrounds to be found there. Three pupils have support for English as an additional language (EAL). Seven pupils have been identified as having special educational needs and/or disabilities (SEND); no pupil has a statement of special educational needs or an education, health and care plan. Most pupils are of above average ability.
- 1.3 The school aims to educate the whole child, through providing pupils with a challenging and stimulating education, and developing their full potential and a positive approach to learning. It intends that educationally, socially and morally pupils are able to integrate and flourish when they progress to the senior school of their choice. The school strives for each pupil to feel supported, valued and respected, by actively promoting artistic, dramatic, musical and sporting endeavours.
- 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 school is successful in meeting its aims. The achievements of its pupils, including those in the EYFS, are good. They attain high standards in literacy and numeracy and have excellent attitudes to learning. Most children in the EYFS achieve their Early Learning Goals by the age of five. Pupils benefit from a good curriculum supported by a wide range of extra-curricular activities, which enables them to develop their skills and understanding as they progress through the school. Teaching is good, and is usually adapted to meet the needs of individual pupils, although in a few lessons, including in the EYFS, activities are not always effectively matched to the needs and interests of the pupils. The recent introduction of curriculum co-ordinators is having a positive impact on consistency. Relationships between the teachers and the pupils are particularly strong, contributing to the good progress made in the majority of lessons.
- 2.2 The pupils' personal development is excellent and is well supported by excellent arrangements for their pastoral care and good arrangements for their welfare, health and safety. From a variety of cultural backgrounds, pupils respect each other and share their opinions with tolerance and understanding. The spiritual development of the pupils is particularly strong. The older pupils have a successful and clearly visible role in supporting the younger children, especially those in the EYFS. The school successfully promotes the key values of life in Britain; all the pupils understand concepts such as democracy and the rule of law. The school also nurtures a healthy and active lifestyle. Appropriate checks are carried out on a regular and planned basis to ensure that the pupils are safe and to minimise risk. The school operates rigorous recruitment procedures, and all the required details of checks are accurately recorded in the single central register. However, the school does not have adequate procedures to review the content and effectiveness of its safeguarding arrangements on a regular basis. Prior to the inspection, aspects of the safeguarding policy did not reflect the latest requirements, although practice did; by the end of the inspection shortcomings had been fully rectified.
- 2.3 Governance is sound. The proprietors are a highly visible presence in the school and all the staff, both teaching and non-teaching, have regular access to them. There is a lack of clear strategic direction for the future development of the school, including the EYFS. This was a recommendation of the previous inspection. The proprietors have not been as rigorous as is required to ensure that the school meets the regulatory requirements, most notably in ensuring that an annual review of safeguarding is carried out. Leadership and management are good. Leaders are highly visible and committed to their role. The school still has work to do on the recommendations from the previous inspection with regard to defining the roles of those on the senior leadership team in order to improve consistency of practice. However, the introduction of curriculum co-ordinators has seen the quality of curriculum planning and monitoring rise, and the appraisal of all staff is effective in identifying and delivering key areas of professional development. Strong links with parents have been successfully established, and in response to the pre-inspection questionnaire they were very supportive of the school. On a few occasions, parents' concerns have not been followed fully through to a satisfactory conclusion.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school does not meet all the requirements of the Education (Independent School Standards) Regulations 2014, and therefore it is required to take the following action.

- Implement appropriate arrangements for review of the school's child protection policies and procedures annually so that they reflect fully the latest statutory guidance [Part 3, paragraphs 7.(a) and (b), under Welfare, health and safety].

(ii) Recommendations for further improvement

2.5 In addition to the above regulatory action point, the school is advised to make the following improvements.

1. Clarify the structure and responsibilities of governance and the senior leadership team in order to ensure the accurate evaluation of educational outcomes and a shared plan for the school's long-term development.
2. Use the good practice already identified in the school to ensure a more consistent approach to curriculum planning, teaching and learning at all levels.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is good.
- 3.2 Pupils develop good levels of skill, knowledge and understanding in all areas of their curricular and extra-curricular activities, and thoroughly enjoy the process of learning. As a result, the school is successful in meeting its aims. In response to the questionnaire, all pupils felt that they are making good progress in their work.
- 3.3 All children in the EYFS, including the more able and those with SEND or EAL, achieve well in relation to their individual starting points. Children enjoy learning, think critically and demonstrate good concentration skills. By the end of Reception, most children have achieved their Early Learning Goals. Younger Nursery children can recognise colours and use pens to make marks. They listen carefully to stories and can name characters. They are able to work independently and enjoy creative activities, for example when making masks and pictures. Older children in the Nursery are able to recognise two-dimensional shapes and understand mathematical language such as 'edges', 'corners' and 'pattern'. Many can recognise letter sounds and some are able to write their names and read simple words. They are developing strong information and communication technology (ICT) skills and are able to access applications independently. All EYFS children are active learners and show independence, for example when putting their coats on for playtime.
- 3.4 In the main school, a new creative writing scheme has a positive impact on the levels the pupils achieve in their story writing. As a result, their literacy skills are highly developed for their age and they often use an advanced level of vocabulary in their written work. They speak articulately, and read with fluency and understanding. The numeracy standards of the pupils are also high, and they use these skills effectively to support their learning in other subjects, such as science. Pupils tackle problems logically, and their reasoning skills are well developed. Their levels of achievement in ICT and the creative arts are high, especially in art and music. Pupils have a good level of physical development.
- 3.5 Pupils have enjoyed team and individual successes in sport. School teams have achieved great success in swimming and cross country, reaching national finals. They have also performed well in gymnastics events and in local football competitions.
- 3.6 In the main school, attainment cannot be measured in relation to average performance in national tests, but on the evidence gained from the school's own assessments, from scrutiny of pupils' work and from lesson observations, it is judged to be good in relation to national age-related expectations. This level of attainment indicates that all pupils make good progress throughout the school in relation to pupils of similar ability. A majority of pupils gain places at selective independent or selective maintained schools at the age of eleven. Those with SEND or EAL also make good progress because of the support they are given both in lessons and in individual support lessons. Extension sessions outside the school timetable support the more able pupils in achieving their potential.
- 3.7 Pupils' attitudes to learning are excellent. The majority of pupils have a strong desire to learn and this can be seen in their excellent behaviour in lessons and positive relationships with each other and their teachers. Pupils generally apply

themselves well to their learning and persevere in their tasks, as witnessed in many lessons during the inspection.

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

- 3.8 The contribution of curricular and extra-curricular provision is good.
- 3.9 This supports the school's aims and provides a curriculum that covers all the requisite areas of learning and meets the needs of pupils of all ages and abilities. In response to the questionnaires, all pupils and a large majority of parents felt that the school provides a good range of subjects and extra-curricular activities.
- 3.10 Children in the EYFS experience a curriculum that ensures all the required areas of learning are covered, with the addition of French and music in Reception, taught by subject specialists. In the Nursery classes, there is a variety of stimulating and exciting activities each day, with an excellent balance of child-initiated and adult-led pursuits, which motivate children to learn and develop their skills. In Reception, staff know each child's individual needs and provide good support for them to reach at least the developmental levels expected for their age, with some achieving significantly higher. The environmental studies sessions make effective use of the outdoor area, allowing children to develop their knowledge and understanding of the world through planting seeds and completing a survey on arthropods. This addresses a recommendation of the previous inspection.
- 3.11 Throughout the school, effective planning ensures that the core skills of literacy and numeracy are well developed. Pupils are often grouped by ability within a class, to maximise the effectiveness of the teaching. The curriculum is enhanced by the provision of French from Reception, Spanish in Years 5 and 6, and art and design technology throughout the school. Music features strongly in the curriculum as well as sport, including football, rugby, athletics, hockey and cricket for boys, and hockey, netball, rounders and athletics for girls. Effective cross-curricular planning was observed in a number of lessons, such as the use of poetry in a science lesson on light and darkness.
- 3.12 The school is enhancing its ICT resources to support learning; for example, tablet computers are used by older pupils to develop their own websites. The library is well stocked with a range of fiction and non-fiction books and is frequently used by the pupils. Most games teaching takes full advantage of the excellent facilities of a nearby sports ground.
- 3.13 There are some excellent examples of curriculum planning, including the provision of activities for pupils with SEND or EAL and the more able. An effective inclusion policy makes sure that the needs of such pupils are well met. The good practice seen in some subjects, such as the development of detailed schemes of work and the careful use of targets for future progress, is not yet being developed consistently in all subjects. The recent appointment of curriculum co-ordinators is already having a positive effect in this area. A small minority of parents felt that the more able pupils are not sufficiently challenged. Inspectors found that this was not the case. A large majority of lessons observed provided well for pupils' different needs. For example, the mathematics intervention programme successfully challenges the more able mathematicians, allowing them to be set tasks that are appropriate for their level of ability.
- 3.14 The school provides a wide range of extra-curricular activities and trips. Clubs for the younger pupils include chess, word strategy, Latin American dance exercise,

dance, art and yoga. Provision for the older pupils includes Latin, orchestra, drama, tag rugby, computer programming and advanced English. The curriculum is further enhanced by a good variety of trips. In Years 3 to 6 pupils benefit from trips to historic palaces, a butterfly centre and a local nature trail. Residential trips to France, Box Hill and a field study centre in Dorset are an integral part of the curriculum provision for the older pupils.

- 3.15 The programme of personal, social, health and economic education (PSHEE) supports the pupils' personal development. Along with assemblies and topics in subjects such as history, it helps to promote British values and allows the pupils to appreciate differing political views in a balanced manner. The school has good links with the local community, such as with a church and a care home. A stimulating range of visitors includes doctors and the police, who visit younger pupils to talk about what their work involves.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is good.
- 3.17 Teaching helps the school achieve its aims to promote the development of all pupils to their full potential intellectually, physically, socially, emotionally and behaviourally. In the EYFS, staff are enthusiastic and use a variety of teaching methods to motivate all children. They are generally knowledgeable about how to promote the learning and development of each child and use critical questioning effectively. Well-timed adult interventions in child-initiated activities in the Nursery help children to develop their learning. On a few occasions, older children are given work that is lacking variety and challenge, as their previous learning is not always taken into account. Pupil tracking is in place and a special educational needs co-ordinator monitors children needing support or extension, ensuring that their needs are met. Learning resources are used well to provide many open-ended opportunities for children to explore and investigate, as seen in the post office area in the Nursery, where children can create their own letters and post them.
- 3.18 The excellent rapport between the teachers and their pupils is a notable strength of the teaching provision throughout the school. On the very few occasions observed where behaviour fell below the high expectations of the school, teachers quickly dealt with the situation, and productive work was maintained. All of the pupils who responded to the questionnaire find their work interesting, and said that teachers help them to learn. Teachers use learning resources well, including interactive whiteboards and other ICT equipment. Older pupils share their electronic books produced on tablet computers with the younger pupils, which is mutually rewarding. Teaching does not promote partisan attitudes, and encourages the pupils to respect each other and to be tolerant of views different to their own.
- 3.19 Most lessons are characterised by a stimulating range of tasks and an engaging delivery by the teacher, engendering enthusiasm in the pupils, who enjoy many lessons. For example, pupils were fascinated to learn how the tempo of music can dramatically affect the mood and atmosphere of films. Teachers regularly use praise and encouragement, and on many occasions humour, to interest and motivate pupils.
- 3.20 Excellent planning, including specific targets for individual pupils, was seen in many lessons. However, this is not the case in all lessons, with some lesson planning lacking detail. Overall, however, work provides appropriate challenge. This was

seen in literacy lessons, where pupils achieved an understanding beyond that expected for their age group, with the successful use of connectives and accurate punctuation, reflecting the teacher's high expectations. Excellent individual support is given to pupils with SEND or EAL, and those who are identified as more able, ensuring that they make good progress.

- 3.21 Marking and assessment are generally of a good standard. Many teachers use constructive, encouraging comments to help future progress. However, this is not consistent across all subjects throughout the school. Thorough and helpful records of attainments over time are available in areas such as reading comprehension, mathematics and science levels, and reasoning skills, and are these are used productively by teachers in planning for pupils' individual needs.

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 Their high standard of personal development by the time pupils leave the school is a key strength of the school, and enables it to meet its aims. Older pupils feel strongly that they are thoroughly prepared for the next stage of their education. The school takes active steps to promote both the personal development of the pupils and the common values that characterise Britishness, such as the rule of law and democracy.
- 4.3 Within the EYFS, turn taking and sharing are actively promoted at all times. In the Nursery, children know this as 'my turn, your turn', and staff support children to ensure that they respond to their peers. Children develop positive relationships with one another and are quick to help others in the class, as seen in Reception when a child who finished a task went to another table and offered to help. Staff support and encourage children to make appropriate choices and decisions. They actively promote diversity when celebrating Chinese New Year and other festivals, encouraging children to develop a respect for other cultures and to appreciate their differences, as well as enabling the children to understand the essential values inherent in British society.
- 4.4 Pupils' spiritual development is excellent throughout the school. They show respect for both adults and their peers, based on one of their 'golden rules', not to hurt others. Their high self-esteem is seen in their positive relationships with each other and their teachers. The pupils are self-aware and confident. They are sensitive to non-material aspects of life, for example when discussing in form time the significance of the past compared with the future. Pupils develop a thorough understanding of the beliefs of many different religions. They are tolerant and non-discriminatory, and avoid partisan attitudes. Pupils show appreciation for the beauty of the natural world around them.
- 4.5 The moral awareness of the pupils is excellent. From a very young age the pupils demonstrate that they have a keen sense of right and wrong. They have strong opinions regarding fair play and think through the consequences of their actions. They fully understand the need to abide by the school's high expectations of behaviour, for example the importance of honesty. Pupils fully grasp the reasons for, and appreciate the fairness of, the rewards and sanctions used by their teachers, such as the awards of house points and the sanctions of yellow and red cards.
- 4.6 The social development of the pupils is excellent. The pupils work very well together. Older pupils in the school regularly visit younger classes to read with the younger pupils. Charitable causes are supported through a range of events such as cake sales to help vulnerable children in this country and fund-raising to aid the education of poorer children in less-developed countries. Residential trips in Years 4, 5 and 6 provide opportunities to develop team-building and social skills and to learn perseverance in meeting new challenges. A very small minority of pupils felt that the school does not provide enough opportunities for them to take on responsibilities. Inspection evidence did not support this. Inspectors found that all Year 6 pupils hold a varied array of positions of responsibility, from house and sports

captains, to assembly and anti-bullying monitors. Pupils also are 'junior travel ambassadors', helping to promote road safety and transport sustainability.

- 4.7 The school actively promotes fundamental British values in lessons and through encouraging respect and tolerance for the many faiths and traditions of the multi-cultural pupil body. Pupils appreciate the need for rules, promoted through topics and displays covering aspects such as democracy and equality. An annual trip to the Houses of Parliament helps to develop their understanding of the democratic process. Pupils develop a strong understanding of English laws and public institutions and services through their visits from the police and from the local mayor, in addition to topics in their PSHEE lessons.
- 4.8 The pupils' cultural development is excellent. The school draws its pupils from a broad range of nationalities, and tolerance and harmony are integral to the school community. Pupils show respect for one another's cultures. As well as Christian festivals, such as Christmas, understanding of other faiths and their festivals is promoted by visiting speakers, often from the parent body, for example giving talks on the festival of Diwali and on Sikhism for the younger pupils. Pupils benefit from an excellent programme of visits to places of local cultural interest such as museums and theatres.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 Children in the EYFS form positive relationships with staff and their peers, enabling them to feel safe and secure in the setting. An approach of 'kind hands, kind words' is used to help children understand how to behave in the Nursery and staff seize every opportunity to promote and praise good behaviour. Children respond positively to boundaries that are clear and age-appropriate, and extra interventions are put in place if required. From a young age children are encouraged to be independent but are also taught how to stay safe, as seen in the Nursery, where staff explained why children could only access Early Years applications on tablet computers.
- 4.11 In the older year groups, staff know their pupils extremely well and provide effective support and guidance in accordance with the school aims. Pupils form positive relationships amongst themselves and with staff, and this ensures that they feel confident to speak to staff if they have any concerns. There is also a 'worry box' in each classroom for pupils to use. The school has a proactive approach to prevent bullying, including cyber-bullying. At playtime there are highly visible anti-bullying monitors in the playground. In response to the questionnaire a few of parents were concerned about how the school deals with cases of bullying. Evidence gained from discussions with pupils and from reviewing records did not support this view, and inspectors judged that there are effective systems in place to deal with such issues. Pupils are polite and courteous, and there is a supportive family atmosphere within the school. The behaviour policy is clear, and rewards and sanctions are effectively used throughout the school. Behaviour logs are monitored and there is appropriate intervention if required.
- 4.12 In response to the questionnaire, a very small minority of pupils raised concerns that the school does not have any formal channels for gathering their opinions. Inspection evidence from discussions with pupils supported this view. Recently, pupils in Year 6 have been given an opportunity to express their views and opinions

through an embryonic school council. The school recognises a need for this to be extended lower down the school and pupils in Year 6 have produced an action plan to enable this to happen.

- 4.13 The school promotes a healthy lifestyle, and pupils are encouraged to bring in healthy snacks. In the EYFS, staff ensure that young children eat a balanced lunch and that they understand the importance of personal hygiene. There have been a number of school initiatives where pupils have been encouraged to come to school by bicycle or to walk, in addition to the many other opportunities for exercise. The school has a good plan in place to improve educational access for pupils with SEND.

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

- 4.14 The contribution of arrangements for welfare, health and safety is good.
- 4.15 Arrangements are in place across the school, including in the EYFS, to ensure that the pupils are well cared for in a safe environment. In response to the questionnaire, almost all parents felt that their children are kept safe and are well looked after, and this was confirmed by pupils in discussions.
- 4.16 Prior to the inspection, policies to safeguard pupils had not been fully and appropriately updated so that they reflected the most recent guidance. During the inspection the school acted to rectify this and by the end of the inspection all documentation met current requirements. At a day-to-day level, safeguarding arrangements are effective and reflect expectations, but the lack of effective arrangements to monitor policies and provision means that this could not be assured. All staff, including those in the EYFS, take part in a programme of appropriate and regular safeguarding training, and demonstrate a good awareness of potential risks and how to respond should concerns arise. Those designated as safeguarding leaders have suitable additional training. This includes recent training to prevent the spread of extremist views. The school has established good links with outside agencies. Effective procedures are in place for the safer recruitment of staff, and all the necessary details are accurately recorded on the single central register.
- 4.17 The school has taken all the necessary measures to reduce risk from fire and other hazards. Regular practice evacuations are carried out and logged. Electrical and gas appliances are serviced on an annual basis and appropriate records are kept. The school has an appropriate risk assessment policy and the risk assessments viewed confirm that they are sufficiently detailed, for example when pupils leave the school on educational visits. Pupils themselves are aware of the need to assess risks in their activities.
- 4.18 The school has clear and effective procedures for the administration of medicines and the recording of accidents. The school medical room is adequate and is situated next door to the school office. The first-aid policy gives detailed guidance and first-aid kits are appropriately placed in the school buildings. A good system of stock taking ensures that these are regularly replenished. A sufficient number of staff are suitably qualified and trained in first aid and this includes paediatric training for EYFS staff.
- 4.19 The admission register is suitably maintained and stored appropriately for the preceding three years. Attendance registers are completed correctly twice a day, with all appropriate annotations in place. The school has an effective system for contacting parents in case of pupil absence to ensure that pupils are safe.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 The proprietors are committed to supporting the aims and ethos of the school, and have an adequate oversight of daily life for the staff and pupils, including the EYFS setting. They provide a satisfactory level of support for the head and have a high profile in the school, often covering for absent staff, driving the mini bus or accompanying the pupils on outings.
- 5.3 As at the previous inspection, governance is undertaken on an informal basis, with the head in contact with the proprietors on a daily basis. Governance meetings take place at regular intervals throughout the year; the agenda includes safeguarding, and minutes, in the form of action points and outcomes, are taken. Currently, there is no longer-term planning than a one-year action plan. As a result, there is a lack of a long-term strategic approach for the future development of the school. This was a recommendation of the previous inspection, and has not yet been followed up. The proprietors discharge their responsibilities for the financial planning of the school, and they maintain the facilities to a good level and provide suitable staffing and resources.
- 5.4 Job descriptions are in place for the head and the senior leadership team. As at the previous inspection, exact roles and responsibilities for governance and the senior leadership team are not clearly identified and an executive responsibility for the management of the school has not yet been established. The head is subject to an informal annual appraisal by the proprietors and targets are set.
- 5.5 The proprietors are not fully effective in discharging their duties for safeguarding and welfare, health and safety around the school. Although day-to-day arrangements keep the pupils safe, the proprietors do not ensure that there is an effective annual review of the safeguarding policy and its implementation. As a result, the school's policy did not reflect the most recent statutory guidance, despite the fact the proprietors have undertaken the relevant training.

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

- 5.6 The quality of leadership and management is good.
- 5.7 The school is successful in meeting its aim of supporting and encouraging the pupils to reach their potential. In the EYFS, the environment is welcoming and stimulating and staff are aware of how to keep children safe. The recommendation from the previous inspection to develop a rigorous monitoring and self-evaluation process to ensure consistency in the provision has not been fully met. The appraisal and supervision system for all staff is successful in identifying and providing further professional development, and leaders have begun to develop a monitoring programme to supervise the quality of the educational programmes. An action plan is in place to guide implementation.
- 5.8 Leaders throughout the school are committed to their role. At all levels they are highly visible, and staff and parents value their approachability. Through this, they are successful in fostering mutual respect and a consultative style. Since the previous inspection, some progress has been made in clarifying the roles and responsibilities of those in senior management positions. Job descriptions have now been written, and a one-year development plan has identified how the school will tackle the short-term priorities identified. To date, only limited progress has been made in implementing them.
- 5.9 The school has recently appointed curriculum co-ordinators at middle management level. In some subjects, the co-ordinators have a significant positive impact on the standards of teaching and therefore the progress the pupils are making, through such activities as scrutiny of work and shared planning. Such good practice is now being promoted across the subject range.
- 5.10 The deployment of staff is appropriate, both inside and outside the classroom, ensuring high levels of supervision. Non-teaching staff provide excellent support to the school, and to the pupils in particular. The accommodation is imaginatively used, with creative and colourful displays around the school, and celebrating pupils' work in all classrooms. Safeguarding arrangements are secure in practice. The school has rigorous systems in place for recruitment and appropriate arrangements for ensuring the suitability of all staff. All required details of pre-appointment checks are accurately recorded in the single central register. There is regular training for all staff in safeguarding, including for those with specific responsibilities in the area.
- 5.11 The school has been successful in establishing a positive relationship with parents. In the EYFS, staff are available to speak to parents at the start and end of the day. Reading record books in Reception provide daily written communication and staff speak regularly to parents of younger children. Half-termly formal learning observations provide parents with a chance to share their children's learning experiences and to add comments.
- 5.12 Parents of current and prospective pupils are supplied with the requisite information, including the relevant policies. They feel that the school's 'open door' policy is a strength and commented on how accessible staff are if they need to speak to them. The head is available at the school gate every morning whilst the pupils arrive and emails can be directed through the school office during the school day. Regular reports and parents' evenings across the school ensure that parents feel well informed about their children's progress, and they commented on the accuracy of

reports. Homework diaries are an effective form of communication and fortnightly newsletters ensure that parents are kept up to date with school events.

- 5.13 In response to the pre-inspection questionnaire, a few parents felt that the school does not handle their concerns well. Inspectors found that the school has a suitable complaints policy, and a scrutiny of the records showed that this is followed when required. However, evidence gained during the inspection confirmed that a few parent concerns had not been fully followed through. Parents were extremely positive about the school's efforts to ensure that all older pupils play on a sports team. In questionnaire responses, all parents felt that the school encourages them to be involved in their children's learning; for example, in Book Week, a parent author visited the school to read to pupils.

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