



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

ST ANDREW'S (WOKING) SCHOOL TRUST

INDEPENDENT SCHOOLS INSPECTORATE

St Andrew's (Woking) School Trust

Full Name of School	St Andrew's (Woking) School Trust
DfE Number	936/6109
Registered Charity Number	297580
Address	St Andrew's (Woking) School Trust Church Hill House Wilson Way Horsell Woking Surrey GU21 4QW
Telephone Number	01483 760943
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Email Address	admin@st-andrews.woking.sch.uk
Headmaster	Mr Adrian Perks
Chair of Governors	Mrs Jenny Way
Age Range	3 to 13
Total Number of Pupils	314
Gender of Pupils	Mixed (206 boys; 108 girls;)
Numbers by Age	0-2 (EYFS): 0 5-11: 213 3-5 (EYFS): 71 11-18: 30
Head of EYFS Setting	Mrs Jan Ridd
EYFS Gender	Boys and Girls
Inspection Dates	26 Jan 2016 to 29 Jan 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 January 2010 and the previous ISI standard inspection was in May 2006.

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

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 three governors including the 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

Mr Steven Popper	Reporting Inspector
Mr Richard Merriman	Team Inspector (Headmaster, IAPS school)
Mrs Susan Hulmes	Team Inspector (Deputy Head, IAPS school)
Mr Ian Sterling	Team Inspector (Head of Prep, ISA school)
Mrs Bridget Forrest	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St. Andrew's (Woking) School Trust is an independent co-educational day school for children aged from three to thirteen years, administered by a board of governors. It was founded in 1937 as an independent boys' boarding and day preparatory school and became a trust in 1985. Since then the school has discontinued boarding, established a pre-prep department and widened its admissions to include girls. It is situated in a 12-acre site which includes a purpose-built Nursery block.
- 1.2 The school aims to provide a first-class education that enables pupils to fulfil their potential in an environment where each pupil is able to develop their intellectual, sporting, artistic, musical, spiritual and social faculties, and become well-rounded individuals. It seeks to provide pupils with a warm caring community that promotes the importance of commitment, co-operation, courtesy, tolerance and compassion. The school aims to offer a broad and balanced curriculum along with a wide range of extra-curricular activities and experiences. It strives for quality, excellence and the highest standards of education for all pupils.
- 1.3 Most pupils come from professional White British families who live locally, though a number have international backgrounds. At the time of the inspection the school had 314 pupils on roll, of which 206 were boys and 108 were girls. The Early Years Foundation Stage comprised of 71 children and, along with Years 1 and 2, forms the pre-prep. A total of 65 pupils have been identified by the school as having special educational needs and/or disabilities (SEND), all of whom receive specialist help. The school has 1 pupil with a statement of special educational needs. English is spoken as an additional language (EAL) by 4 pupils. Overall, the ability profile of pupils is above the national average, though a wide range of abilities is represented.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The achievement of pupils is excellent. Pupils attain highly and make excellent progress, including in the EYFS. They demonstrate mature and extremely positive attitudes towards learning. Excellent teaching offers pupils, including the most able, a considerable level of challenge and displays strong subject knowledge through clear explanations and precise questioning. During lessons pupils receive very good advice about how to improve their work, though such advice is not a consistent feature of teachers' written feedbacks. Staff support pupils who have SEND or EAL extremely well. The excellent curriculum is supported by the recent significant development of the use of information and communication technology (ICT) to promote learning. Leaders have successfully addressed the recommendation made in the previous interim inspection; academic planning has strongly improved in quality and a greater range of teaching styles are used to excellent effect.
- 2.2 The personal development of pupils is excellent. Pupils support each other extremely well and demonstrate caring attitudes, self-confidence and maturity. Very few incidents of poor behaviour occur; pupils behave extremely well and develop excellent relationships with each other and with staff. A small minority of pupils who responded to the questionnaire were dissatisfied with the school's use of rewards and sanctions, inspection evidence demonstrates that the school issues these in an effective manner and hence does not support this view. In addition, a minority of pupils expressed doubts over whether the school sought out or responded to their opinions, inspection evidence does not support this view; school leaders listen to pupils' opinions well. Arrangements to ensure the pupils' welfare, health and safety are excellent. The school conducts appropriate risk assessments and ensures that staff understand their safeguarding responsibilities very well.
- 2.3 Governance is excellent. Governors monitor all aspects of the school in a well-organised and systematic fashion and have ensured that the school has met all the recommendations made in the previous inspection report. They communicate with school leaders frequently and keep themselves very informed through frequent visits and discussions. Governors contribute strongly to the school's strategic planning for its future. Leadership and management offer excellent educational direction and ensure that staff performance meets the school's high standards. Leaders have fully met the recommendation from the previous interim inspection to enhance the capacity for self-evaluation, professional development and reflective practice in the EYFS. Supervision of staff in the EYFS is in the early stages of development.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations from January 2015.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure that teachers' written feedback consistently advises pupils about how to improve their work and progress further.
2. Ensure that thorough supervision is given to staff in the EYFS.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 The school successfully meets its aim to strive for quality, excellence and the highest standards of education for all pupils'.
- 3.3 The EYFS setting successfully fulfils the school's aims. Children are happy, active and investigative learners who make rapid progress in relation to their starting points, abilities and needs. The majority reach, and some exceed, the early learning goals. Children with SEND benefit from one-to-one support to make similar progress. Throughout the setting, children are confident and articulate individuals who talk to adults happily. Nursery children can remember and retell stories with puppets during child-initiated activities, and can count and order objects up to 10. They develop strong language skills, learn correct pronunciation and speak with confidence. Throughout the setting, children develop strong ICT skills as they program toys, create pictures and play games independently. Children in Reception can record their own addition sums using dice and think critically when problem solving in their outdoor capacity experiments. Reception children's reading is of a high standard and they can decode more difficult words using their phonic skills. They begin to make a good attempt to write creatively and independently. In French lessons they count to 10, answer questions confidently, and participate enthusiastically in action songs.
- 3.4 In other year groups, pupils develop considerable knowledge, understanding and a wide range of skills across the curriculum. They learn to read in depth and become very skilled in identifying and using effective features of writing. Pupils are articulate and speak with great confidence. Their discussions often display deep and careful reasoning for their age, while their strong mathematical work demonstrates considerable understanding and problem-solving skills. Pupils' work in art and music is of an excellent standard and demonstrates considerable creativity, while their physical activity is of a very high standard.
- 3.5 Pupils enjoy consistent national and local success in hockey and have represented the school in national finals on four occasions in the last five years. Individual pupils have achieved national success in sports such as biathlon and gymnastics. Pupils have won the regional schools orienteering cup in four out of the last five years. Many younger pupils take national dance examinations, with the vast majority achieving distinctions at their respective levels.
- 3.6 Pupils' attainment cannot be measured in relation to average performance in national tests but is judged to be excellent. This is demonstrated by evidence from standardised tests, scrutiny of workbooks, lesson observations, interviews with pupils and leavers' destinations. Virtually all school leavers succeed in gaining places at the selective senior school of their choice. This accords with the school's aim to educate pupils to fit happily and confidently into their future schools. A high number of school leavers gain academic and music scholarships, and other awards. The school's assessment data demonstrates that pupils' attainment in mathematics is particularly strong.
- 3.7 This level of attainment, as judged, shows that pupils make excellent progress across the curriculum as a result of the very effective teaching that they receive.

Pupils who have SEND make rapid progress due to the extremely thorough identification of their needs, precise target-setting and effective individual support. Those with EAL make excellent progress, partly as a result of the extra support that they receive in spelling, grammar and comprehension. The most able pupils also make excellent progress because of the substantial challenge provided to them.

- 3.8 The overwhelming majority of parents who responded to the pre-inspection questionnaire thought that their children make good progress, as did all pupils who left an opinion.
- 3.9 Pupils demonstrate a love of learning and an excellent sense of pride in their work. They engage learning with considerable enthusiasm and concentration. Pupils support each other's learning extremely well. They strive to produce the best work they can and present their work to an excellent standard. Pupils' positive attitudes to learning and a highly mature approach contribute strongly to their excellent achievement.

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

- 3.10 The provision of curricular and extra-curricular activities is excellent.
- 3.11 The school fully meets its aims to offer a curriculum that is broad and balanced, and provides a wide range of extra-curricular opportunities and experiences. The excellent curriculum meets the needs of pupils of all ages and abilities.
- 3.12 The EYFS provides a broad and exciting curriculum that covers every area of learning, enhanced by specialist teaching in French, music, dance and physical education (PE). The team of conscientious and enthusiastic adults quickly identifies the needs of the children and plans an appropriate balance of adult and child-led activities that meet the needs of every child in the setting so that they reach the levels of development expected from them.
- 3.13 In other year groups the curriculum covers a wide range of subjects. Specialist teaching provides pupils, including those with SEND or EAL, with an excellent range of learning experiences which contribute strongly towards the development of each pupil's intellectual, sporting, artistic, musical, spiritual and social faculties. Pupils are provided with many opportunities to develop communication and literacy skills. In addition to subjects in the National Curriculum, the school develops pupils' skills and knowledge in French from Reception, drama from Year 3 and Latin from Year 5. Also, the school has recently introduced Spanish into Year 2 and Year 3. Pupils experience a range of trips and regular visits from a range of outside speakers that enhances their understanding of curriculum subjects.
- 3.14 The excellent personal, social, health and citizenship education (PSHCE) programme provides many opportunities for pupils to develop their understanding of themes such as friendship, dealing with conflict and self-awareness. The school enables pupils to explore ideas about themes such as 'the use and abuse of law' in a balanced and unbiased way. Recently introduced 'mindfulness' sessions help Year 6 pupils approach their examinations in a calm manner.
- 3.15 The use of ICT has grown extensively since the previous inspection to the benefit of pupils' learning. Pupils throughout the school have access to tablets, whilst those in Years 7 and 8 are provided with their own personal devices to support their study. The use of ICT is integrated across the whole curriculum; pupils develop research

skills and learn about coding and programming so that they can devise their own applications.

- 3.16 The school provides an extensive range of extra-curricular activities that enrich the pupils' educational experience, ranging from cooking to debating and philosophy. Pupils have many opportunities to take part in a wide range of musical activities and performances. The number of pupils who learn to play a musical instrument at school has grown extensively since the previous inspection. Introduction of an extended games programme on Friday afternoons has further developed pupils' sporting opportunities.
- 3.17 Links with the community are excellent. The school encourages and enables pupils to support a wide range of local organisations, national charities and other causes. The school shares its sporting facilities with other local schools to help encourage pupils' participation in sport.
- 3.18 Almost all parents and pupils who responded to the questionnaire were happy with the range of subjects, experiences and activities offered by the school.

3.(c) The contribution of teaching

- 3.19 The contribution of teaching is excellent.
- 3.20 The quality of teaching has improved since the previous inspection and fully meets the school's aims.
- 3.21 Teaching in the EYFS is of a high standard. Staff assess children's individual needs carefully and plan to meet these very well, ensuring that children make rapid progress. They demonstrate high expectations of children. Staff know children extremely well and share an in-depth understanding and knowledge of statutory requirements. They establish what the children's interests are, and plan topics and activities accordingly. Children have the opportunity to evaluate the success of activities. For example when aiming to play their instruments to match a graphic score, they felt that they could do better and persevered until they could play them with control, thus gaining a real sense of achievement. Teachers and children make excellent use of the range of imaginative and challenging resources which promote active and enjoyable learning in both indoor and outdoor environments.
- 3.22 Planning is of a high standard throughout the school and is relevant to meet the needs of all pupils, including those who take entrance examinations in Year 6 and those who choose to stay on to take entrance examinations and scholarships in Year 8. Teaching supports the aims of the curriculum and makes a strong contribution to the high quality of the pupils' learning. Assessment of pupils' progress is thorough. Teachers make excellent use of a central collection of data and information about pupil's needs and achievements to plan for their provision. Pupils who are not achieving to their potential are quickly identified and supported effectively. In most cases marking in books is highly effective, offering pupils written feedback on how to improve, but this is not the case in all parts of the school. During lessons teachers make excellent use of timely, focused and encouraging verbal feedback to pupils; this guides them well and leads to improvement in their work. Teachers expect pupils to act on the advice that they receive in order to further their learning and progress.
- 3.23 The school has responded successfully to the recommendations of the previous report. Assessment is used more effectively in order to inform planning, which itself

has improved strongly. Initiatives in varied teaching and learning styles have developed the school's range of teaching strategies. Teachers ask effective and challenging questions of the pupils who respond with well-considered, logical, intelligent answers. A calm approach to lesson delivery develops pupils' confidence to share their opinions and ideas.

- 3.24 Teaching is characterised by a swift pace, effective management of time, good subject knowledge and well-planned, imaginative and creative tasks. Excellent use is made of a wide range of resources including tablet computers and interactive whiteboards. The well-resourced school library is used frequently and to very good effect by pupils. Support staff are wisely deployed and used effectively to support all pupils, making a valuable contribution to their learning. The library is used to enable pupils to deepen their knowledge and understanding across the range of subjects.
- 3.25 Teaching fosters great independence in the pupils, who enjoy the opportunity to work individually on problem-solving tasks and practical investigations in many subjects. Tasks are well planned to meet pupils' needs, and pupils are catered for and organised in a way that ensures that those of different abilities receive highly appropriate levels of challenge and excellent support. The most able pupils are challenged to reach the highest standards and successfully do so. The school makes excellent provision for any pupils who have a statement of special educational needs.
- 3.26 Teaching successfully promotes the fundamental British values of democracy, tolerance and mutual respect for those with different faiths and beliefs in a balanced and non-political manner.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school fully meets its aims. Throughout their time at the school, pupils develop as self-aware individuals who have a very good standard of personal development by the time they leave.
- 4.3 In the EYFS, children's personal development and behaviour is excellent. Children are good listeners who respect and help each other. Reception children helped their peers put on their overalls before embarking on a floating and sinking investigation outside. Children learn to take turns and they celebrate their own and each other's successes, for example children are met with cheers when they successfully use the Nursery's dispenser of sticky tape for the first time. Fundamental British values are promoted; children independently express their own ideas about how they are responsible in school. Children develop an awareness of diversity when celebrating Diwali and Chinese New Year, and during special 'around the world' weeks. They are prepared very well for transition as they move through the setting and into Year 1.
- 4.4 Pupils' spiritual development is excellent. Christian values underpin the school, supporting the school's aims to ensure that each child recognises that caring for others is of the utmost importance. Pupils develop strong spiritual values and appreciate the exploration of spirituality in lessons and assemblies. Those who spoke to inspectors were able to articulate the value that spirituality held for them. Awareness of non-material aspects of life is enhanced through active involvement in music and art in the school, and in the many additional activities on offer. Teaching nurtures the development of good relationships. Religious Studies enables pupils to question and debate religious themes in depth. The overwhelming majority of pupils demonstrate considerable self-confidence and self-esteem in their discussions and a willingness to offer and share ideas.
- 4.5 Pupils demonstrate an excellent moral understanding and sense of right and wrong. They learn to treat others as they would like to be treated and to consider moral choices carefully. Moral considerations and values are developed through in-depth discussions of situations and feelings in times of hardship or oppression. Pupils learn about English institutions and develop a good understanding of issues, such as the relationship between crime and punishment, through carefully balanced and respectful discussions of different points of view. Older pupils demonstrate an advanced understanding of why laws need to be followed for the mutual good of all. An annual visit from a group of magistrates, who explain how the legal and justice system works, develops pupils' understanding of British institutions and appreciation of British values, as do regular trips to the Houses of Parliament.
- 4.6 The social awareness of pupils is excellent. Pupils feel a sense of responsibility towards their particular houses and work as a team to increase their houses' communal successes. Older pupils are expected to look after the younger in a way that strongly develops their sense of social responsibility towards others. Pupils have a strong awareness of others less fortunate than themselves and also those with protected characteristics. They raise money for charities chosen by their houses to support, such as the local air ambulance service, a local woodland project, the Guide Dogs for the Blind Association and an international conservation

trust. Pupils' awareness of ecological issues is enhanced by the school's teaching about the environment.

- 4.7 Pupils' cultural development is excellent. They display a secure understanding of British values as well as those of a large range of cultures and faiths. Pupils demonstrate substantial respect for others, a deep sense of fairness and a developed understanding of why prejudice and discrimination are not acceptable. They are aware of how different circumstances can affect people, for example unhealthy eating for those whose choice is restricted by war, displacement or poverty. Pupils are able to explore and compare the values of different cultures such as Hinduism, Judaism and Christianity, and how different forms of artistic and musical expression promote these.
- 4.8 Pupils' appreciation of democracy is promoted through an active school council consisting of elected class representatives. They develop a strong understanding of the notion of collective responsibility.

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

- 4.9 The contribution of the arrangements for pastoral care is excellent.
- 4.10 The school is highly successful in meeting its aim to provide a nurturing, happy environment where pupils feel safe. It ensures that strong support is available to meet all pupils' pastoral needs.
- 4.11 In the EYFS each child has a key person who knows them in depth. Staff form supportive and caring relationships with children and their families. Children settle well into their routines and are safe and happy. Staff have high expectations of behaviour and implement positive strategies with clear rules and boundaries. In their PE lessons, children learn the importance of exercise and having a healthy heart. Children are also aware of how to eat healthily, evident as they stick appropriate pictures of food in their 'healthy' and 'unhealthy' lunchbox collage. Staff help them develop good hygiene practices, such as careful handwashing before lunch. Children have many opportunities to be independent; Reception children change for PE with a focused approach, and Nursery children pour their own milk with great care.
- 4.12 Pupils have excellent relationships with each other and with staff. Pastoral systems offer pupils well-organised support and ensure that they know who they can turn to if they have any concerns.
- 4.13 The school successfully promotes a healthy lifestyle. Pupils throughout the school have ample opportunity for exercise. The PSHCE programme strongly develops pupils' understanding of the importance of healthy eating.
- 4.14 The school's systems to promote good behaviour and guard against bullying are excellent, and school logs show very few cases of poor behaviour. In their questionnaire responses a very small minority of parents suggested that the school does not deal well with bullying. Evidence from records does not support this view. When interviewed, pupils said that bullying is very rare and that poor behaviour would be dealt with swiftly. The inspection observed very good behaviour management. A small minority of pupils who responded to the questionnaire expressed reservations about the fairness of the school's use of rewards and sanctions. Inspection evidence does not support this view; while the number of

'stars' issued as rewards decreases for the older pupils, the number of privileges increases.

4.15 The school has a number of ways in which it seeks and responds to pupils' views. A minority of pupils expressed in their questionnaire responses that the school does not ask for or respond to their opinions. Inspection evidence demonstrates that leaders systematically collect pupils' views through suggestion boxes in each classroom and the school council, and responds to them at regular intervals. For example, girls were consulted about proposed changes to their school uniforms and their views were taken into consideration.

4.16 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

4.17 The contribution of arrangements for welfare, health and safety is excellent.

4.18 In the EYFS, safeguarding procedures are rigorous and children are very well cared for within a safe and happy environment. Staff have been well trained in child protection including with regard to the risks posed by radicalisation and extremism, and in paediatric first aid. They understand how to proceed should a concern arise. Staff promote regular attendance by children and conduct thorough and continuous risk assessments.

4.19 Strong arrangements enable the school to meet its aims. The school affords a high priority to its work in safeguarding children and ensures that this is of a high standard. Leaders ensure that all staff receive clear safeguarding training as they join the school, updated at regular and frequent intervals. Those with particular responsibilities receive appropriate training. Staff are aware of the procedures to follow should a concern arise, and records demonstrate that these have been followed properly. The school safeguarding policy had some omissions at the start of the inspection, these were swiftly rectified when identified to the school. The school keeps thorough records of safe recruitment procedures for employed staff, governors and volunteers on a central register of appointments. Prior to the inspection, the register contained some minor administrative errors relating to the recording of checks made on staff who contract their services to the school. These errors were swiftly remedied when brought to the school's attention.

4.20 The school takes diligent precautions to reduce the risk from fire and other potential hazards. Fire-detection equipment is checked regularly and carefully maintained, and the school carries out regular fire drills. Thorough risk assessments are carried out with regard to the safety of the premises, resources, external visits and events, transport and potentially hazardous equipment or activities. The comprehensive risk assessment policy provides staff clear direction about how to minimise and report risks.

4.21 The school has good arrangements to care for pupils who become unwell or who have specific needs. All teaching staff and many other personnel receive regular training in first aid and all pre-prep staff are trained in paediatric first aid.

4.22 The attendance and admission registers are properly maintained and stored.

4.23 The overwhelming majority of parents who responded to the questionnaire said that they thought their children are safe, happy and well looked after by the school.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Governance successfully supports the school's aims to strive for quality, excellence and the highest standards of education for all pupils.
- 5.3 The EYFS has strong governance. All governors visit the EYFS setting and work closely with the EYFS leaders to keep abreast of regulatory requirements.
- 5.4 Governors monitor school standards systematically and effectively through focused committees that oversee all aspects of the school and make excellent use of individual governors' particular skills and expertise. They contribute strongly to the school's strategic planning and carefully monitor its progress towards achieving its objectives. Governors ensure that financial planning is thorough and carefully consider ways of making the most of the school's accommodation, and ensure high-quality learning resources.
- 5.5 Governors communicate with school leaders frequently and keep themselves well informed through visits to the school, regular termly meetings with staff, scrutiny of parental responses to school questionnaires, and events such as governor 'strategy days' which provide a forum for strategic discussions with senior leaders. They challenge leaders well and require them to report regularly regarding their areas of responsibility.
- 5.6 Governors make certain that health and safety provision is excellent. Safeguarding is considered carefully at every board meeting. The full board of governors conducts an annual review of the school's safeguarding work, supplemented by an additional check. The safeguarding policy required some attention at the beginning of the inspection but was swiftly amended. Governors keep themselves well informed of any changes in national requirements in this area and review the school's safeguarding work whenever such changes occur.

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

- 5.1 The quality of leadership and management, including links with parents, carers and guardians is excellent.
- 5.2 The leadership team is successful in ensuring that the school meets its aims. All departments, including the EYFS, reflect the school's positive ethos by promoting British values such as fairness, respect for others and the promotion of equality in their work.
- 5.3 The EYFS is well led and managed. Thorough safeguarding procedures are well implemented and understood by staff. The setting has made progress since the previous inspection. The recommendation from the previous inspection to further enhance the capacity for self-evaluation, professional development and reflective practice has been fully addressed. Leaders work together as a strong team; continuous monitoring and self-evaluation of provision are complemented by a strong shared vision for the setting. Staff have many opportunities to attend training

and disseminate knowledge to their colleagues, so that teaching and learning continue to develop. Supervision of staff, while understood and implemented effectively, is in the early stages of implementation. Staff, in partnership with outside agencies and parents, ensure that every child makes progress in their learning. Parents have many opportunities to receive and respond to information regarding their children's learning, with newsletters, curriculum sheets and parent evenings provided by the school. They enjoy telling the school what their children achieve at home. Parents appreciate the setting's open-door policy. Reports are useful and thorough, providing parents the opportunity to comment, but contain limited advice about how children can make further progress.

- 5.4 Leaders at all levels have clearly defined roles and responsibilities. They work together systematically to ensure that the school standards remain high and that pupils are kept safe. Leaders place a very strong emphasis on the importance of safeguarding, and ensure that all staff understand the high priority of work in this area and know the correct procedures for recording and reporting concerns. Safeguarding procedures are very strong in practice, although the safeguarding policy required some attention at the beginning of the inspection.
- 5.5 Senior leaders provide substantial educational direction to the school. Leaders have a very clear vision for the school's future development, which is based on thorough and careful self-evaluation. This is reflected in a school development plan which contains precise objectives, and clearly identifies how the school intends to reach these and how progress will be monitored. Actions already taken by the leadership team have ensured that the school has met all the recommendations made in the previous inspection report.
- 5.6 Leaders provide staff with very good opportunities to attend relevant professional training that relates to the school's priorities for improvement, and develops staff expertise. A robust and supportive appraisal system ensures that staff performance meets the school's high expectations.
- 5.7 Leaders recruit suitable staff with care and retain them successfully. They ensure that all new staff receive effective induction training, including about their roles and responsibilities towards safeguarding, and welfare, health and safety. Leaders ensure that proper checks are carried out on staff, governors and volunteers before they take up their responsibilities at the school. Some minor administrative errors in the single central register of appointments were identified and quickly rectified during the inspection.
- 5.8 A very large proportion of parents who responded to the questionnaire considered the school to be well led and managed. They deemed the school to provide a very happy, welcoming and caring environment with a friendly, intimate atmosphere, where staff are extremely supportive and pastoral care is a real strength. Inspection evidence supports these views.
- 5.9 Parents have many opportunities to be actively involved in the work and progress of their children. New parents are welcomed into the school and invited to coffee mornings and new parent evenings. The school provides booklets, regular information evenings and forums as well as weekly newsletters, and hosts meetings to help with transition from one class to the next. All required information is provided to parents and prospective parents. Leaders seek parents' perspectives through twice-yearly surveys of their opinions and take these views into account in the school development plan.

- 5.10 Communication is excellent. Staff in every area of the school are easily accessible and deal with parental concerns promptly and carefully. A regularly updated website and the effective use of social media enable effective communication. This includes the latest information on sporting fixtures, trips and activities, and helps to keep parents informed about the life of the school. Complaints are recorded and responded to appropriately in line with the published complaints procedure. Reports to parents are informative, detailed and thorough.
- 5.11 The parent-teacher association is very effective and organises a variety of social and fund-raising events which includes quiz nights, race evenings, discos and the school ball as well as many charity events.

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