



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

KING'S HOUSE SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

King's House School

Full Name of School	King's House School
DfE Number	318/6001
Registered Charity Number	312669
Address	King's House School 68 King's Road Richmond Surrey TW10 6ES
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Email Address	turner.m@kingshouseschool.org
Head	Mr Mark Turner
Chair of Governors	Mr Graham Corbishley
Age Range	3 to 13
Total Number of Pupils	460
Gender of Pupils	Boys 3 to 13; Girls 3 to 4
Numbers by Age	3-5 (EYFS): 101 5-11: 273 11-13: 86
Head of Early Years	Mrs Jane O'Brien
EYFS Gender	Boys and Girls
Inspection Dates	19 to 22 January 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.

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair and vice-chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Sue Bennett	Reporting Inspector
Mr Bryan Kane	Team Inspector (Academic Deputy Head, IAPS school)
Mrs Sally Russell	Team Inspector (Head of Pre-Prep, IAPS school)
Mrs Louise Salmond Smith	Team Inspector (Head, IAPS school)
Mr Patrick Wenham	Team Inspector (Head, IAPS school)
Mrs Susan Rix	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 King's House School is an independent day school for boys; girls also attend in the Nursery. The school is situated in Richmond, south west London. It operates from three sites, which are in close proximity on Richmond Hill. The school is divided into three departments. The Nursery Department is for children aged three to four years and is based in a building renovated to suit its educational purpose. The Junior Department is for boys aged four to eight years and is accommodated in two large inter-linked Victorian buildings. The Senior Department is for boys aged eight to thirteen and operates from the original school site. The school is a charitable trust under the direction of a board of governors, who oversee all aspects of the school's operation.
- 1.2 The school aims to provide a high quality, broad and balanced education that challenges and encourages pupils to achieve their potential. It also seeks to provide a supportive environment, where pupils feel cared for and valued. It strives to achieve these aims through developing an overarching ethos that nurtures strong community values and enables pupils to feel secure and able to flourish. Since the previous inspection, there have been changes within the leadership and management structure, including the school's headship and the leadership of governance. Additionally, the school has acquired off-campus sports facilities and has refurbished the library and specialist teaching areas.
- 1.3 At the time of the inspection, there were 460 pupils on the school roll, comprising 436 boys and 24 girls. In the Early Years Foundation Stage (EYFS) there were 101 children, 59 of whom attended on a part-time basis. The school has identified 134 pupils as having special educational needs and/or disabilities (SEND), 117 of whom receive additional support for their learning. Three pupils have a statement of special educational needs or an education, health and care (EHC) plan. Of the twenty-nine pupils who speak English as an additional language (EAL), one receives additional support from the school.
- 1.4 The ability profile for the school is above the national average, although a spread of ability is represented across all year groups. Pupils come mainly from business or professional family backgrounds based locally. Most pupils are of British ethnicity. Others represent the cultural diversity of the surrounding area.
- 1.5 National Curriculum (NC) nomenclature is used by the school from Year 1 and throughout this report to refer to year groups. The year group nomenclature used by the school in the EYFS and its NC equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Caterpillars	Nursery (3 years)
Butterflies	Nursery (4 years)
Tigers/Bears	Reception

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is highly successful in meeting its published aims. The quality of pupils' academic and other achievements is excellent. Throughout the school, pupils make at least good, and often, excellent progress, in relation to their abilities, including those with SEND or EAL. Consequently, many pupils gain scholarships to selective senior schools. The curriculum is excellent and provides a rich scope of learning for all ages. It is enriched by an exciting range of extra-curricular activities. Timetabling consecutive lessons for older pupils, in rooms some distance apart, sometimes reduces teaching time. Teaching is excellent in all three departments. Knowledgeable teaching staff, who have a thorough understanding of pupils' needs, engage and motivate pupils to learn. Pupils apply themselves thoroughly to their work; they are keen to do well and have excellent attitudes to learning.
- 2.2 Pupils' personal development is excellent, including EYFS children. They are respectful, responsible and confident. From an early age, pupils understand the values of Britishness and the need for tolerance within society. Older pupils benefit greatly from their roles of responsibility, but opportunities for other year groups are limited. Pastoral care systems are excellent. Pupils' well-being is given extremely high priority. Pupils have a clear understanding of rules and behavioural expectations, including procedures to guard against bullying. The arrangements for pupils' welfare, health and safety are good. Safeguarding arrangements are effectively implemented in day-to-day practice. However, prohibition from teaching checks for a few peripatetic staff had not been carried out prior to appointment. These discrepancies were dealt with during the inspection. Stringent health and safety checks, including for fire prevention, are undertaken. Excellent provision is made for sick or injured pupils.
- 2.3 Governance, leadership and management are good. Governors, leaders and managers demonstrate an extremely strong commitment to the school's success. The considerable investment in school resources and facilities demonstrates that governors are highly effective in the discharge of their financial responsibilities. Governance, leadership and management have not been sufficiently rigorous in ensuring that all pre-appointment checks are completed for peripatetic staff. Across the whole school, leaders and managers form a strong cohesive team and are highly successful in providing a clear educational direction, enabling excellent outcomes for pupils. Recommendations from the previous inspection have all been dealt with. This has led to improvements for the EYFS and for aspects of teaching. The school maintains excellent links with parents. In their pre-inspection questionnaire responses a very large majority of parents stated that they are extremely satisfied with all aspects of the school's provision.

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.

- Ensure that prohibition from teaching checks are obtained for all new staff before their appointment [Part 4, paragraph 18.(2)(b), under Suitability of staff and proprietors, and for the same reason Part 3, paragraphs 7.(a) and (b), under Welfare, Health and Safety].
- Ensure that the Independent School Standards Regulations are met consistently [Part 8, paragraph 34.(1)(b), under the Quality of leadership in and management of schools].

(ii) Recommendations for further improvement

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

1. Review the timetabling of lessons to ensure a prompt start and no loss of intended taught time.
2. Improve opportunities for pupils to have roles of responsibility across the school.

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 Throughout the school, pupils are extremely well educated and highly successful in their learning across all subjects and activities. The school successfully fulfils its aims to enable all pupils to develop their academic, social, sporting and artistic attributes.
- 3.3 In the EYFS, children achieve extremely well and make good and often excellent progress in relation to their starting points, abilities and needs. By the end of Reception, the vast majority of children reach or exceed the developmental levels typically expected for their age. Children with SEND or EAL make excellent progress because of the individualised learning support they receive. Older children competently write short sentences to make shopping lists and invitations to a dinosaur party. They can count and order numbers to 20 with confidence. Younger children enjoy reading books of their choice and listen intently to stories; they develop their physical skills extremely well through a stimulating range of activities. Children of all ages are extremely well motivated and independent learners, who greatly enjoy exploration and investigation. During an activity to discover how quickly ice melts they voiced their thoughts and ideas, demonstrating confidence to express their opinions and extremely strong critical thinking skills. They participate in creative activities with great enthusiasm.
- 3.4 In the rest of the school, pupils show comprehensive skills, knowledge and understanding in a wide range of subjects. Pupils listen well during lessons and express their thoughts and opinions logically and confidently, such as observed during a history discussion on why Thomas Becket, Archbishop of Canterbury, was murdered. Younger pupils read aloud with a high degree of self-assurance and expression, and can write legible, correctly punctuated sentences. Older pupils researched Martin Luther King's speech, identifying with competence literary features such as repetition and alliteration, to use in their own persuasive writing. Pupils acquire excellent mathematical skills, which they adeptly use to solve problems. Pupils achieve highly in science; they greatly enjoy opportunities to investigate during practical experiments. In information and communication technology (ICT), pupils ably use coding to perform set tasks. They also make proficient use of ICT for research to further subject understanding.
- 3.5 Pupils with SEND or EAL make excellent progress. Close monitoring, through highly effective data tracking systems, enables the swift identification of their learning and development needs. Pupils benefit greatly from the focused strategies that are put in place to support them, such as specialist individual and group teaching, alongside additional support in lessons. These measures enable them to make rapid progress and attain highly in relation to their individual needs, as exemplified by assessment data records. Pupils who are more able make at least good progress. Additional challenges, provided during most lessons, enable them to extend their learning and understanding.
- 3.6 Pupils' creative successes are celebrated in colourful art displays around the school, which provide stimulus and interest to their peers. They keenly embrace all opportunities for physical activity and display highly developed skills across a wide range of sports. They compete successfully in inter-school regional and national

academic and sports competitions, often attaining high results, such as winning the National Schools Rugby Tournament. Pupils achieve extremely well in a range of extra-curricular activities. For example, high standards are reached by many pupils in music and drama external examinations.

- 3.7 Pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, it is judged to be excellent in relation to national age-related expectations. This level of attainment, as judged through lesson observations, pupils' written work, assessments and curriculum interviews with the pupils, signifies that all pupils make excellent progress from their individual starting points, in comparison with pupils of similar ability. This is demonstrated in the excellent levels of achievement the oldest pupils attain in their scholarship examinations; they gain academic, music, drama and sports scholarships to highly selective senior schools.
- 3.8 Pupils have excellent attitudes to learning and desire to succeed. They are motivated and enthusiastic learners, who are keen to embrace the breadth of opportunities available to them. During lessons, pupils apply themselves diligently when working either as individuals or collaboratively. They behave well and are independent, confident and keen to use their initiative, which contributes significantly towards their academic achievements.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 In the EYFS an excellent range of activities covers the required programmes for learning, including specialist teaching in physical education (PE), French and music. Strong emphasis is placed on communication, and personal and physical development for the youngest children, to establish a secure foundation for their learning and to ensure that they reach expected levels of development. There is an excellent balance of teacher-led learning and independently chosen activities. A stimulating range of activities and resources, both indoors and out, including ICT, strongly promotes independent and investigative learning. Detailed planning, expertly adapted to follow children's interests, ensures excellent progress for differing abilities. More able children are given extension tasks and challenges. Children with SEND or EAL benefit from regular individual or small group support and carefully tailored EHC plans. Children's knowledge and understanding of the world around them and of their local community are enriched by a range of visits to local museums, theatres and parks.
- 3.11 In the rest of the school, the curriculum scope is rich and provides excellent coverage of all the required areas of learning. This is fully in line with the aims of the school to provide a high quality, broad and balanced education. The curriculum meets the requirements of each age group. It provides exciting and stimulating experiences for pupils of all ages and abilities, including those with SEND or EAL, and those who have a statement of special educational needs or an EHC plan. In the Junior Department, most pupils are taught by their form teacher; there is a prominent focus on literacy and numeracy. In the Senior Department, a broader range of subjects is introduced, all taught by specialist teachers. A highly effective personal, social, health and economic education (PSHEE) programme is taught to all classes which promotes pupils' personal development extremely well.

- 3.12 Curriculum planning is thorough and regularly evaluated to ensure that it meets the needs of pupils. Planning for the oldest pupils is particularly well tailored to pupils' needs and prepares pupils thoroughly for scholarship examinations and life in their senior schools. However, the timetabling of lessons for older pupils sometimes has an adverse impact on learning because of the distance between scheduled rooms; travelling takes up some of the allocated lesson time.
- 3.13 There are strong cross-curricular links, particularly in the Junior Department, which operates a topic-based curriculum. For example, work on Roman villas and oceans incorporates literacy, numeracy, geography and citizenship. British values permeate strongly throughout all curricular and extra-curricular provision, ensuring that pupils are given the opportunity to explore balanced views on individual freedom, democracy and the rule of law, encouraging tolerance and a deeper understanding of different points of view. Any references within subjects to political views are balanced. An extensive programme of outings and trips throughout the school provides excellent enhancement to the curriculum provision. For example, in the Senior Department, residential trips include a biennial ski trip, sports tours and a visit to Rome and Sorrento.
- 3.14 Curricular links with the community are diverse. The annual carol service takes place in a nearby church and pupils make excellent use of local landmarks for fieldwork, such as visits to Richmond Park and the Thames. Further afield, pupils communicate with, and learn about, children at their partner school in Rwanda. Visiting speakers, parents and grandparents are welcomed into the school to share their own particular skills and passions, enriching the curriculum further.
- 3.15 The quality and range of extra-curricular provision are excellent and pupils take abundant advantage of the wide variety of opportunities available. The vast choice of activities and clubs enriches pupils' experiences and provides excellent opportunities for additional challenge. Examples include chess, computer animation, drama, debating and mythology. Sport has a high focus within the curriculum and the activities programme, providing excellent physical opportunities for the pupils. A number of extremely well-organised musical ensembles provide valuable performance experiences for pupils. During discussions, pupils spoke with great enthusiasm about the range of curriculum subjects, and in particular their enjoyment of the activities on offer. In response to the pre-inspection questionnaires, almost all pupils and parents felt that the school offers a good range of subjects and activities.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is excellent.
- 3.17 Throughout the school, teaching fully supports the school's aim to provide an education that challenges pupils to achieve their full potential, including EYFS children. The quality of teaching contributes significantly to pupils' excellent achievement.
- 3.18 In the EYFS, well-trained staff are highly knowledgeable about how children learn, and expertly motivate and engage with them during activities. For example, a fast paced session on letter sounds included a variety of exciting games that maintained older children's concentration extremely well. Staff have high expectations of children's behaviour and learning. They carefully assess children's individual starting points when they join so that activities are appropriately tailored to their individual developmental needs. During a cookery session, staff introduced new language to describe the textures of ingredients, providing excellent support for younger children's language development. Regular observations of children's knowledge, skills, understanding and interests inform detailed electronically recorded assessments. These enable staff to plan thoroughly for each child's future learning, to incorporate children's interests into their planning and to ensure that children are highly motivated. Topics such as space or dinosaurs and a range of exciting activities successfully capture children's enthusiasm. Resources are plentiful, age appropriate and of good quality both indoors and out, providing excellent support for teaching and children's learning experiences.
- 3.19 The subject knowledge of teachers throughout the school is excellent. Links are made between subjects to broaden pupils' knowledge and understanding. For example, in music the context of Tchaikovsky's *1812 Overture* was explained to older pupils with reference to relevant events in history.
- 3.20 Most teaching moves at a pace that enables pupils to make rapid progress. The enthusiasm of teachers has a highly influential effect on pupils' behaviour and their motivation to learn. A dynamic array of teaching approaches and tasks consistently engages pupils' interest. In a science lesson for younger pupils on animal habitats, the brisk pace sustained concentration extremely well, supporting excellent progress. During a French lesson older pupils used a range of dramatic actions successfully to help them to understand the use of adjectives. A wide range of high quality resources is available to support learning in lessons as well as during pupils' own time, such as in the library, where pupils can read for pleasure during break times.
- 3.21 Teachers have an excellent understanding of how to meet pupils' differing needs, particularly for pupils who may be experiencing difficulty with their learning, such as those with SEND or EAL. Full account is taken of any provision set out in statements of special educational needs or EHC plans. Teaching assistants provide highly valuable assistance in lessons. Provision to extend the learning of the more able pupils, whilst in place and effective, is less well utilised in some lessons; the school is aware of this and is implementing measures to improve provision. In their inspection questionnaire responses, a small minority of pupils commented that homework tasks do not help them to learn. Inspection evidence did not support this view. During discussions with both parents and pupils, homework levels were considered to be appropriate and conducive to learning.

- 3.22 Pupils' work is marked consistently well. Strategies meet the needs of each age group. The recommendation of the previous inspection to develop the consistency of teachers' explanations to pupils on their progress has been successfully addressed. Pupils' books are filled with constructive, supportive comments and targets that motivate them to reflect on and improve their learning. Periodic scrutiny of pupils' work by senior management helps to ensure that high standards of marking are maintained. Regular assessments provide teachers with clear information on tracking pupils' progress; strategies are promptly put in place to support any identified weaknesses. The recommendation from the previous inspection to share good practice in teaching across the school has been successfully addressed; staff from all three sections of the school meet regularly to reflect on how they can improve their teaching, which has had a significant impact on teaching quality.
- 3.23 Teaching fosters a strong culture of collaborative learning and tolerance, encouraging pupils to work effectively together and to consider different viewpoints. In lessons and activities, they learn to respect the views of others in order to form a balanced, non-partisan view. For example, in debating club, excellent responses were given by opposing sides in a debate about whether top footballers should command such high wages.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 In the EYFS, the children's personal development is excellent. They co-operate and share extremely well. Children respect one another and tolerate each other's differences. Their cultural understanding is nurtured effectively through celebrating special days and festivals and by visiting parents from various traditions and countries who read stories in their native languages. British values are incorporated extremely well into daily activities, enabling the children to understand in a simple way how a democratic society functions. Older children confidently make choices, such as voting on which charity they wish to support, developing their awareness of helping others. Younger children decide which topics they would like to follow for the final week of term. Children respond extremely well to positive praise and rewards, such as being allowed to sit on the 'golden chair'. They are all highly aware of class rules and of the importance of following them so that all can feel safe and happy. Children benefit greatly from the excellent process to help them get ready for their next class. Staff for older age groups make sure that they are well known to the children in younger age groups, enabling seamless transitions. Older children are extremely well prepared for their transfers into Reception and to other schools.
- 4.3 Pupils show a strong sense of community within their sections of the school, fully in keeping with the school's aims to nurture strong community values and enable pupils to feel secure and able to flourish. Throughout the school, pupils' spiritual awareness is excellent. They are confident, and they strongly appreciate the views of others and accept different opinions and skills. They relish time for reflection, such as during an assembly, when younger pupils reflected on the need to conserve water for the good of the planet. During lessons, pupils listen respectfully to the differing viewpoints of their peers. Pupils show great empathy towards the needs of others. Older pupils, during an English lesson, spoke movingly about the impact of war.
- 4.4 Pupils' moral development is excellent. They are confident, self-aware and emotionally mature for their age. Pupils of all ages have an excellent sense of right and wrong, as exemplified by younger pupils' responses during an assembly on e-safety. All pupils demonstrate exemplary respect for each other and secure understanding that all have the right to be treated equally. Pupils have an excellent comprehension of the school's high expectations for behaviour. For example, younger pupils confidently explained the meaning of the school's 'golden rules' whilst older pupils have a secure knowledge of the pupils' code of conduct. Pupils show respect for criminal law and have a clear understanding of the need for rules and for law in society. For example, younger pupils explained that serious misbehaviour in adulthood may result in needing legal representation and going to prison.
- 4.5 Pupils develop excellent levels of social awareness. They accept responsibility for their own behaviour, and they are clear that bullying is never acceptable and that a bystander may also be culpable. Older pupils showed great initiative when devising and then taking an assembly to highlight their individual talents. Pupils are proud to belong to a house in school and show mutual support and appreciation for one another. The oldest pupils all have responsibility roles, which nurture their personal

development extremely well. Responsibility positions for pupils in other year groups are limited. Older pupils act enthusiastically as role models, such as being a 'buddy' to younger pupils or reading to children in the EYFS. Pupils have an excellent understanding of community responsibilities. Through fund raising they make significant contributions, such as supporting the local food bank and collecting clothes for refugees. The 'eco-team', a group of older pupils, meets regularly to devise ways to raise awareness of issues such as climate change and recycling. Pupils have an excellent understanding of British values. They show immense respect for democracy and enjoy opportunities to implement their rights, such as voting for menu changes through the food council. In discussions, older pupils demonstrated a comprehensive understanding of government. During a history lesson, younger pupils considered the candidates for kingship in 1066 and voted on them.

- 4.6 Pupils' cultural development is excellent. They develop respect for their own cultural heritage through musical, dramatic and creative activities and through educational visits and special visitors. Pupils learn to respect and understand other traditions through the study of different faiths and cultures and through trips to local places of worship. Pupils mix easily with those of other cultural backgrounds, and are tolerant of each other's physical and other needs; they understand that everyone has the right to equal treatment.
- 4.7 Pupils have excellent standards of personal development by the time they leave the school. In discussions, older pupils said that they feel ready to take the next step in life and are thoroughly prepared for their move to senior schools.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 In the EYFS, each child has a key person, who is committed to providing a happy, caring and purposeful environment for the children within their care. Staff know children extremely well and sensitively guide them to develop respect for one another, to share and to co-operate. Staff set high expectations for children's behaviour and consistently reinforce the importance of being kind to one another, such as noticing if a friend is on his or her own at playtime. Nutritious lunches, healthy snacks, class topics and cookery classes help children to develop a strong awareness about the importance of healthy eating. Staff ensure that children benefit from daily physical exercise and fresh air during both PE and time in the outdoor area.
- 4.10 In the rest of the school, excellent arrangements support the school's aim in providing a supportive environment, where pupils feel cared for and valued. Staff know pupils extremely well and relationships are highly positive, between pupils and staff as well as amongst pupils themselves. The staff are acutely aware of the pupils' particular needs. They regularly share any concerns about pupils, discussing them at various staff meetings. A highly effective mentoring system helps new pupils to settle quickly. Form tutors, and house and 'buddy' systems provide pupils with excellent support and guidance.
- 4.11 Nutritious and well-balanced lunchtime meals provide a wide range of choice. Through PSHEE lessons, pupils develop comprehensive understanding of the importance of healthy eating and regular exercise. Pupils have a wide range of

opportunities to engage in exercise during PE and games lessons, break times and some extra-curricular activities.

- 4.12 The school has excellent systems in place to promote good behaviour. Consequently, pupils understand the systems and feel that procedures are fair. Arrangements to guard against bullying are stringently implemented in practice and take due account of any difficulties or disabilities pupils may have. In their pre-inspection questionnaire responses, a few parents and pupils expressed concerns over the school's response to bullying. From scrutiny of records and discussions with pupils, inspectors found that the school's work to prevent bullying is rigorous. Pupils commented that there are very few bullying occurrences and were confident that any incidents would be promptly dealt with by staff. Additionally, a small minority of pupils did not feel that rewards and sanctions are fairly distributed by staff. Records show no unfairness in the award of rewards or sanctions. A suitable plan is in place to improve educational access for pupils with SEND.
- 4.13 In pre-inspection questionnaire responses, a small minority of pupils felt that the school does not ask for their opinions or respond to them. Inspectors judged that the school takes pupils' opinions seriously and acts on them accordingly. Tutor sessions and informal discussions with teachers provide pupils with excellent avenues to suggest ideas on how to improve the school. Periodic pupil surveys enable the school to gather pupils' views on school improvements; as a result, lunch menus have changed and playground supervision has increased.

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 Safeguarding arrangements are effectively implemented in day-to-day practice. Comprehensive policies and procedures are now fully in line with official guidance. The overall designated safeguarding lead, and those for each separate section of the school, have appropriate levels of advanced training that is in line with local requirements. All staff members, including those in the EYFS, receive regular update training, including in the prevention of radicalisation. During discussions, staff demonstrated that they have a thorough understanding of their responsibilities to safeguard pupils. In the EYFS, staff promote children's welfare as a priority, ensuring that children are safeguarded. In the rest of the school, PSHEE lessons, assemblies and visits enable pupils to gain a secure knowledge of how to protect themselves. For example, during the inspection a police liaison officer spoke to pupils about the risk of child exploitation on social media sites. At the time of the inspection a few peripatetic staff had not been checked against the prohibition from teaching list. The school acted swiftly and rectified these discrepancies by the close of the inspection, ensuring that all requirements for the safer recruitment of staff are followed. Checks are accurately recorded within the single central register of appointments.
- 4.16 All necessary preventative measures are taken to reduce the risk from fire and other hazards, including regular practices for emergency evacuation. External specialists undertake periodic checks to ensure the safety of the school premises, including the testing of fire and electrical appliances. Thorough risk assessment procedures cover all three sections of school premises and promote a secure and safe environment. Comprehensive risk assessments are undertaken for educational trips. In discussions with pupils and questionnaire responses from parents, comments were overwhelmingly positive about the safety of the school environment.

- 4.17 Arrangements for health and safety are excellent, including provision for pupils who become unwell or injure themselves. These include pupils with SEND and EYFS children. Medically qualified personnel oversee first aid and medical arrangements across the school, including the EYFS. A high proportion of staff are appropriately trained in first aid, including the administration of specialist medication and paediatric first aid.
- 4.18 Registers for pupils' admission and daily attendance are correctly maintained and stored appropriately. Any absences are promptly followed up.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governors provide an effective oversight of all sections of the school, including the EYFS. Time is taken during meetings to reflect on the school's strategic aims, which are central to all decisions made by the board. The wide range of expertise of governance provides excellent levels of support and challenge to aid the school's future growth and improvement. As a result, governors have a stringent focus on discharging their financial planning responsibilities to improve educational standards and provision. For example, since the previous inspection there has been considerable investment in strengthening the leadership and management, educational facilities and resources.
- 5.3 Governors are regular visitors to the school, meeting with staff, parents and pupils and attending official school events. This provides them with a comprehensive insight into the school's day-to-day operation. Governors' particular professional skills are deployed to good effect through a system of sub-committees, such as health and safety, safeguarding and financial management. Meetings are carefully recorded and minutes are circulated to board members for further discussion. Governance fulfils the vast majority of its monitoring roles well. The implementation of policies and procedures is routinely monitored and reviewed, although arrangements for checking that prohibition from teaching checks for prospective staff have been completed before appointment have not been consistent enough to ensure that all requirements in this regard are met.
- 5.4 In all other respects, governors successfully discharge their statutory responsibilities. Safeguarding practice is a prominent point of discussion at every board meeting, alongside ensuring that the school is actively promoting pupils' well-being. Designated governors carefully monitor the effectiveness of safeguarding training and day-to-day welfare practice through 'spot check' interviews with staff. Additionally, a full annual review of safeguarding procedures is appropriately undertaken by designated leaders and the link governor and presented to the board for further scrutiny and discussion. Governors undergo thorough induction when they join the board and have good opportunities for further training to keep them apprised of their responsibilities. All board members have received safeguarding training, including update information on the prevention of radicalisation.

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 good.
- 5.6 Throughout the school, the leadership and management of each section work cohesively together and are highly successful in providing a clear educational direction to enable the best outcomes for pupils. This is evidenced by pupils' excellent educational achievements, including those with SEND or EAL, their high standards of personal development and successful entry to their chosen senior schools. This is fully in accordance with the school's aims and ethos, to encourage all pupils to reach their potential and to develop democratic understanding and respect for others, both within the school community and beyond it. During discussions and in their pre-inspection questionnaire responses, a very large majority of parents stated that the school is well led and managed.
- 5.7 In the EYFS, the strong, cohesive staff team is an outstanding feature of the setting. The management has strong vision for the setting, to promote the happiness, success and confidence of the children. Senior leaders and managers regularly and effectively evaluate EYFS practice and procedures, resulting in a realistic development plan that sets out a clear agenda for improvement. Thorough induction procedures for all new staff, regular staff training and effective attention to safeguarding in day-to-day practice help to ensure that the setting is a welcoming, safe and stimulating environment for children to enjoy. Excellent systems for monitoring the educational programmes and comprehensive assessments of the children's academic and personal achievements promote the best outcomes for children. Regular discussions and supervision meetings are highly effective in enabling staff to improve their practice and identify areas for their continuing professional development. Equality, diversity and fundamental British values are actively promoted throughout the EYFS. Excellent progress has been made since the previous inspection and the recommendations successfully met. Both Reception classes are now situated on the ground floor, with access to their own outdoor areas, and the EYFS is now fully incorporated into all school policies. The setting makes every effort to involve parents in their children's learning and progress. Parents are warmly welcomed into the school. The setting works extremely effectively with external agencies, such as occupational, and speech and language therapists. This ensures that relevant interventions are provided for children needing particular support with their learning and development, such as specialist equipment and adaptations to the premises.
- 5.8 Processes of self-evaluation are sharply focused and present a realistic analysis of the school's strengths and areas for improvement. This informs development planning processes extremely well and provides ambitious vision and a clear strategic direction for all parts of the school. Since the previous inspection, there has been a significant focus on improving the management structure. Leaders and managers are highly experienced and qualified for their individual roles. They meet regularly together to monitor and review both educational and pastoral practice. This is illustrated by new curriculum initiatives being introduced and the ongoing restructuring of pastoral systems, including newly appointed pastoral management. The monitoring of teaching, curriculum planning, assessment tracking and pupils' workbooks enables a sharp focus on maintaining high quality teaching and learning. The recommendations raised at the previous inspection have been successfully addressed and are fully embedded in practice.

- 5.9 The school is successful in recruiting and retaining good quality staff, who greatly enhance teaching and learning standards, and bring a diverse range of skills and interests that enrich extra-curricular experiences for pupils. Thorough induction procedures, job descriptions and ongoing training updates ensure that all staff, including those who work in the EYFS, are fully aware of their role responsibilities, including for safeguarding pupils and their welfare, health and safety. However, pre-employment recruitment checks have not always been fully completed for some peripatetic staff. By the end of the inspection all necessary steps had been taken to obtain the required checks. The appraisal system is effective in supporting and developing professional experience. Staff have good opportunities for professional development. They visit other schools to share good practice, and attend both external training conferences and in-service training days.
- 5.10 The school maintains excellent links with parents. Pre-inspection questionnaire responses and discussions showed that a very large majority of parents are extremely satisfied with the education and support provided for their children and with the quality of communication with the school. Weekly newsletters, homework diaries and the informative website, including the parent portal, provide an excellent range and quality of information.
- 5.11 In their questionnaire responses, a very small minority of parents felt that concerns are not handled well. Inspection evidence, such as scrutiny of records and discussions with parents, showed that concerns are dealt with effectively and in accordance with the school's published procedures.
- 5.12 Throughout the school, parents are actively encouraged to be involved in their children's learning. In response to the questionnaire, a very small minority of parents indicated they are not satisfied with the information they receive about their children's progress. Inspection evidence showed that parents receive informative reports on their children's academic and social progress and achievement. The school issues a full report at the end of each academic year and briefer interim reports. These provide useful information on how pupils may maintain progress in specific subject areas. In addition, there are at least two parents' consultation meetings each year, as well as curriculum and information evenings.
- 5.13 At all stages, the school welcomes parents' involvement in school life and invites them to a rich selection of events, including assemblies, concerts and performances. The parents' association organises a wide range of social events and supports the school by raising funds for a variety of educational resources, from which the pupils benefit directly. In questionnaire responses, a very large majority of parents indicated that they would recommend the school to other parents.

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