



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
HOLME GRANGE SCHOOL**

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## Holme Grange School

Full Name of School	<b>Holme Grange School</b>		
DfE Number	<b>872/6004</b>		
Registered Charity Number	<b>309105</b>		
Address	<b>Holme Grange School Heathlands Road Wokingham Berkshire RG40 3AL</b>		
Telephone Number	<b>0118 9781566</b>		
Fax Number	<b>0118 9770810</b>		
Email Address	<b>head@holmegrange.org</b>		
Head	<b>Mrs Claire Robinson</b>		
Chair of Governors	<b>Mr Alan Finch</b>		
Age Range	<b>3 to 13</b>		
Total Number of Pupils	<b>324</b>		
Gender of Pupils	<b>Mixed (181 boys; 143 girls)</b>		
Numbers by Age	3-5 (EYFS):	68	5-11: 228
	11-13:	28	
Number of Day Pupils	<b>Total:</b>	<b>324</b>	
EYFS Gender	<b>Mixed</b>		
Inspection Dates	<b>27 Jan 2015 to 30 Jan 2015</b>		

## PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in January 2009.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) 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.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

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

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

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

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

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with 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 Linda Donowho

Mr Mike Crossley

Mr Jonathan Brough

Mr Huw May

Mr Richard Balding

Reporting Inspector

Team Inspector (Headmaster, IAPS school)

Team Inspector (Headmaster, IAPS school)

Team Inspector (Headmaster, IAPS school)

Co-ordinating Inspector for Early Years

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

- 1.1 Holme Grange is an independent co-educational day school for girls and boys from three to thirteen years of age. Originally opened in 1945 as a boarding school for boys, it changed to its current form in the mid-1970s. It is set in 21 acres of Wokingham countryside on the outskirts of London. Since the previous inspection, the school has extended its Early Years provision in terms of space and outdoor area and a second forest classroom was added in 2012. In September 2015 Holme Grange plans to extend the school further to cater for pupils up to 16 years of age. The school is a charitable trust administered by a board of governors.
- 1.2 The school aims to provide a liberal and challenging academic education that stimulates the pupils' intellectual curiosity. It strives to promote high standards of achievement across a wide spectrum of activity, extending beyond the conventional academic horizon, enabling each pupil to discover and develop individual talents and interests. It also aims to nurture individual personal development within a caring, diverse and warmly supportive family environment; to develop pupils' confidence, self-esteem and leadership skills in preparation for the next stage of education to create a community where diversity is valued and tolerance and empathy encouraged, respect for others and good manners are considered to be essential.
- 1.3 At the time of the inspection, there were 324 pupils on roll; 181 boys and 143 girls. There were 68 children in the Early Years Foundation Stage (EYFS), of whom 40 were in the Nursery, including 27 attending part time.
- 1.4 Pupils come from a wide range of backgrounds; most live in Wokingham and the surrounding area. The school has identified 54 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support. There are five pupils with English as an additional language (EAL), four of whom receive additional support. One pupil has a statement of special educational needs.
- 1.5 The ability profile of the school is above the national average, with a wide spread of abilities represented.
- 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 Throughout the school, pupils of all ages and abilities are well educated. Achievements are particularly notable in literacy, mathematics and science. Pupils reach high standards of attainment and make excellent progress in relation to pupils of similar abilities. Those pupils with SEND or EAL as well as those who are more able, gifted or talented make rapid progress because of the carefully structured support they receive. The school successfully fulfils its ambitious aims. The school is a happy and productive environment in which pupils develop an enthusiasm for learning from an early age, in a wealth of both academic and creative subjects and activities. This broad curriculum together with an excellent range of visits and extra-curricular activities strongly supports the pupils' learning. The pupils' success is also promoted by excellent teaching and by exemplary attitudes to learning, which contribute well to their progress. In a small number of lessons, the pupils' progress is slowed by lack of pace and rigour. The best marking is thorough and extremely helpful to pupils but this is not consistently evident across all subjects and year groups.
- 2.2 The personal qualities of pupils within the context of the school's life are significant. Pupils are tolerant and respectful of each other's differences and collaborate exceptionally well in their work. They understand fully how cultural and religious diversity enriches life. Life in school is underpinned by the 'Holme Grange Way', the values of which are reflected in the pupils' attitude to all that they do. Pupils are happy, confident and proud of their school. They are strongly motivated to learn and keen to take part in all activities. The provision for the safeguarding, welfare, health and safety of pupils is excellent and effectively supports their strong personal development. Pupils welcome opportunities to take on roles of responsibility and the care they show for one another is excellent. Their behaviour in lessons and around the school is exemplary. In response to the pre-inspection questionnaire, a few pupils commented that teachers are not always fair in giving sanctions, and that they are not asked for their opinions. Evidence from speaking to pupils, attending a school council meeting and house assemblies, and observation of the care given to pupils, does not support this view.
- 2.3 The aims of the school are fulfilled and fostered by excellent governance which is committed to the academic progress and personal development of the pupils. Governors have a clear oversight of the school, informed by detailed reports from the head and by their regular visits to the school. The recommendations of the previous inspection have been met. Leadership and management are excellent. Highly effective policies and procedures support pupils considerably in their academic and personal development. Recruitment procedures are efficient and safe, as are all checks on staff. Links with parents are excellent. They are extremely positive about the school's educational and pastoral provision. Parents unanimously agreed that the school is well led and managed.

## **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. Ensure consistent use of the whole school marking policy across all subjects and year groups.
2. Ensure that all teaching includes the excellent features of the best, including use of target setting to help pupils 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 The pupils are well educated in line with the school's aims. Pupils develop their understanding, knowledge and skills highly effectively in all subject areas and in their extra-curricular activities. The school has a diverse intake with a wide range of ability and is determined that all will achieve and progress well.
- 3.3 In the EYFS, almost all children will have met the expectations of the Early Learning Goals by the end of Reception and some will exceed these. Nursery children quickly develop fine motor skills as they use scissors safely and learn to hold pencils and eating implements correctly. In a physical education (PE) session they demonstrated that they have acquired balancing, climbing and jumping skills and showed how well their spatial awareness and gross motor skills have developed. Reception children deal confidently with numbers greater than twenty and recognise the properties of three-dimensional shapes. They write complete sentences independently and know about the use of capital letters and full stops. By the end of Reception most children are able to read fluently. They use their knowledge of phonics confidently when decoding words. In their activities, children across the EYFS display high standards of problem solving, communication and teamwork.
- 3.4 The pupils' achievement is particularly strong in literacy, mathematics and science. They are articulate, can converse confidently about different topics and take every opportunity to do so. When they are encouraged to give their opinions they confidently expound their views. Their reading is fluent and demonstrates expression and enthusiasm. The pupils' writing is of a high level in content and presentation and they are encouraged to write for many purposes. Pupils are not afraid to ask questions to further their knowledge and understanding. They listen to each other and their teachers carefully and respectfully. Their excellent mathematical skills are applied effectively in other curriculum areas, such as science, and pupils use their reasoning skills well when finding solutions to problems, happily sharing ideas and solutions with their peers. They competently use information and communication technology (ICT) skills and employ these across the curriculum. Children in the EYFS display developing ICT skills as they use the computer to solve problems and program a toy to move in a specified way.
- 3.5 Pupils engage enthusiastically in physical activities and show high levels of creative skill in music, drama and art. Most pupils either play an instrument or have singing lessons.
- 3.6 The range of significant achievements is broad. Pupils enjoy success in local and national competitions in such areas as art, public speaking, gardening, foreign languages, debating, and photography. Sporting successes include football, hockey, rugby, swimming, basketball and athletics. All pupils have the opportunity to represent their school.
- 3.7 From the EYFS onwards, the pupils' achievement is successfully encouraged through a learning system, the 'Holme Grange learning habits'. These include co-operation and collaboration, curiosity and enthusiasm, and risk taking and resilience. These underpin their attitudes to their learning and result in pupils who give of their best and are not afraid to face challenges.

- 3.8 The school does not enter pupils for national tests. Results in standardised tests indicate that their performance in reading is higher than national norms. The school conducts standardised assessments to measure progress and achievement at the end of periods of study. The results of these indicate that the pupils' performance is above the norm in both maths and writing. These indicators, together with evidence from lessons, interviews and the pupils' work, indicate that pupils attain high standards in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make a high rate of progress when compared with others of similar ability nationally. All pupils gain entry to the senior school of their choice, with some gaining scholarships.
- 3.9 Pupils with SEND or EAL make excellent progress. They are extremely well supported either in individual lessons in the school's Accelerated Learning Centre (ACL), or through classroom support. Their continual progress is assured through careful monitoring and the exchanging of information. These effective intervention methods enable them to participate fully in lessons. More able, gifted and talented pupils make excellent progress because of early identification and support in lessons and activities.

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

- 3.10 The contribution of curricular and extra-curricular provision is excellent.
- 3.11 The curriculum is highly effective in covering all the requisite areas of learning. It is suitable for all ages and abilities and fulfils the aims of the school. It is enhanced by specialist teaching and additional subjects, such as philosophy and performing arts, for older year groups. To add to this experience, currently all year groups have chosen a Shakespearian play to study and this has played a major role in the drama experiences for all pupils. Languages are particularly well represented and include French from Year 2 and German and Spanish from Year 7. Latin is offered as an extra-curricular activity for older pupils. The science curriculum for Years 7 and 8 includes physics, chemistry and biology as pupils work towards Common Entrance examinations. Furthermore, the 'Eaton Grange Experience', which plays an important part in the curriculum and extra-curricular programme for the older pupils, adds challenge through the inclusion of activities such as cookery, science and engineering, public speaking and debating, 3D printing and design, filming and video editing, as well as after-school skiing, bowling and kayaking. These are included within a busy academic timetable which prepares pupils effectively and successfully for senior school.
- 3.12 The curriculum is further supported by the school's introduction of a range of animals, including chickens, ducks and goats, which the pupils are very much involved in looking after. This resource supports learning in science and across the curriculum. It also helps the emotional development of some pupils who find communication difficult.
- 3.13 Curriculum oversight and effective collaborative planning for the long, medium and short terms ensures that work is well structured and wide ranging. As pupils grow and mature, the curriculum develops well to match their needs. A comprehensive programme of personal, social, health and citizenship education (PSHCE) supports the pupils' personal development. Tools in ICT are readily available and used well throughout the school to explore concepts, discover information, present findings, and record and celebrate achievements.

- 3.14 Pupils take part in a wide variety of educational day trips and residential visits closely linked to the curriculum. These include visits to places such as museums, churches and other places of interest for example, to a science fair. The curriculum is further enriched through a wide range of residential trips ranging from a three-day bush craft experience, to visits to Iceland and France. Pupils benefit greatly from a broad variety of links with the local community. The school is engaged in a multi-faceted partnership with local primary schools. Pupils visit residents at a local day centre and invite them into school to watch productions.
- 3.15 In the EYFS, a wide range of interesting and stimulating experiences includes an excellent balance of adult-led and child initiated activities taking place both inside and outside the classroom. These include opportunities for exploration, problem solving and creativity. Children learn successfully in a stimulating, well-resourced and welcoming environment, both indoors and outdoors. Imaginatively designed and fully-equipped areas include a well-resourced woodland learning area which provides many opportunities for creative exploration and independent learning. Children learn to respond to challenges as they solve ever more complex problems using the wide range of materials available to them. They developed their imagination, communication and teamwork skills as they worked together outside to make a stream of water flow down a series of sloping drainpipes. Others happily considered, negotiated and decided on an appropriate length of stick to retrieve a sunken bucket from a stream.
- 3.16 The provision for pupils with SEND or EAL is excellent, including in the EYFS where early intervention and strong links with outside agencies is secured. Throughout the school, individual needs are identified early by class teachers or through assessment, and a variety of effective strategies are used, including individual withdrawal and support in lessons from teaching assistants. The carefully structured programme enables pupils to make rapid progress and work confidently alongside their peers. More able pupils are identified and benefit from the targeted provision of extension work in lessons. The school has been accredited with an award from the National Association for Able Children in Education, in recognition of its provision for these pupils. Setting in mathematics and English and timetabled lessons for scholarship pupils provide further opportunities for challenge, with work appropriate to their needs.
- 3.17 Excellent extra-curricular provision includes a programme of over thirty clubs and optional activities. These include cookery, woodland adventures, gardening, which produce ingredients used in the school kitchen, and teamwork, leadership and communication activities. It also includes a wide variety of different musical, dramatic and physical activities which range from rugby, netball and hockey to rock band and street dance.

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

- 3.18 The contribution of teaching is excellent.
- 3.19 Teaching is highly effective in enabling pupils to make excellent progress and is very successful in supporting the aims of the school. Teaching shows high expectations of pupils and secure subject knowledge. Teaching is consistently well planned and the best exhibits fun, pace and challenge enabling all pupils to achieve well. Most lessons are undertaken at a brisk pace and teaching responds effectively to the pupils' differing learning needs. Excellent relations exist between staff and pupils and an atmosphere is created in which pupils feel secure and are not afraid to ask questions to clarify their understanding.
- 3.20 In the EYFS, all adults working with the children are highly skilled and sensitive to their needs and know them exceedingly well. The children's imagination is fed and encouraged through a wide range of activities indoors and outside. The exuberant response of Nursery children as they chased the 'Gruffalo' through the woods in response to a story was a testament to this. Planning documents are consistently good and clearly provide for teaching to meet children's individual needs. Meticulous observations by staff accurately reflect each child's levels of achievement and help identify their next stages in learning. These are supported by assessment processes, which include a tracking system. The varied and well-planned opportunities, together with specialist teaching in PE, ICT and music, enable all children to increase their learning across all areas.
- 3.21 A strength of teaching is the use of targeted questioning that skilfully elicits responses from the pupils and leads to their deeper understanding. In the most effective teaching, clear learning objectives and success criteria are given and independent learning is promoted. In such teaching, pupils are given opportunities to discuss and explore ideas, sharing their opinions with others. In a small amount of less successful teaching, challenge is insufficient, and an over-reliance on worksheets reduces opportunities for independent learning. As a consequence, pupils lose concentration and interest and their progress is slower.
- 3.22 Assessment and monitoring is strong. Pupils are regularly assessed using a range of standardised tests in English and mathematics. The results of these tests are analysed and communicated to all teachers, helping them to identify and address the pupils' weaknesses and strengths, and to plan for future progress. Effort grades are recorded weekly in English and mathematics and fortnightly in other subjects. Pupils are involved in the grading process, so that they fully understand what they need to do to improve their performance. This supports the school's learning system. Teaching makes excellent use of resources, including digital technology and media, to bring subjects to life and to stimulate enthusiasm and learning.
- 3.23 There is a comprehensive whole school marking policy. At its best marking is extremely thorough and regularly offers guidance to pupils on how to improve. However, it is not consistent in quality across all subjects and year groups. Pupils are encouraged to evaluate their own work and that of their peers, including written and practical work. Pupils confirmed at interview that this system of marking has a positive impact upon their learning.
- 3.24 The comprehensive schedule of assessment, monitoring and target-setting contributes significantly to the effectiveness of the teaching and enables all pupils to

make excellent progress. The previous recommendation to ensure pupils know how well they are achieving and what they need to do to improve further has been met.

- 3.25 The needs of pupils with SEND and or EAL including those in the EYFS are clearly identified and extremely well catered for in teaching. This, together with an excellent staff to pupil ratio, is a strong feature of the school. Pupils receive high quality support for their needs. The able, gifted and talented pupils are identified and their needs are met through extra challenges and work appropriate to their abilities.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The school is highly effective in fulfilling its aim to enable pupils to develop the values, attitudes and standards that will guide them in their present and future lives as global citizens in a rapidly changing world.
- 4.3 In the EYFS, children feel valued and gain considerable self-confidence. They play happily with their friends and are able to share concerns with staff. Children understand the importance of taking turns and work co-operatively. Their independence is encouraged as they change their own clothes before PE and in preparation for outdoor activities and they are delighted in their success in this. The children's enthusiasm for all activities, and their eagerness to share their experiences with their teachers and visitors, illustrate how very happy they are in the setting. They feel safe and well looked after.
- 4.4 The pupils' spiritual development is extremely strong. They combine confidence and a strong sense of self-worth with concern and respect for others. In assemblies, pupils worship together; they sing, listen and learn to be aware of the needs of those around them. As a community, they join in the Lord's Prayer regardless of their religion. They carefully consider the values and beliefs of faiths other than their own. Pupils further develop through encouragement to explain and discuss their faiths in a well-planned programme of religious education. Artistic and creative activities and displays across the school further demonstrate the pupils' spiritual awareness and appreciation of their environment.
- 4.5 Pupils have an excellent standard of moral awareness and a clear sense of right and wrong. They appreciate the school's clear expectations of behaviour in all activities. Pupils are expected to treat people as they would be treated themselves, forgive, share, be honest and live with integrity. These traits are closely linked with British values, which the school upholds. As a result, pupils are resilient, compassionate and ready to take responsibility for their own actions. Pupils understand that they are part of a strong school family and community. They are valued as individuals regardless of ability or culture. They show high levels of care for each other, willingly offering help if they see someone in difficulty.
- 4.6 Pupils demonstrate excellent social awareness which is encouraged by the close community spirit within the school. They undertake roles of responsibility with pride and understand the importance of doing so as part of a community. Pupils learn about major public institutions through their visits to the Houses of Parliament. They learn about democracy and associate this concept with their own school council. Pupils are highly aware of those less fortunate than themselves. Both individually and as a school, pupils regularly raise money for charities both locally and abroad. The school council plays an important part in selecting these charities and this year their choice included a school in Nairobi.
- 4.7 The cultural awareness of pupils is excellent. Relationships are harmonious throughout the school and pupils celebrate each other's differences. Through music, art and drama, pupils demonstrate a strong understanding of, and respect for, their own, and other's cultures and religions. All pupils learn to play instruments or learn dances from other cultures. The diverse school community allows pupils to learn

naturally about other cultures and parents regularly share cultural and faith celebrations. A range of visiting speakers extends the pupils' cultural development further.

- 4.8 By the time they leave the school, the pupils' personal development is excellent and all, including children in the EYFS, are extremely well prepared for the next stage in their education.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 The school has highly effective pastoral arrangements which support its aim to nurture personal development of the individual. The excellent collaborative relationships between staff and pupils and between pupils themselves, inform every aspect of school life. Care for the pupils is central to the actions of staff. Relationships between staff and pupils are warm and positive, built on trust and respect. Staff liaise closely and share relevant information about pupils' welfare promptly and effectively. Careful records are kept and regularly monitored. Peer mentoring and an effective buddy system from Year 2 onwards ensures pupils feel welcomed and valued. Older pupils regularly escort younger pupils around school and enjoy this responsibility. The school runs a successful programme to support those who require additional help to develop emotional and social intelligence. This is achieved by the use of self-awareness cards. These encourage pupils to consider the strengths of their own personalities and how these can be best used, so building their self-esteem. All parents who completed pre-inspection questionnaires felt their children are safe at the school.
- 4.11 In the EYFS, a key worker is identified for every child. This enables strong relationships to be established with both the child and his or her parents. This makes an important contribution to the child's development. Staff know children extremely well and work with their families to help them settle quickly into school routines. Plentiful opportunities exist for children to develop an understanding of healthy lifestyles. Healthy eating is a prominent topic. Nursery and Reception children make choices at the freshly cooked nutritious school lunches in the main dining hall. Staff encourage good table manners, correct use of utensils and make this an important part in each child's personal and social development. Children develop good personal hygiene habits and are independent in these by the end of Nursery. Children learn about keeping themselves safe and develop physical skills during regular timetabled PE sessions as well as during the extensive use of the outdoor environment.
- 4.12 Pupils are encouraged to develop healthy eating habits. Meals are nutritious and well-balanced and individual dietary needs are provided for well. Cookery lessons further support the pupils' understanding of healthy food. Year 8 pupils take great pride in preparing a three-course meal for parents and staff in the school's cookery room during their final term. Curriculum subjects such as science and PSHCE provide good guidance about healthy lifestyles. A wide range of physical activities including PE and extra-curricular pursuits provides ample opportunities for pupils to engage in exercise and benefit from time outdoors.
- 4.13 Highly effective policies and procedures to promote positive behaviour and guard against harassment and bullying work well. All parents, in their responses to the pre-inspection questionnaire, felt that the school promotes good behaviour. Pupils

are naturally kind to each other and are comfortable in each other's company. They say that bullying is rare but, should it occur, they are confident the school deals effectively with it. In response to pre-inspection questionnaires, a few pupils felt that sanctions are not always fairly given. Inspection evidence shows that sanctions are used rarely but fairly, if implemented. Pupils interviewed were happy that the staff treat pupils fairly.

- 4.14 The school has a suitable plan to improve educational access for pupils with SEND.
- 4.15 A few pupils, in their response to the questionnaire, commented that the school does not ask for or listen to their opinions. Inspectors found that the active school council, which is sympathetic to the ideas of others, ensures that the pupils' views are heard and acted upon. Changes to lunch menus and the electronic notice boards have arisen from suggestions by the school council, whose representatives are selected by secret ballot from Year 3 onwards. Those pupils interviewed felt their opinions matter and were confident that staff are receptive to their views.

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

- 4.16 The contribution of arrangements for welfare, health and safety is excellent.
- 4.17 The school has an excellent system to provide for the welfare, health and safety of the pupils and this has a significant effect on pupils' personal development from the earliest age. Throughout the school, the well-being of pupils is a central concern and procedures to ensure this are rigorous. The school's grounds are particularly well used for a wide range of activities and thorough risk assessments are regularly undertaken for this and all other parts of the school.
- 4.18 Close attention is paid to the safeguarding of pupils and promoting their health and well-being, including in the EYFS. The school's child protection policy is regularly updated to reflect changes in statutory guidance. Governors are always kept abreast of any updates. Following a detailed safeguarding audit by the head, the governors carry out a full yearly review of the policy. All staff know the child protection procedures and they receive regular training in safeguarding procedures. Those with specific responsibilities are trained to a higher level. A full induction process ensures that all new staff are familiar with all safeguarding procedures. The school has strong links with local agencies, which ensures that it is able to give very high priority to the protection of children throughout the school.
- 4.19 The school has comprehensive arrangements to reduce the risk from fire and accidents. It holds regular fire practices and the relevant equipment is checked at appropriate intervals. The school has excellent arrangements for any pupils who are ill or injured. It gives careful attention to any pupils who have particular medical or learning support needs, including the use of a multi-sensory room for any pupil who needs a quiet place.
- 4.20 The admission and attendance registers are completed correctly and archived as required.

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

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

- 5.1 The quality of governance of the school is excellent.
- 5.2 The high quality of governance has enabled the school to make considerable progress in all areas. The governing body is wholly committed to the aims and purposes of the school. It provides support, challenge and stimulus for growth and improvement. Governors have effective oversight of the school through regular meetings and clearly defined individual responsibilities. This is strongly underpinned by the strategic planning days which they hold each year. Lines of communication between governors and senior management are excellent. All aspects of education and care provided by the school are discussed and minuted by both the highly efficient committee system and meetings of the whole board. Regular, highly detailed reports from the head and presentations by staff on curriculum matters, provide comprehensive information on all aspects of school life. Governors have frequent contact with senior leaders, both formally and informally. To further their knowledge of the school's life and work, governors spend time in lessons and attend school functions.
- 5.3 In the EYFS, contact with the governor with specific responsibility for this area of the school ensures substantial governor support and interest.
- 5.4 The board benefits from a wide range of experience and professional backgrounds. New members are selected when necessary to develop the expertise of the board further. There is an induction process for new governors which includes key information regarding safeguarding. The board has a clearly defined structure, and highly effective and supportive committees. Governors are fully aware of their responsibilities and discharge them well. Financial planning ensures that the school's accommodations, and the human and material resources provided, are of sufficiently high quality to meet the pupils' educational needs. Governors are fully committed to the school's plans to extend its age range.
- 5.5 The governing body is aware of its responsibilities for child protection and health and safety. A specific governor has responsibility for this area, ensuring that related policies are regularly and properly reviewed by the whole governing body. Governors recognise their responsibility for the school's compliance with regulatory and legal requirements. They ensure that a centralised staff register is maintained to record the recruitment checks undertaken on the appointment of staff. Monitoring of policies and procedures is efficient and thorough.

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

- 5.6 The quality of leadership and management of the school is excellent.
- 5.7 The strengths in leadership and management are reflected in high academic standards, excellent teaching and pupils' first-rate personal development, as well as the happy and friendly ethos that is apparent throughout the whole school
- 5.8 The strong vision for the school and its future is central to school life. In accordance with the school aims, leadership and management promote high standards of achievement across a wide spectrum of activity.
- 5.9 In the EYFS, all staff share an ambitious vision for the setting. Regular meetings effect a constant updating of the development plan. Current practice is evaluated and managers consider how the setting could improve and develop further. In response to the recommendation from the previous inspection, extremely well resourced outside provision now caters for all areas of learning and provides a wide range of opportunities for children's development. The well-embedded supervision system is appreciated by the staff, combined with regular appraisals that review practice and set targets for the future. Staff attend many training courses as part of their personal professional development. This also helps the setting to be aware of current practice.
- 5.10 The school is a well-ordered, well-led and well-managed community in which all staff work hard for the benefit of pupils. Team work is strong and staff work closely together with the pupils' interests at heart. Regular staff meetings facilitate well-focused discussions on both the school's provision and the individual pastoral and educational needs of the pupils. This produces an excellent response in the attitudes of pupils towards all aspects of school life.
- 5.11 Rigorous self-evaluation enables accurate identification of the school's strengths and priorities for change and improvement. The comprehensive and insightful development plan has resulted from whole school consultation and staff are fully committed to its implementation. Opportunities for staff professional development are excellent. These are closely linked to the many new initiatives introduced in order to move the school forward continually and improve provision for its pupils. Staff are appraised annually and clear targets are set, contributing effectively to the further development of teaching and learning.
- 5.12 The documentation for curriculum planning across the school is detailed and comprehensive, matching work well to the pupils' differing abilities and needs. Subject co-ordinators have good oversight and are effective managers, despite most having class teaching responsibilities and only a limited time to fulfil this role. The monitoring of learning and teaching is well structured and takes place through a variety of thorough processes including lesson observation, peer observation and examination of work.
- 5.13 Staff are well qualified and deployed effectively to give the support required to meet the needs of pupils. They receive regular training in the necessary areas of safeguarding, welfare, health and safety, and show high levels of care and concern for pupils, including in the EYFS. A comprehensive staff handbook gives useful guidance, and good induction arrangements ensure that new appointees are well informed of school routines and safeguarding arrangements. Effective policies and

procedures cover all aspects of school life and are conscientiously implemented by staff who are exceedingly hard-working and strongly committed to the pupils in their care. Rigorous safer recruitment procedures are in place and are correctly executed.

- 5.14 Links with parents, carers and guardians are excellent. The strong links have been strengthened even further by the active Parents Amenity Association (PAA), together with the weekly newsletter and increased reporting to parents. The very strong links that exist in the EYFS enable stable relationships to develop between parents that are maintained as the child progresses through the school. The parents' pre-inspection questionnaire showed that parents are highly supportive and particularly happy with the family atmosphere that is a feature of the school. They feel that their children are well cared for and that a broad range of subjects and extra-curricular areas of experience are offered to pupils. All parents who responded said that they would recommend the school to other parents and that the school is well managed.
- 5.15 The school provides detailed written reports each term for all pupils from Nursery upwards that provide a clear picture of each child's progress and guidance about the next steps. Half-term grades are provided for all pupils from Year 3 upwards. Regular consultations between parents and staff at formal parents' evenings, together with an 'open door' policy, e-mail and telephone contact means that staff are always available for parents to discuss their child's progress. This is a strength of the school.
- 5.16 Communication with parents is very strong and they are welcomed to a wide variety of school events. The instant electronic contact that advises parents of immediate situations together with the website and social media accounts are particularly valued by parents. The very active and successful PAA organises a variety of fund-raising and social events including quiz and race nights, the Christmas Fair, as well as a summer fete and a bi-annual ball. These activities help to fund many substantial projects for the school.
- 5.17 In the EYFS, two-way written communication through the home-school book in the Nursery is continued through the reading diary in Reception. Parents are encouraged to take a full part in the development of their child and contribute to their child's developing profile.
- 5.18 Concerns of parents are handled carefully and sensitively and the close links with parents ensure that nearly all difficulties are resolved informally and quickly. An appropriate complaints policy is available.

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