



**INDEPENDENT SCHOOLS INSPECTORATE**

**TWICKENHAM PREPARATORY SCHOOL**

**INTEGRATED INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	<b>Twickenham Preparatory School</b>
DfE Number	<b>318/6067</b>
Registered Charity Number	<b>1067572</b>
Address	<b>Twickenham Preparatory School 'Beveree' 43 High Street Hampton Middlesex TW12 2SA</b>
Telephone Number	<b>020 8979 6216</b>
Fax Number	<b>020 8979 1596</b>
Email Address	<b>head@twickenhamprep.co.uk</b>
Head	<b>Mr David Malam</b>
Chair of Governors	<b>Mr David Howell</b>
Age Range	<b>4 to 13</b>
Total Number of Pupils	<b>272</b>
Gender of Pupils	<b>Mixed (150 boys; 122 girls)</b>
Numbers by Age	0-2 (EYFS): <b>0</b> 5-11: <b>213</b> 3-5 (EYFS): <b>33</b> 11-18: <b>26</b>
Head of EYFS Setting	<b>Mrs Barbara Barnes</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>15 May 2012 to 18 May 2012</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 March 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) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed through the following link: [www.legislation.gov.uk](http://www.legislation.gov.uk). Search for Independent School Standards Regulations and enter date 2010, to find Schedule 1, Parts 1-7.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Equality Act 2010 (including race, gender, special educational needs and/or disabilities).
- (ii) The School Standards and Framework Act 1998, banning corporal punishment.

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

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.

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', 'satisfactory' 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 of governors and other 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**

Dr Norma Ball

Mrs Sabine Fellows

Mr Jason Whiskerd

Mrs Gillian Bilbo

Reporting Inspector

Team Inspector (Head, IAPS School)

Team Inspector (Head, IAPS School)

Co-ordinating Inspector of Early Years

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</b>	<b>2</b>
<b>(a) Main findings</b>	<b>2</b>
<b>(b) Action points</b>	<b>3</b>
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
<b>3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS</b>	<b>4</b>
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
<b>4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT</b>	<b>8</b>
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	8
(c) The contribution of arrangements for welfare, health and safety	9
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>10</b>
(a) The quality of governance	10
(b) The quality of leadership and management, including links with parents, carers and guardians	10

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

- 1.1 Twickenham Preparatory School was founded in 1969 for a small group of boys. Girls joined the school in 1971 when it moved to new premises. The school continued to expand and in 1992 moved to the present building in Hampton High Street, which was purchased from Ealing Borough Council and had been the home of John Blow, King Charles II's King's Musician. From 1994 the school expanded to two forms of entry and the Pre-prep section was also added in 1998. A new music block with art facilities has just been built on the school site. The present headmaster, the fourth in the history of the school, was appointed in 2005.
- 1.2 At present 272 pupils attend the school, aged from 4 to 13, of whom 150 are boys and 122 girls. The Pre-prep includes two Reception classes with 33 children, 14 boys and 19 girls. In The Pre-prep section in Years 1 to 6 there are 213 pupils, 110 boys and 103 girls, and in Years 7 and 8 there are 26 boys. Pupils are mostly taught by their class teacher until Year 4 when teaching is all by subject specialists. Girls leave the school at the age of eleven and the vast majority transfer to a range of independent secondary schools. Boys in Year 8 sit the Common Entrance examination to their independent secondary school. Scholarships are available to boys entering Year 7, whether from within the school or from outside.
- 1.3 Pupils are drawn mostly from the Hampton, Teddington, Twickenham and Sunbury areas. Those who join the school at age four come from local private nurseries or maintained schools. At the age of eleven, pupils come from other independent day schools that only offer education to the end of Year 6, or from local maintained schools. Nearly all pupils are from business and professional families. A few parents are from other cultural heritages. Support is available for pupils for whom English is an additional language (EAL). The school has identified 26 pupils with special educational needs and/or disabilities (SEND). No pupil has a statement of special educational needs.
- 1.4 The school seeks to provide a varied and stimulating education within a happy, supportive and caring Christian environment so that pupils thrive personally, social and academically. It aims to make learning an exciting and enjoyable experience and to ensure that pupils are treated as individuals with unique gifts and talents that are both recognised and developed. Good communication with parents and guardians is regarded as vital to build a true partnership for the education of all pupils and parents are encouraged to contribute to the life of the school.
- 1.5 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 Pupils are well educated throughout the school and their personal development is excellent. The overall achievement of pupils and the progress they make in their lessons and a range of activities are good and sometimes excellent. The school meets its aim to ensure that all pupils thrive personally, socially and academically. Throughout the school pupils enjoy their learning and work diligently. They appreciate the good opportunities that are offered to them within and outside the effective curriculum. Pupils of all ages have a thorough grounding in literacy, numeracy and science and they are very well prepared for the next stage of their education. They have a secure understanding of information and communication technology (ICT) but these skills are not consistently reinforced in other curriculum subjects. Teaching is good, with a significant proportion that is excellent. Pupils' progress is tracked very accurately across the school but the use made of this information in classes to plan tasks that are well matched to pupils' different learning styles is inconsistent. In the Early Years Foundation Stage (EYFS) outcomes for children are good and most achieve the Early Learning Goals by the end of Reception. Children's development is closely monitored but not recorded in a child-friendly way to share fully with parents.
- 2.2 The quality of pupils' development throughout the school from the EYFS is excellent. Pupils are enthusiastic learners who enjoy their lessons and as a result they grow in confidence and ability. They behave extremely well in lessons, at play and in the many activities available to them out of class. Pupils accept responsibilities efficiently and with dignity. All pupils understand right from wrong, show awareness of the needs of others and show kindness and respect for each other. Pupils report that they love their school. All staff provide excellent pastoral care which adds greatly to the school's caring ethos. Safeguarding arrangements are robust.
- 2.3 The quality of governance, leadership and management is good. Governors provide prudent oversight of the school, meeting the aim to create a safe, caring and happy Christian environment in which all pupils are valued. Leaders and managers provide a united, ambitious team who review all areas of the school's work thoroughly. There is a collegiate approach to school improvement which is led very effectively by the headmaster. Leaders and managers are committed and hardworking, having teaching responsibilities in addition to their demanding leadership roles. Recruitment and retention of staff are good and records comply with requirements. The monitoring of teaching and learning is extensive and academic and pastoral roles are well developed. Parents are extremely supportive of all aspects of the school's work. They are provided with an extensive range of pertinent information and detailed reports of their children's progress.

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

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

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

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

2.5 The school is advised to make the following improvements.

1. Make greater use of pupils' assessment information so that it takes into account the different needs of pupils, including children in the EYFS.
2. Ensure that pupils have greater opportunity to apply their ICT skills across the curriculum.
3. Ensure that all senior leaders and managers have an equitable balance of administrative and teaching responsibilities.
4. In the EYFS increase the opportunities for the sharing of home/school experiences and record children's development in a more child-friendly way.



### **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 their learning, attitudes and skills is good.
- 3.2 This good achievement is in line with the school's aim to provide a varied and stimulating education in which children's unique gifts and talents are recognised and developed. They flourish in the stimulating learning environment and become independent and enthusiastic learners. They listen carefully to their teachers, read write and use mathematical skills with confidence and their skills are developed well. In writing they enjoy exploring imaginative language, especially in poetry. They are articulate and express themselves well using a range of subject-specific vocabulary. As well as sharing ideas pupils are encouraged to think independently and to explain their learning. Lively whole-class and group discussions contribute well to learning. Younger pupils know their tables and understand fractions and all pupils, especially older ones, find problem-solving tasks stimulating. Numeracy skills are used well by older pupils in subjects such as science and geography. Pupils' ICT skills are good but limited by lack of ready access to the ICT suite. In the EYFS children are confident to work in numbers and write simple accounts. They develop a love of learning through the many exciting activities available for them to explore. The web cam recording the progress of baby birds in nesting outside the classroom is greatly extending their curiosity of the world around them.
- 3.3 Pupils' creativity is encouraged well throughout the school and the recently completed building, which provides additional music and art facilities, is welcomed by staff and pupils alike. Pupils throughout the school participate keenly in a wide range of physical activities including cricket, tennis, basketball, football and swimming. Pupils enjoy success in many fixtures and tournaments. In a thinking skills competition the school recently became national champions and will represent the United Kingdom in Romania at the International Olympiad. Pupils have achieved successes in the award of music scholarships as well as the national Primary and Junior Maths Challenge, where pupils have achieved gold, silver and bronze certificates. Chess is keenly supported by pupils, who compete at local and at national level.
- 3.4 The pupils follow a broad curriculum and make good progress through the school because they are well taught and lessons are stimulating. Inspection evidence, as assessed in lesson observations, pupils' written work and curriculum interviews with them, confirms this judgement.
- 3.5 The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of 11 indicate that attainment has been well above the national average. The level of attainment across the school indicates that pupils make good progress in relation to pupils of similar ability. From EYFS onwards pupils reach their potential enabling them to move on to independent and maintained schools of their choice. A number of pupils are successful in gaining scholarships to their senior school each year. Pupils' progress is monitored closely through class tests and standardised assessments. Pupils falling behind in their learning and those with SEND are identified quickly and they receive well-planned and effective support and make good progress as a result. Gifted and talented

pupils are also identified well and have a good range of activities provided to challenge them.

- 3.6 Pupils develop good study skills and enjoy their learning so that they respond well to all that the school provides by reaching the standards expected of them. They are able to work conscientiously on their own, but also love working in groups. Pupils respond well to the challenging targets set for them in all subjects and clear goals keep them well involved in their learning and progress.

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

- 3.7 The overall quality of the curriculum is good.
- 3.8 The curriculum covers all the requisite areas of learning and provides extremely well for pupils' personal development. The school meets its aim to provide a varied and stimulating education.
- 3.9 In the EYFS staff know children very well and meet their needs successfully and promote good achievement for all children from their individual starting points. The curriculum for Years 1 to 8 is broad and provides a variety of rich learning experiences for pupils. The deployment of specialist teachers in French, art, music and games ensures that there is good pace in lessons and exciting and involving tasks for pupils. Pupils throughout the school follow all the National Curriculum subjects, together with religious studies (RS) and Latin in Years 5 to 8. Personal, social and health education (PSHE) and drama are taught in termly blocks enabling each pupil to experience these two important curriculum areas. Each subject area is allocated an appropriate time in the weekly timetable. French is offered from Reception throughout the school, and this thorough provision is reflected in the fluency and confidence pupils achieve in speaking and writing the language.
- 3.10 ICT is well taught within the ICT suite but there are insufficient opportunities for pupils to develop their skills in other subjects because facilities are limited. This has been recognised in the school's development plan. Since the previous inspection an external thinking skills programme has provided the school with an innovative and inspiring approach to thinking skills and the undoubted benefits of this initiative are beginning to filter across the curriculum. The curriculum facilitates a good transition from Reception to the steady emergence of separate subject study and homework. Pupils and parents responding to the pre-inspection questionnaire confirmed that the amount and types of work pupils take home is about right.
- 3.11 The school has inventively used its relatively small size to place individual pupils in classes and groups in which their ability and needs can best be met. Teaching rooms are comfortable and although some are small, they are used appropriately to meet the pupils' needs. Well-organised support is provided for any pupils that lack confidence or have SEND. Communication between the SEND co-ordinator and classroom teachers is excellent and contributes significantly to the good progress made by these pupils. Pupils identified as being gifted and talented are provided with additional tuition by teaching staff in addition to their classroom studies. Activities are challenging and involve pupils very well. Arrangements are available for the support of pupils with EAL, but this is not required currently.
- 3.12 The extra-curricular provision is excellent and almost all parents commented very positively on the appropriate range of educational visits and activities on offer. Sport and music are particularly strong and pupils relish the opportunities provided by their coaches and take the training they receive very seriously. Both country dancing and

photography clubs are extremely popular and well organised and allow pupils of different ages to enjoy their time together. Chess is a very popular and successful extra-curricular activity and players are keen to develop their skills. The quality of provision for breakfast club provides a friendly, almost family start to the day with many parents also enjoying the breakfasts on offer. The after-school provision for pupils is also extremely well planned, offering an impressive variety of clubs and activities for pupils of different ages as well as an opportunity for pupils to complete their homework with the guidance of a teacher to help them.

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

- 3.13 The quality of teaching is good.
- 3.14 The school meets its aim to make learning a happy and enjoyable experience. Much teaching is good and a significant proportion is excellent. In successful lessons teachers plan carefully and use what they know about pupils' progress to take account of pupils' different learning styles and so challenge and engage them very effectively. Questioning is used successfully to encourage pupils to discuss their own ideas as well as to assess their understanding. Teachers' knowledge and enthusiasm engage pupils and inspire them to persevere and reach the high expectations set for them. Lessons proceed at a brisk pace making learning exciting, whether in constructing sculptures from scrap material in art or discussing aspects of the Second World War in history.
- 3.15 In the few lessons that were less effective tasks are more limited and not always challenging for all the pupils, so that their progress was less rapid. Such lessons are well managed, but closely directed by teachers with few opportunities for pupils to discuss or contribute their ideas.
- 3.16 In most respects resources for teaching, including interactive whiteboards in all classrooms, are used effectively to help pupils' understanding of the subject. Teachers use their ICT skills well to integrate film clips, news items and other stimulating material into lessons. Displays in classrooms and around the school are of a high quality and provide an informative learning environment. Pupils' work is marked regularly and often comments made by teachers help identify for pupils how they can improve their work. The use of teaching assistants to support teachers and to promote pupils' learning is good.
- 3.17 In the EYFS staff know the children very well and are deployed effectively to meet their needs and ensure that behaviour is very well managed. Daily activities are carefully planned to provide a balance between adult-led and child-initiated learning and to promote good linking of activities between the classroom and the well-designed outdoor areas. Regular assessments and observations are used to track pupils' progress against the Early Learning Goals. However, these are not always rigorously used to inform the next steps for learning and are not recorded in sufficient detail on written plans. Individual targets set early in the year provide challenges for each child.
- 3.18 Behaviour overall is excellent and pupils are consistently encouraged to be fully involved in their own learning. In the pre-inspection questionnaires, parents and pupils were positive in their regard for the quality of teaching in the school and the impact of this on achievement. Targets are set for pupils in all subjects to focus them on their goals. In lessons pupils are encouraged to assess their own work

across a range of subjects including mathematics, geography, sports activities, and creative subjects.

- 3.19 Two recommendations set at the time of the last inspection have been partly resolved and remain active work in progress within the school. Teachers are skilled in the use of ICT and encourage pupils to carry out research and word process their work but such opportunities to extend pupils' ICT skills consistently are constrained by the limited ICT equipment available to them. Systems of assessment are thorough. At all stages in the school a wide variety of assessment data is collected and recorded including standardised test results and internal examinations. The use made of this information by teachers in their future planning is developing rapidly but remains inconsistent.

## **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 Pupils demonstrate, from the EYFS onwards, a high level of self-confidence and self-esteem. This reflects the school's aims and commitment to calm, courteous, courageous and considerate behaviour. Pupils work together harmoniously, supporting each other across year groups, for example in the excellent class partnerships between older and younger pupils. The considerable strengths in pupils' personal development have been maintained very well since the last inspection. In the EYFS children show independence and also good team work. They feel safe and learn about healthy lifestyles. They build positive relationships with each other based on care for each other and trust.
- 4.3 Throughout the school pupils are happy and confident. Pupils' participation is encouraged in assemblies where they explore and think about moral and spiritual aspects of life. This is further enriched through a thorough PSHE programme and in RE lessons. Pupils develop a deeper knowledge of themselves and a clear understanding of the Christian faith and the major tenets of other world faiths. Older pupils demonstrate an excellent awareness of ethical issues such as animal testing.
- 4.4 The moral development of pupils of all ages is excellent. Pupils take responsibility for their actions and they have a strong sense of right and wrong. Relationships between staff and pupils are in every way excellent. High expectations of good behaviour are met very well by pupils. Bullying is not tolerated and the pupils interviewed were confident that any concerns they raised were dealt with promptly and appropriately.
- 4.5 The social development of pupils is excellent. They genuinely care for each other. All pupils in the school play happily together and in lessons confidently share their thoughts with each other. Pupils share their opinions effectively through the pupils' council and PSHE lessons. They accept and enjoy responsibilities they are given. The older pupils show pride in being chosen for a particular post and carry out their responsibilities with efficiency. They show a strong sense of community in both working hard to gain merits for their houses and also raising funds for their chosen charities both locally and further afield. They have a good understanding of local services such as those provided by the police and fire officers and learn about the democratic process first-hand through elections to the pupil council.
- 4.6 The pupils' cultural awareness is strongly developed and encompasses respect for other faiths and cultures within the United Kingdom and beyond. In assemblies and subjects such as RE, geography, history, English and French pupils consider their own culture and those of others, which helps them develop a good sense of empathy and understanding of feelings and emotions and their likely impact. This is displayed by the Year 4 links with a school in Uganda.

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

- 4.7 The pastoral care of pupils is excellent.
- 4.8 The school fulfils its aim to provide a stimulating education within a happy, supportive and caring environment. Teachers know their pupils well and work consistently to encourage their high academic standards and excellent personal

development. Pupils' progress is closely monitored and any concerns about their academic progress or welfare are quickly identified. Information is exchanged quickly between staff to form a supportive network for pupils which links both pastoral and academic staff very efficiently.

- 4.9 Relationships at every level are of a very high quality. In the EYFS children feel safe, develop well, are confident to seek help if needed and they know adults will help them. They understand the need for a healthy life style and the importance of exercise. School meals are healthy and nutritious and all pupils have excellent opportunities to join in a wide range of games and physical activities. Morning form time is used very effectively to discuss a range of topics in lively style from how to cope with examination preparation to the qualities of Olympic athletes.
- 4.10 The system of rewards and sanctions is clear and respected by pupils. The deputy headmaster reviews all demerits to be assured that they are fair and justified. Merits are reviewed in assemblies and pupils said that they felt that rewards were fair and valued. Pupils also show loyalty to their house system and rivalry between houses is friendly and spirited.
- 4.11 Pupils are provided with good opportunities to express their views through the pupils' council. Agenda items are canvassed and pupils take seriously their discussions on topics such as new additions to the school uniform. Pupils are very clear that aggressive and bullying behaviour is unacceptable and playtimes are happy and harmonious occasions. Pupils know that they should report any incidents that arise, although they say this is rare. The links forged between older and younger pupils are also supportive in maintaining an inclusive family ethos. The school has a suitable plan to improve educational access for pupils with SEND.

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

- 4.12 The arrangements for welfare, health and safety are excellent.
- 4.13 The school takes its responsibilities for the safeguarding of pupils very seriously. In response to the recommendation of the previous inspection, comprehensive risk assessments are now in place. Training for all staff in child protection procedures is carried out thoroughly in all areas of the school. Policies are clear, reviewed carefully on a regular annual cycle, and well integrated into the procedures and practices of the school. Parents and pupils expressed confidence in the care the school provides. The school has close links with the child protection agencies, and use local services to ensure that designated staff and their colleagues are trained and familiar with the requirements of the polices. Practices followed in the recruitment of staff are equally rigorous, and are well managed and correctly recorded.
- 4.14 Measures to reduce the risk of fire, including a fire risk assessment and regular fire drills, are undertaken scrupulously. Careful checks are made of buildings and grounds and the necessary records are maintained. Checks have been especially efficient during the recent building programme. Good arrangements are made to take care of pupils who fall ill or have an accident during the school day. Staff take good care to ensure that parents give the necessary permissions for medication to be given to pupils. Great care is taken to minimise the risk on visits out of school. Risk assessments of all areas of the school, including the EYFS, are detailed and any concerns are dealt with quickly.
- 4.15 Admission and attendance registers are carefully maintained and stored.

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

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

- 5.1 The quality of governance is good.
- 5.2 The governors provide efficient governance which supports the development of the school in line with its aims. They bring to their work a good range of expertise across fields such as education, finance and law and many are parents of former pupils. The governors discharge their legal responsibilities extremely well through the committees. Together with the school leadership they review carefully the standards achieved by pupils and are instrumental in setting a clear strategic vision for the development of the school. Individual governors undertake their responsibilities for health and safety matters and safeguarding arrangements efficiently and the oversight of the EYFS is good. Opportunities are missed for all governors to be linked to specific responsibilities to provide greater insight into the day-to-day life of the school and hence inform their decision-making.
- 5.3 The school buildings and grounds are kept in excellent order. The governors have robust oversight of finances and work closely with the business manager in matters of finance and resources. The chairman of governors maintains close contact with the headmaster, and provides valuable support.

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

- 5.4 The quality of leadership and management is good.
- 5.5 The good quality of leadership and management at all levels, including in the EYFS, enables the school to fulfil its aims. The headmaster has a clear vision for the school which is shared well with all staff and parents. This vision and commitment is reflected in the good quality of education provided for pupils and their excellent personal development. The exceptionally positive responses to the pre-inspection questionnaire emphasised the high regard in which parents hold the school. Parents value the high quality of the educational experience provided for their children in the happy, supportive and caring school environment. Extensive and efficient links have been forged with parents in the EYFS and are developed extremely well through all year groups.
- 5.6 The leadership of the school has responded to the development points in the previous report and at all levels management structures are clear. Academic and pastoral roles are well defined and there is rapid exchange of relevant information about pupils' academic progress and care between academic and pastoral staff. Whole-school planning is linked to subject department planning following staff consultation, ensuring that all the school needs are met. Staff feel involved because they are encouraged to play a full part in school improvement and the close monitoring of all aspects of the school's work.
- 5.7 Working with the deputy headmaster, senior teacher, director of studies and head of Pre-prep, the headteacher provides purposeful and ambitious leadership of a close team, deploying their complimentary skills well. Members are hardworking, but for some, insufficient time is given to enable them to fulfil their managerial responsibilities fully. Clear educational direction is given by the headmaster and the

regular weekly meetings of this strong management team both drive the school forward and unite all staff with a clear sense of purpose. All staff are fully involved in the excellent pastoral care of pupils and subject leaders monitor carefully the development of their subject areas. There is a genuine collegiate approach and staff respond with dedicated professionalism to the lead set by the headmaster and senior leaders and managers.

- 5.8 In the EYFS staff work closely together as a cohesive team and regular meetings ensure that the needs of each child are extremely well met, with equality for all. The head of the setting has a perceptive understanding of the principles and practice of the EYFS but teaching responsibilities do not allow enough time for administration and to fully implement the curriculum. A good range of high quality and well-maintained resources and an effectively designed outdoor area strongly promote all areas of learning. Consultation about future plans for an adventure playground is greatly valued by staff and parents.
- 5.9 Management takes very seriously its responsibilities for the safeguarding, welfare, health and safety of pupils and ensures that the necessary policies are integrated throughout the school and supported by the relevant staff training. The responsibility for their implementation in the day-to-day life of the school is carried out carefully. Effective policies to safeguard children and eliminate discrimination are implemented rigorously. Close contact is maintained with the local safeguarding children board. School records and policies for the safety and efficient management of the school are in place and followed. Any minor infringements or areas for improvement are identified promptly and corrected quickly.
- 5.10 Strong recruitment procedures are well established and the school is successful in recruiting well-qualified staff. Proper care is taken to recruit staff, governors, and volunteers safely. Staff members have been trained in safer recruitment and the school follows very efficient procedures, including the correct checks and recording, when seeking and engaging new members of staff. Members of senior and middle management monitor teaching and learning extensively. Feedback is given to individual teachers following lesson observations, which are supportive and developmental. There is strong encouragement for all staff to take advantage of the generous provision of regular in-service training events to ensure that teaching, pastoral and administrative responsibilities remain of a high quality. Staffing levels enable good support to be given to very able pupils as well as those who have SEND or are identified as falling behind in their learning.
- 5.11 Accommodation is good and kept in excellent decorative order. The grounds are well maintained and provide sufficient space for recreation and play. Good use is made of local sporting facilities to extend the school's provision.
- 5.12 The school has established an exceptionally good partnership with parents. Throughout the school, including in the EYFS, parents who responded to the pre-inspection questionnaire were extremely positive in their appreciation for all aspects of the school's work. They valued the safe environment and the fact that their children were happy in school. Parents also respected the appropriate range of experiences provided for their children and the high standards of behaviour achieved. Parents were very positive about all aspects of their communication with the school, the information made available to them and the efficiency of the responses to their questions.



- 5.13 The parents committee is very active in supporting the school. It brings parents together socially and provides a forum for the governing body and senior leaders to discuss future school developments and priorities. The school website presents a wide range of information for parents and regular newsletters give regular updates of events in school and pupils' recent activities. Parents are kept very well informed of their children's progress. An especially strong feature of progress information for parents of pupils in Years 1 to 8 is the termly grade sheets which are discussed with parents and augment the detailed progress information contained in the annual report. Curriculum information for subject areas provides helpful guidance to parents on what their children are learning in class. Parents are well informed about school policies and how they can make a formal complaint.

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