



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
THE CAVENDISH SCHOOL**

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## The Cavendish School

Full Name of School	<b>The Cavendish School</b>
DfE Number	<b>202/6038</b>
Registered Charity Number	<b>312727</b>
Address	<b>The Cavendish School 31 Inverness Street London NW1 7HB</b>
Telephone Number	<b>020 7485 1958</b>
Fax Number	<b>020 7267 0098</b>
Email Address	<b>admissions@cavendish-school.co.uk</b>
Head	<b>Mrs Teresa Dunbar</b>
Chair of Governors	<b>Mrs Mary Robey</b>
Age Range	<b>2 to 11</b>
Total Number of Pupils	<b>245</b>
Gender of Pupils	<b>Girls</b>
Numbers by Age	<b>2-5 (EYFS): 53    5-11: 192</b>
Head of EYFS Setting	<b>Ms Isobel Boyt</b>
EYFS Gender	<b>Boys and Girls</b>
Inspection Dates	<b>08 Mar to 11 Mar 2016</b>

## 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](http://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 January 2010 and the previous second cycle inspection was in May 2006.

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

### **Inspectors**

Mrs Jane Chesterfield	Reporting Inspector
Dr Pamela Edmonds	Team Inspector (Headmistress, IAPS school)
Mr Anthony Lowery	Team Inspector (Director of Studies, IAPS school)
Miss Valerie Craven	Co-ordinating Inspector for Early Years

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 The Cavendish School is a day school for girls aged from two to eleven years and sibling boys aged from two to five years. It is situated in Camden in central London, close to Regent's Park. The school was founded in 1875 by the Catholic Society of the Holy Child Jesus and moved to its current location in 1970, when it became a charitable trust. It now welcomes pupils of all denominations and faiths and of none. It is overseen by a board of governors.
- 1.2 The school aims: to provide a high quality education promoting Christian principles; to offer a focus on helping pupils become active and independent thinkers and learners; to deliver a broad, purposeful and stimulating curriculum; to create an environment where the whole community has a commitment to sustainability; and to give pupils excellent preparation for a confident move to the next stage in their education.
- 1.3 The school offers Early Years Foundation Stage (EYFS) provision to children in its Nursery and Reception classes. There are currently 245 pupils on roll, 53 of whom are in the EYFS, aged between 3 and 5 years. There are no two year olds at present. At the time of the inspection, a building programme was underway to provide five new classrooms, specialist teaching space and a new school hall. This is due for completion in June 2016.
- 1.4 The ability profile of the pupils is above the national average overall, with a fairly wide spread of abilities represented. Pupils come from families with mainly professional, business, media or creative arts backgrounds. A small proportion are from minority ethnic backgrounds while a larger number come from overseas.
- 1.5 Thirty-four pupils have been identified as having special educational needs and/or disabilities (SEND), and all of these receive specialist support from the school. Three pupils currently have an education, health and care (EHC) plan. Forty-seven pupils have been identified as speaking English as an additional language (EAL), and five of these currently receive specialist support from the school.
- 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 The Cavendish School is highly successful in meeting its aims, offering pupils a high quality education that enables them to become active and independent learners, and gives them excellent preparation for the next stage of their education. From the EYFS onwards, pupils' achievement is excellent, and their attainment is judged to be high in relation to national expectations for their age. Pupils of all abilities make excellent progress and have excellent attitudes to learning. They enjoy an excellent curriculum, an extensive and varied range of extra-curricular activities, and excellent teaching which inspires and motivates them. There are some minor inconsistencies in the quality of teaching in Years 1 to 6.
- 2.2 Pupils' personal development is excellent. They have a keen self-awareness and an appreciation of and concern for the natural world around them, and a clear understanding of right and wrong. Pupils are eager to play their part in the school community and take on responsibility. Their interest in music and the performing arts contributes strongly to their cultural knowledge. Relationships in the school are excellent at all levels, and pupils feel safe and secure at school. Arrangements for pastoral care, and for pupils' welfare, health and safety are excellent. The ongoing building works are particularly well managed to avoid impinging on the school's daily life.
- 2.3 Governance of the school is excellent, and governors provide the school with outstanding support and challenge. They bring a wealth of experience and expertise to their role. Leadership and management at all levels are excellent. The recommendations of the previous inspection have been dealt with in full, so that teachers are able to observe each other teach, the provision and use of information and communication technology (ICT) have improved, and children in the EYFS make full use of all their resources. Senior leaders inspire confidence and loyalty in the staff, who work together as a cohesive team. The school has a clear steer for the future. Parents are extremely happy with the school and what it offers their children. The school has been very successful in building close working relationships with parents and involving them in its work and in their children's education.

### **2.(b) Action points**

#### **(i) Compliance with regulatory requirements**

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

#### **(ii) Recommendations for further improvement**

- 2.5 The school is advised to make the following improvements.
1. Remove any inconsistencies in teaching, including the use of teaching assistants and the pace of challenge offered to pupils from Year 1 onwards.
  2. Ensure that marking is consistent from Year 1 onwards, so that all pupils know exactly what they need to do to improve their work.

### **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 Within the EYFS, children's achievements are excellent. Almost all meet or exceed expected levels of development in the seven areas of learning, relative to their individual starting points. Children with EAL and those who are more able also make strong progress. There are currently no children with SEND in the EYFS. The children enjoy exploring, investigating and problem solving, for example during outdoor activities when discussing the properties of a range of invertebrates, including worms. The frequent letter and sound activities help to foster excellent speaking, listening, reading and writing skills. The older children are able to write full sentences independently. The younger children are very skilful at counting everyday objects, such as the number of children sitting at a table. Older children can count up to fifty and beyond, and are able to count in fives and tens. They frequently use advanced mathematical language for their age, such as when describing a range of three-dimensional shapes. Children are skilful at manipulating a range of everyday objects to assist with complicated additions. They are able to think critically through problem-solving and creative activities and are active learners, able to concentrate well and work independently.
- 3.3 Throughout the school, pupils are confident speakers who listen carefully in class and express their ideas thoughtfully. Their reading skills are consistently above average for their age, and they write extensively for different purposes. They are able to put their writing skills to good use across the curriculum, for example in science and the humanities. Their creativity is evident in their independent writing and artwork. Pupils have a secure grasp of mathematics and are able to apply their skills to practical tasks and problem solving. They are proficient users of ICT and active learners of French and Mandarin.
- 3.4 Outside the classroom, pupils are keen to be active and participate whole-heartedly in a range of sports and physical activities, including netball, swimming, football, rounders and gymnastics. Pupils are consistently successful in music and speech and drama examinations, and are enthusiastic performers in the school's many drama and musical productions.
- 3.5 Pupils' attainment cannot be judged in relation to performance in national tests, but based on the evidence available from school data, lesson observations and work in pupils' books, it is judged to be excellent in comparison with national age-related expectations. Most pupils gain places at the senior schools of their choice, some with scholarships or exhibitions, particularly for music or academic performance. Throughout the school, pupils make excellent progress from their individual starting points as a result of carefully tailored support and challenge matched to their needs. Pupils with SEND or EAL make similar progress to their classmates because of the high quality support they receive. Pupils who are more able also make rapid progress as they are challenged to reach their potential.
- 3.6 Pupils' attitudes to learning are excellent throughout the school. From an early age, they show highly developed powers of concentration and pay close attention to their teachers in class. They take a pride in their work and care in presenting it as neatly as they can. Pupils are inquisitive and eager to find things out for themselves. They work with others in a co-operative and supportive way. Pupils leave the school with

excellent learning skills and are very ready for the next step in their education, strongly fulfilling the school's aims.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The EYFS educational programmes cover all seven areas of learning and enable children to reach their full potential. An appropriate balance between adult-led and child-initiated activities results in a wide range of exploration and investigation opportunities. This high quality provision enables children with EAL and the more able to make excellent progress in relation to their starting points. Children have access to a wide range of extra-curricular clubs, and specialist teaching contributes significantly to positive outcomes for them. The curriculum is carefully tailored to meet the needs of the different age groups, with Nursery children enjoying more informal opportunities to explore and investigate. By the end of Reception, learning becomes more formal, with a greater emphasis on literacy and mathematics, ensuring that children are fully prepared for transition to the next stage of their education.
- 3.9 The school fulfils its aim of providing a purposeful and stimulating curriculum to advance the pupils' all-round development. The curriculum is suitable for all ages, abilities and needs, and goes beyond the required areas of learning, including French from Nursery and Mandarin in Years 4 and 5. Pupils also benefit from specialist teaching in a number of other subjects including music and physical education (PE) from Nursery onwards, and science from Year 3. Personal, social, health and citizenship education (PSHCE) promotes respect and tolerance, the rule of law and democracy, and incorporates economic education through many fund-raising initiatives and the tuck shop organised by the pupils and parents. Since the previous inspection, the provision for religious education and mathematics has been successfully expanded. The modern foreign languages curriculum is strong. The ICT provision has improved since the previous inspection and ICT is used to support learning throughout the school, particularly when access to online resources is available.
- 3.10 Planning for continuity of learning across the school is thorough. The provision for pupils with SEND is excellent, with carefully targeted individual support and close liaison with outside professionals, and, as a consequence, these pupils have full access to all learning opportunities. The school is a multi-cultural, international community and pupils who have EAL are given excellent individual educational care and attention for development of their English language skills. Provision for the more able pupils is primarily through ability groupings and extension activities.
- 3.11 The academic curriculum is supported by an excellent array of extra-curricular activities that are popular with the pupils and appeal to different interests. Pupils from all age groups enjoy participating in different after-school clubs, from 'funky dance', cookery, chess, needlework and drama to computing and circus skills, and developing new interests.
- 3.12 Educational visits bring another valuable dimension to the curriculum. The school makes the most of its London locality and the host of enrichment opportunities available to broaden pupils' horizons. These include, for example, visits to a national naval museum, outdoor theatre productions in a central London park and work with plants at a national botanical garden. Focus weeks, including friendship,

science and ecology, supplement the core curriculum and support the pupils' social and intellectual development. Parents and other members of the local community are also invited to share with pupils their special skills and expertise during assemblies. Events such as drama productions, music concerts and faith days further enhance the educational provision at the school. The school's 'think, explore, discover' (TED) initiative provides creative opportunities to inspire pupils to complete artistic projects. It is an innovative cross-curricular learning opportunity which captures the imagination and creativity of the pupils.

### **3.(c) The contribution of teaching**

- 3.13 The contribution of teaching is excellent.
- 3.14 Within the EYFS, staff plan a wide range of stimulating creative and practical activities that successfully foster children's ability to investigate and use their imagination. Nursery children were encouraged to role play in the pretend vet's surgery, for example, while Reception children learnt letters and sounds through retelling familiar stories. These activities are enhanced through the use of high quality resources, both indoors and outdoors. Staff make frequent use of the school's hall to foster children's physical development. The staff are well qualified, experienced and highly knowledgeable, and actively promote respect and tolerance by raising children's awareness of other cultures and religions. Planning successfully identifies the needs of all children and how staff intend to meet them. Support is carefully provided for those children with EAL and the more able, helping them to reflect on their learning and refine their skills so that they make excellent progress. The staff are very experienced at supporting children with SEND. Staff have high expectations of all children and frequently challenge them through open-ended questioning and problem-solving opportunities that successfully extend the children's knowledge and understanding. Information gained through accurate assessments of children's learning and development is used effectively to identify their next steps in learning, ensuring that all children make excellent progress. This has been enhanced through the use of a newly introduced digital system to capture 'wow moments'.
- 3.15 From Year 1 onwards, detailed planning of lessons is underpinned by teachers' secure subject knowledge and their understanding of pupils' needs and levels of prior attainment. Clearly explained learning objectives motivate pupils to stay focused. Effective use of time and exemplary management of behaviour enable the pupils to make rapid progress against their starting points, with targets linked to success criteria. All pupils who responded to the pre-inspection questionnaire said that they find their work interesting and that they feel they are making good progress.
- 3.16 The excellent teaching is characterised by a brisk pace, with well-chosen activities to engage the pupils' interest. Teachers adopt a range of effective teaching strategies. Excellent use of paired and group work stimulates discussion and promotes collaborative learning skills, as well as developing independent learning. Where teaching is less successful, a lack of pace causes pupils' attention to wane, and this slows their progress.
- 3.17 Teachers encourage pupils to think critically and challenge them through questioning varied at different ability levels, carefully targeted to stretch their competencies and skills. Grouping by ability is used effectively to support pupils' different needs, either in class or in sets for mathematics and English comprehension. A few parents who

responded to the questionnaire felt that there is not always enough challenge for more able pupils. Inspectors judged that extension work in some subjects does provide challenge for the more able. However, the level of challenge and extension for all, including the more able, is not always sufficient to enable the most rapid progress in lessons. Pupils who have EHC plans are carefully supported, with a range of strategies used to enable all the requirements of their plans to be met and the pupils to achieve at a high level. These strategies include individual support in and out of class, extra support sessions and close liaison with visiting professionals. Other pupils with SEND are also supported most effectively in lessons by their teachers and often by teaching assistants, enabling them to make excellent progress. However, there is some inconsistency in the effectiveness of the use of teaching assistants generally in lessons, other than to support those with SEND. The school responds well to the needs of pupils with EAL and those who have previously lived in a different cultural environment.

- 3.18 Overall, the quality of marking is of a high standard and there are many excellent examples of qualitative comments and guidance to pupils on how to improve. The best marking provides positive feedback, taking into account a pupil's individual abilities and areas for development, but there is some inconsistency in practice. Teachers know their pupils well, and excellent, mutually respectful relationships exist between teachers and pupils. This encourages a high level of participation, good behaviour and an environment where pupils of all ages are able to use their own initiative. Teaching promotes tolerance and respect, and provides balanced political views and an understanding of modern aspects of being British, such as democratic ways of decision making. There is a palpable nurturing ethos which encourages the pupils to feel secure and comfortable in asking questions to clarify their understanding. The school's resources are used productively to enhance pupils' learning.

## **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 The EYFS children are able to co-operate, share and takes turns, and they show courtesy and respect towards each other, staff and visitors at all times. Children are extremely confident and happy in their work and play, and demonstrate a high level of self-esteem. The staff use snack time routines very purposefully, for example during 'snack maths', to help foster children's social and numeracy skills. Children are tolerant of others, and respect different cultural and religious backgrounds. This is enhanced through the celebration of a range of festivals, including Harvest Festival and the Diwali festival of light. Staff are careful to encourage understanding of aspects of being British, such as democracy and the right to individual liberty, through such activities as democratic voting. Children are involved in decision making, for example when staff include their ideas and preferences in the planning of activities. The effective sharing of information amongst staff ensures that transitions are smooth, and that children's specific needs and interests are taken into account. Children are able to work and play together in a purposeful way, such as when the older children were attempting to recall the sequence of a familiar story.
- 4.3 The impact of the school's work to strongly promote understanding of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs is thoroughly evident in pupils. Pupils discussed these aspects knowledgeably in PSHCE sessions and in conversation with inspectors. They understand the impact of democracy, for example, through the regular termly election of a range of pupil representatives to posts of responsibility. All pupils who responded to the pre-inspection questionnaire said that they enjoy being at the school.
- 4.4 From an early age, pupils' personal qualities are actively developed in accordance with the aims of the school. Pupils are confident and self-aware, and appreciate non-material aspects of life. They are encouraged to think and respond for themselves, for example in the TED challenge, and to devise methods of questioning, exploring and reviewing their thinking through the 'philosophy for children' programme in PSHCE lessons. They speak confidently in class and assemblies and are emotionally mature for their age. The school maintains a strong Christian ethos from its foundation, and regular church worship throughout the liturgical and academic year punctuates the pupils' school life. On a daily basis, assemblies begin with a hymn and lunch ends with a prayer.
- 4.5 Pupils demonstrate a sense of right and wrong, and respect for norms of good conduct. They have an awareness of the civil and criminal law of England, and appreciate moral and ethical values, at a level appropriate to their age. These qualities are promoted through the school's core values, called 'skills of hearts and minds', which highlight, amongst other key values, respect for others' belongings, sharing and forgiveness.
- 4.6 Pupils readily accept responsibility, contributing to the society of the school, the locality and the world beyond, helping those less fortunate than themselves through community service and fund raising. All pupils have a broad general knowledge of public institutions and services in England. They are developing social, political and economic awareness, acting as school councillors, eco-committee members and

'travel ambassadors'. The school contributes to and actively supports a wide range of local, national and international charitable actions. The pupils are deeply committed to their school's Eco Schools status and engage personally in taking responsibility for their environment. These achievements are celebrated prominently in displays in a central location of the school. Pupils are immensely proud of the significant achievements they have made in this area.

- 4.7 A strong feature of the school is the way in which the pupils respect others, regardless of background or personal characteristics. The pupils understand and respect other faiths and cultures, many of which are represented amongst them. They appreciate others' achievements, alongside those of the Western cultural tradition, and have harmonious relations with those from backgrounds different from their own. Pupils from a diverse range of nations and cultures blend seamlessly into the school and are welcomed for the enrichment they bring to the cultural experience of the others.
- 4.8 Pupils reach an excellent standard of personal development by the time they leave the school.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 Within the EYFS, the staff work closely together and have successfully provided a nurturing, happy and stimulating environment in which children thrive. Strong, lasting relationships are firmly established between children and families and their key person. All adults consistently work together to promote high standards of behaviour. Children learn about the importance of healthy eating during snack and lunchtime routines, when they are encouraged to make nutritious choices, including from a wide range of fruit. They understand the importance of personal hygiene. All children are involved in regular exercise, such as during vigorous activities in the school hall.
- 4.11 All staff provide extremely effective support and guidance for pupils, in accordance with the school's aims. All pupils who responded to the questionnaire said that they feel teachers show concern for them as a person, though a few felt that they do not have someone to whom to turn if they have a concern. Inspectors found that relationships observed around the school between staff and pupils, and amongst the pupils themselves, are extremely positive. They are characterised by good humour, respect and an understanding that all are working for the same purpose.
- 4.12 Pupils are encouraged to be healthy through developing sensible eating habits and taking regular exercise. A few older pupils commented in response to the questionnaire that they do not like the food available at school. Inspection found excellent options for wholesome, nutritious and appetising lunches, appreciated by most of the pupils. The school council made the suggestion of a sandwich option to provide further variety, and this has been adopted by the school, indicating that it is happy to take up pupils' good ideas. Extra-curricular activities provide healthy mental and physical challenges for all pupils.
- 4.13 The school is extremely effective in promoting good behaviour and guarding against harassment and bullying. A few parents responding to the questionnaire felt that bullying is not well handled. Inspectors investigated this and found that the school handles any instances of bullying thoroughly, promptly and successfully. Pupils know what to do and who to contact if they feel upset by anything, and pastoral staff

deal constructively with any unacceptable behaviour, taking due account of any related difficulty or disability. Expected standards of behaviour are embodied in the school's core values. These have been devised since the previous inspection, as a result of the improved and enriched PSHCE programme. The inspectors looked at a concern raised by a few pupils regarding the fairness of rewards. These were found to be fairly distributed, widespread and presented for a considerable range of personal achievements in the pupils' lives. The school's e-safety policy reminds pupils of the possible consequences of misbehaviour online and has been extremely successful in raising pupils' awareness. The school has a suitable plan to improve educational access for pupils with SEND.

- 4.14 The school's methods to seek the views of pupils are largely effective. A few pupils replying to the questionnaire felt that the school does not ask for and respond to their views. Inspectors found that the school council and eco-committee are freely elected to represent the views of the pupils to senior staff, although pupils do not always have full responsibility for the running of these councils.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 Provision for children's well-being in the EYFS is excellent. The safeguarding of children is fostered through a suitable staff induction system. Staff are aware of safeguarding policy and procedures, and understand what to do in the event of a safeguarding concern. Staff receive regular training in child protection, updated when required. Their awareness of how to prevent radicalisation and extremism has recently been enhanced. Staff help to raise children's understanding of the need to keep safe at school and of possible risks that could affect them. Attendance is carefully monitored through morning and afternoon registration.
- 4.17 Throughout the school, careful attention is paid to safeguarding arrangements and leaders ensure that due regard is given to the current regulatory requirements. Links with the local authority safeguarding team are excellent and child protection training is carried out regularly. Senior leadership takes direct responsibility for pupil welfare and thorough records are kept of any concerns in this regard. These can be accessed and added to by those involved in following up issues. Parents are included whenever appropriate. All teachers and support staff are valued by the pupils as trusted listeners. New initiatives such as 'playground pals' help to support those who may need encouragement to mix with others.
- 4.18 Regular fire practices and hazard inspections ensure that all necessary measures are taken to reduce the risk from fire. All staff are qualified in first aid and office staff are readily available to administer this on a day-to-day basis. Risk assessments are undertaken for all areas of the school and all activities. The school's crisis management system has been improved and updated, and the premises are constantly monitored.
- 4.19 Great care has been taken to safeguard the health and safety of pupils and staff during the new building programme. For example, the design of the new build has ensured that school and site are completely separated and secured from each other. Governors and managers have placed extremely high emphasis on this aspect, together with a determination that the programme should not interfere with the educational life of the pupils. Teachers pay careful consideration to health and safety issues, for example in science, PE, art and the circus activity club.

4.20 The admission and attendance registers are properly completed and stored.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent.
- 5.2 The governing body has established excellent links with the EYFS, ensuring that key policies and procedures are implemented appropriately in order to comply with EYFS requirements. The EYFS staff feel that their department has a high profile within the school as a result, and is well supported.
- 5.3 Through its committee and link governor systems, the governing body maintains an excellent oversight of all aspects of the school's work. The education and the finance and general purposes committees comprehensively scrutinise and debate relevant matters before passing their views to the main board. Governors' links to different year groups or to particular areas of the school's work, such as safeguarding or the EYFS, enable them to gain an understanding of the school's everyday life. They take a keen interest in the achievements and activities of pupils. The governing body ensures that the school achieves its aims and fully meets its responsibilities for educational standards, financial planning, and investment in staff, accommodation and resources.
- 5.4 Prudent direction of financial resources by the governors has enabled the school to launch its ambitious programme of building, in accordance with the school's priorities. Governors have a wide range of relevant experience and expertise, and attend regular, appropriate training. The school has made a particular effort to recruit the parents of current or former pupils to the governing body, and this has worked very successfully. Governors consequently have a strong commitment to the school. They are thoroughly involved in the school's self-evaluation and improvement planning process, and have a clear vision for the future development of the school. The governing body ensures that the school fully meets statutory requirements, including the annual review of safeguarding, and that the well-being of pupils is always of paramount importance.

## **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, leaders have effective processes of self-evaluation, leading to clear priorities for improvement, and there is an ambitious vision for the setting's future development. Children's well-being and safeguarding are of great importance, and the setting provides a secure environment for them to grow and learn. Staff show a genuine concern for the welfare and personal development of the children. All staff are regularly appraised, and benefit from one-to-one supervision sessions which clearly identify individual training needs. There are frequent opportunities for professional development and the sharing of good practice. The leadership effectively monitors and evaluates the effectiveness of the educational programmes, ensuring the promotion of aspects that characterise Britishness, including equality and respect for diversity. Strong links have been established with children's parents, who are well informed about their children's achievements and progress, and are encouraged to share their own observations from home. Parents are actively involved in the celebration of festivals and other activities, such as in the making of puppets. Effective links with outside agencies ensure that the needs of all children can be met. Since the previous inspection, the setting has made good progress. The recommendations to review the provision and use of ICT resources, and to encourage all children to try out the full range of resources available to them, have been fully addressed.
- 5.7 Throughout the school, leaders are highly successful in ensuring that the school meets its aims. They fully meet their delegated responsibilities and make sure that the school's policies are effectively implemented in its day-to-day practice. School leaders have a clear vision for the ethos of the school and its future development, and steer it in a consistent direction. As a result, respect for others in a democratic environment is evident. They have ensured that the school has maintained, built upon and improved on the strengths identified at the previous inspection. They now oversee excellent provision, leading to excellent outcomes for pupils. Senior leaders adopt a collegiate and collaborative approach, and as a result staff share a common sense of purpose and team spirit. Leaders at all levels carry out their roles with dedication and responsibility. Subject leaders successfully ensure that the curriculum and teaching are extremely well planned and offer pupils an excellent range of opportunities.
- 5.8 Self-evaluation and improvement planning are closely linked to the school's most pressing priorities and are based on close consultation with its stakeholders. Senior leaders are always keen to consult with staff, parents and pupils, and to consider their suggestions. An excellent strategy for the future is apparent in the investment in the significant building works, designed to enable the school to offer both small class sizes and specialist facilities to pupils. The school has responded promptly and positively to the recommendations of the previous inspection. Consequently, peer observation is now a key element of school monitoring and evaluation, and staff have welcomed the opportunity to share their practice with others. Information and communication technology is generally available and regularly used in lessons.
- 5.9 Vetting procedures are rigorous, including for governors and volunteers, and enable the school to recruit and retain high quality, well-qualified staff, who are given many opportunities for professional development and career advancement. Regular

appraisals are undertaken for all staff, where their needs are identified and training priorities decided. School leaders make sure that staff are well trained to meet the needs of all, particularly in the areas of safeguarding, welfare, health and safety. Regular staff meetings are held and staff are kept up to date on developments in school and in the field of education.

- 5.10 Excellent partnership links with parents, carers and guardians have been firmly established, in line with the school's aims and ethos, having a positive impact on outcomes for pupils. All parents who responded to the pre-inspection questionnaire agreed that the school offers their children an appropriate range of subjects and that it achieves high standards of behaviour. Almost all felt that the range of extra-curricular activities is good and that their children are well looked after.
- 5.11 The school actively seeks parents' feedback through its own annual questionnaires, encouraging parents to reflect on the overall school provision. This enables parents to influence the work of the school, for example by suggesting areas for improvement and how these can be achieved. Staff are very accessible and happy to listen to parents. Any concerns raised are logged and handled in a sensitive manner, leading to a timely resolution.
- 5.12 Parents have easy access to the required range of information about the work of the school. The parents of prospective pupils receive a high quality brochure that highlights the aims and ethos of the school. There is a wide range of up-to-date, accessible information on the school's website, including key whole-school policies and detailed weekly newsletters. These newsletters celebrate pupils' achievements and raise parents' awareness of key dates and reminders. Through the use of an email system, parents receive prompt and regular updates from the school. Parents are well informed about their children's learning and development, linked to a 'report schedule'. They receive two comprehensive progress reports each year about their children's learning and development, each containing encouraging and personalised comments, all linked to a wide range of specific learning areas. In addition, these reports clearly identify targets for improvement.

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