



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
HEATHFIELD HOUSE SCHOOL**

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Heathfield House School

Full Name of School	Heathfield House School
DfE Number	313/6074
Address	Heathfield House School Turnham Green Church Hall Heathfield Gardens Chiswick London W4 4JU
Telephone Number	020 8994 3385
Email Address	carolinegoodsman@gmail.com
Headteacher	Mrs Caroline Goodsman
Proprietors	Mrs Caroline Goodsman and Mrs Pauline Williamson
Age Range	4 to 11
Total Number of Pupils	193
Gender of Pupils	Mixed (88 boys; 105 girls)
Numbers by Age	3-5 (EYFS): 34 5-11: 159
EYFS Gender	Mixed
Inspection Dates	17 June 2014 to 20 June 2014

PREFACE

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

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, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, 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.

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 a proprietor, 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 Graham Sims	Reporting Inspector
Mrs Pam Simmonds	Team Inspector (Former Head, ISA school)
Dr Simon Willcocks	Team Inspector (Former Head, IAPS school)
Mrs Ann Richards	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Heathfield House School is a co-educational day school for pupils from the ages of 4 to 11. It is owned and run by two proprietors, one of whom is the headteacher and the other the administrator, with responsibility for the governance of the school. The school's prime aim is to provide a stimulating, well-balanced and varied education, helping each pupil to develop his or her full potential intellectually, socially and physically. It seeks to provide a safe and supportive environment in which pupils are confident to attempt all challenges and which encourages them to do their best and acquire a positive attitude towards learning. It sets out to provide an extensive extra-curricular programme in order for pupils to discover their own strengths and talents. The school was last inspected by Ofsted in May 2009.
- 1.2 The school was founded in 2004 and is situated in a residential area in Chiswick, west London. The main school is housed in a large church hall that has been refurbished. In order to cater for the increasing number of pupils on roll, the school acquired a new property in 2011. This is situated half a mile away from the main site and has been established as the Early Years Site. The school uses nearby common land for outdoor games and the town hall for indoor physical education (PE).
- 1.3 At the time of the inspection, there were 193 pupils on roll, of whom 34 were in the Early Years Foundation Stage (EYFS). The main school site accommodates 119 pupils in Years 2 to 6. The Early Years Site caters for 74 pupils in Reception and Year 1. The school currently has two classes for each year group from Reception to Year 4, one class for Year 5 and one for Year 6. The pupils come from a wide range of ethnic backgrounds. Many pupils are multi-lingual, but none is at an early stage of learning English as an additional language.
- 1.4 The ability range of the pupils is broad, but is above the national average overall. The school has 26 pupils who have been identified as having special educational needs and/or disabilities (SEND). Of these, six pupils receive external additional support. No pupil has a statement of special educational needs.
- 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 Heathfield House School is extremely successful in meeting its aims of providing a stimulating, well-balanced and varied education, an extensive extra-curricular programme, and a safe and supportive environment. It succeeds well in helping pupils to develop their full potential intellectually, socially and physically, and to acquire a positive attitude towards learning. The pupils' achievement from the EYFS through to Year 6 is good. By the time pupils leave Year 6, standards in reading, writing, spelling, punctuation, grammar and mathematics are above those expected for their age. Pupils of all abilities, including those with SEND, make good progress throughout the school in response to good teaching. The teaching is well planned, carefully structured and thorough, but the marking of pupils' work is not always sufficiently rigorous in helping pupils to see where they have made mistakes or where their work could be improved. Children in the EYFS do not have sufficient opportunity to use the outdoor learning area to initiate their own play. The youngest children quickly develop positive attitudes to school and the oldest pupils develop into well-motivated, articulate learners who are well prepared for their move to senior school.
- 2.2 The pupils' personal development is good. Pupils understand the significance of kindness, courtesy and concern for others. They are co-operative and behave well. Responses to the pupils' questionnaire showed that they are happy in school and that they particularly enjoy the excellent range of extra-curricular activities that are provided at lunchtimes and after school. The pupils enjoy working creatively and independently, but do not always have sufficient opportunity to work in this way or to reflect on non-material aspects of life. The excellent standard of care shown by the staff helps pupils to feel safe, secure and valued. Excellent attention is given to the pupils' welfare, health and safety throughout the school.
- 2.3 Governance is excellent. The proprietors work tirelessly to ensure that the school fulfils its aims. They have guided the school extremely effectively as it has grown in size, acquired new premises and improved its resources. They are diligent in fulfilling their legal responsibilities and ensuring the safeguarding of all pupils. Leadership and management are good. Senior leadership staff have dealt effectively with a recommendation from the previous inspection by providing greater challenge for pupils of differing abilities. They evaluate all aspects of the school carefully and identify appropriate areas for development. However, delegation of responsibility for managing subjects or other initiatives, including leadership of the EYFS, is limited. Links with parents are excellent. Parents are extremely pleased with the school and what it offers their children and expressed no major concerns in questionnaire responses. They particularly indicated satisfaction with the ready availability of information about the school and its policies, and that their children are happy and feel safe at school and are well looked after.

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. Delegate responsibilities more effectively and develop the roles of senior and subject leaders to ensure improvements in teaching and learning.
2. Ensure that the teaching provides more opportunities for pupils to work independently and creatively, to reflect and to develop understanding of non-material aspects of life.
3. Ensure that the marking of pupils' work is sufficiently rigorous to help pupils understand where they have made mistakes and how to improve, and that pupils respond to teachers' comments.
4. In the EYFS, develop the outdoor learning area to provide more opportunities for all children to initiate their own play across all areas of learning.

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 good.
- 3.2 The school is successful in meeting its aims to develop pupils' intellectual, social and physical potential, and for them to acquire positive attitudes to learning. Pupils develop good communication skills. They are articulate, read with understanding and write well. They have good mathematical skills which they apply well in different contexts. They have positive attitudes towards their academic work, make a strong effort in lessons and take care with the way they present their work. They respond extremely positively to the wide range of extra-curricular activities, participating with enthusiasm. Pupils are competent in the use of information and communication technology to present their work, but have not yet developed wide-ranging skills in this area.
- 3.3 Pupils achieve success in creative, sporting and other areas. They participate in external sports competitions in football, netball, swimming and cross-country. All pupils represent the school in at least one sporting fixture a year. They compete and achieve success in arts, music and chess competitions. Many pupils successfully take graded theory, musical instrument and drama examinations.
- 3.4 Pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, it is judged to be good in relation to national age-related expectations. The pupils follow the National Curriculum, and most pupils, in line with their abilities, achieve standards which are higher than those expected nationally. Inspection evidence confirms this judgement. Standardised tests, which pupils take in English, mathematics, reading and spelling, indicate that pupils' attainment is above average and that pupils of all abilities make good progress as they move through the school. Pupils with SEND also make good progress because of the individualised support that they receive. Over the last five years, all pupils leaving at the end of Year 6 have gained places at senior schools of their choice, with the great majority gaining a place at their first-choice school. Of the Year 6 cohort of leavers in 2013, over half of the pupils gained academic, sports or creative arts scholarships and exhibitions to senior schools.
- 3.5 The standards achieved by children in the EYFS are good. The children, including those with SEND, make good progress relative to their ability and needs. Most children exceed the Early Learning Goals by the end of the Reception year. The majority can write sentences independently with phonetically plausible spelling, read well and manipulate numbers to 20. Pupils enjoy their learning and value opportunities to explore and investigate. When an activity engages their interest, they happily work independently, concentrate well and show good perseverance.
- 3.6 Pupils develop good attitudes to learning. They respond eagerly to teachers' questions in class and apply themselves diligently to their written work. They concentrate when working on their own and collaborate well with their peers. Pupils enjoy opportunities for creative tasks. For example, pupils in Year 6 had shown great creativity in producing well-illustrated and imaginative stories for younger pupils. However, opportunities for pupils to work in similar ways are limited. The pupils' mature approach, good range of skills and general level of interest prepare them well for their move to senior school.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The curriculum is broad and balanced. Curricular planning is thorough. The teaching of the National Curriculum is supplemented by a comprehensive programme of enrichment activities, enabling pupils to develop a wide range of skills and interests. Pupils also study French from Reception and Latin in Year 6. The range of opportunities offered is extensive and is suitable for all ages and abilities, effectively supporting the school's aim to provide a stimulating, well-balanced and varied education.
- 3.9 Pupils follow a comprehensive personal, social and health education (PSHE) programme covering issues such as friendships, drugs, democracy and finance. Some aspects of the curriculum are taught through cross-curricular themes and special subject days. An excellent example was the recent 'Music Monday', where pupils made musical instruments in design and technology, acted out musical charades, studied the history of the violin, created Indian style tambourines and danced to music. Children in the EYFS follow an appropriately planned educational programme that covers all of the requisite areas of learning, meets their needs and helps them to exceed the levels of development expected for their age. An effective balance of adult-led and child-initiated tasks enables children to work independently, but the children do not have sufficient opportunity to access outdoor learning activities.
- 3.10 Pupils benefit from the expertise of specialist teachers in French, art, PE, science and music. Pupils are offered an extensive range of PE activities, and use local facilities for swimming, games and gymnastics. Learning support for pupils with SEND is extremely effective. The most able pupils benefit from extension work and extra challenge.
- 3.11 Pupils in all year groups can participate in an excellent range of extra-curricular clubs and activities at lunchtime and after school, including music, sport, drama, debating, computing, taekwondo, art, creative writing, construction and French. Individual tuition is offered in a good range of musical instruments. Musicians have the opportunity to play in assembly, perform at school concerts and enter competitions. All pupils take part in a drama production every year. There are a number of school sports teams, which take part in local tournaments and national competitions as well as matches against other schools. Pupils can also participate in inter-house sports, art and handwriting competitions in school.
- 3.12 The curriculum is enhanced by a number of activities in school, such as World Book Day, and by visitors such as local artists, historians and the police. In addition, the school arranges a wide range of educational visits to places such as museums, art galleries and Hampton Court Palace. All pupils from Years 3 to 6 attend residential trips where they are involved in activities such as canoeing and abseiling, and older pupils go on a cultural trip to France. Pupils in Year 6 spoke enthusiastically about a recent French trip, during which they ate snails, went to a chocolate factory and tried out their French at a local market.
- 3.13 Visits to local places of worship such as a Catholic church, a Hindu temple and a Sikh temple help to develop good links with the community, as do the school's charitable events. It supports three main charities, one local, one national and one

international, for which it raises money regularly through events such as 'swimathons', 'skipathons' and sales in school.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is good.
- 3.15 Teachers know their pupils extremely well and create an environment in which the pupils feel confident to ask questions and state their opinions, in accordance with the school's aims to encourage them to do their best and for them to acquire a positive attitude towards learning. The teaching is effective in promoting pupils' good progress throughout the school.
- 3.16 The teaching is well planned and takes careful account of individual pupils' learning needs. This area has developed well since the previous inspection; planning provides suitable challenge for all abilities. The school has adopted an effective system for tracking pupils' progress as they move through the year groups, based on standardised scores in English and mathematics. Pupils' work is marked regularly and, in examples of the most effective practice, constructive comments are provided, to show pupils what they need to do to improve. However, marking does not always provide sufficient challenge to enable pupils to think in greater depth about their work or to correct their errors. Pupils rarely respond to the comments made by the teacher.
- 3.17 In the EYFS, joint planning and team teaching by staff ensure that both Reception classes have common experiences. Teaching practice is based on a secure knowledge and understanding of the EYFS curriculum and the needs of young children. Regular assessments of progress are used to plan the next steps in each child's learning, and children with SEND are supported well. The more able are also challenged well. The new centre for Reception and Year 1 affords access to a secure outdoor area, partly fulfilling a recommendation from the previous inspection. Learning is extended to the outdoor area for both classes on some occasions, but opportunities for all the children to use this area to initiate their own play across all areas of learning are limited.
- 3.18 Teachers show high levels of subject knowledge. Lessons are carefully structured so that pupils are able to make good progress and achieve well. Classrooms are organised well, providing attractive learning environments and displays of pupils' work. Teachers set clear learning objectives for lessons and use a wide range of learning activities and resources to good effect. Classrooms are equipped with interactive whiteboards, which are used regularly and effectively by teachers. Laptops are used effectively in some lessons from Years 2 to 6, while tablet computers are used in Reception and Year 1. Pupils may visit the library at lunchtime and can borrow books to read in school. Reference books are also used in class for research. Homework set reinforces the skills and knowledge taught during the day. In their responses to the questionnaire, some pupils indicated that the homework set does not help them to learn. In discussion with inspectors, some pupils said that the homework was too easy, others that it was too hard.
- 3.19 The most successful teaching encourages pupils to ask questions and think for themselves, and ensures that they know what they have to do to improve; as a result, pupils are motivated and learn quickly. In some lessons, the teaching is carefully structured to encourage and motivate pupils to become independent learners. For example, in a science lesson in Year 5, pupils responded positively to

the opportunity to devise their own experiment to investigate what happens when a meteorite hits the moon. Where the teaching is less successful, pupils are not given sufficient opportunity to work independently, ask questions, and develop their own ideas and creativity. At times, teachers intervene too frequently and do not allow pupils sufficient time to think for themselves about how to approach their work.

- 3.20 The small class sizes allow the teachers to focus on ensuring that each pupil makes progress. Hard work and success are praised and celebrated. Effective provision is made for pupils with SEND. Individual education plans provide them with clear targets, which are reviewed regularly with parents and pupils. They are given individual lessons if necessary, and are also supported by teaching assistants in some lessons. The most able pupils are set extra challenge in lessons, and some are given extension lessons outside the classroom or encouraged to develop their talents by attending selective clubs.

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 good.
- 4.2 The quality of the personal development of the pupils is good throughout the school and is promoted by strong relationships with staff, consistent pastoral care and a positive school ethos. In accordance with the school's aims, by the time pupils leave the school, they are confident, well rounded and self-assured.
- 4.3 The pupils' spiritual development is good. Pupils are able to reflect upon and evaluate their own behaviour and their achievements, offering self-critical observations of their academic work. They respond well to aesthetic stimuli and are able to show an appreciation of the spiritual aspects of their lives. In art, for example, pupils take up the opportunity to assess their emotional responses to artwork and consider what impact it has upon their lives. Pupils have the opportunity to respond to music. However, opportunities for pupils to develop a fuller understanding of the non-material aspects of their lives and develop aesthetic and spiritual awareness are not consistently provided. Assemblies take place once a week to celebrate pupils' work and explore different themes, though opportunities for quiet reflection are limited.
- 4.4 Pupils' moral development is good. During PSHE lessons, pupils are given opportunities to explore, understand and develop values and principles to widen their perspective of life. Pupils understand the significance of kindness, courtesy and concern for others. Pupils are caring and considerate towards others; they recognise the abilities and skills of all members of the school community. Pupils show a keen sense of fairness, distinguishing easily between right and wrong. Their understanding of the need for rules and boundaries is well developed. Pupils are encouraged to consider those less fortunate than themselves; they take part in community initiatives, and support local and international charities by holding fund-raising events, including a recent event to support terminally ill children.
- 4.5 Pupils' social development is good. Pupils interact with each other with tolerance and mutual respect. They co-operate well in lessons and mix easily in the playground. The 'Manners of the Week' initiative is effective in ensuring that pupils are courteous and polite to each other and to adults. Pupils understand and respect the expectations of the school, which are displayed in every classroom. A 'buddy' system operates once a term, in which older pupils get to know and help younger ones. Pupils in Year 6 recently created some excellent story books for pupils in Year 3. Older pupils speak proudly of their responsibilities.
- 4.6 Pupils' overall cultural development is good, and their knowledge of and respect for the values and beliefs of faiths other than their own are excellent. Letter exchanges with children in Ireland, a residential visit to France, a wide variety of other educational visits and the enrichment programme further enhance the pupils' knowledge and understanding of life in other parts of the world. Pupils demonstrate a solid understanding of Western cultural traditions, and this awareness is reinforced by the debating club, a visit to the Houses of Parliament, meeting the local MP and visits to local churches. Current affairs are regularly discussed in lessons, enabling the pupils to have a good understanding of and express opinions about events in the wider modern world.

- 4.7 In the EYFS, children learn to behave well and play co-operatively. They talk and interact well with adults and each other, and develop confidence and independence. The nurturing environment of the Early Years Site ensures that transition to Year 1 and then into Year 2 is seamless.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The pastoral guidance provided by the school ensures that pupils understand and demonstrate the values of honesty, courtesy and respect for self and others. Across all aspects of the school's life, staff know their pupils thoroughly and provide exemplary pastoral support. Responses to the pupils' questionnaire and discussions with pupils showed that they feel strongly supported and valued. Efficient procedures work extremely well to nurture and bring out the best in the pupils, while ensuring that concerns are dealt with promptly where possible. Throughout the school, relationships between pupils and staff, and amongst the pupils themselves, are excellent.
- 4.10 The school's policies and procedures for promoting an ethos of positive behaviour and guarding against harassment and bullying are wide ranging and work very well. In classes and around the school, respect for others is evident. Pupils said in interviews that on the rare occasions in which conflict does occur, it is usually mild in form and dealt with quickly and effectively. Comprehensive tracking systems monitor pupils' behaviour, providing the school with a detailed overview. Trends in behaviour are readily identified and excellent strategies are in place to support pupils where appropriate. The rewards and sanctions system is clearly understood and is generally a positive motivator for pupils.
- 4.11 Pupils feel that the school is a welcoming, happy, caring place with a family atmosphere in which people get on well with each other. A large majority of pupils said in response to the questionnaire and in interviews that they like being at the school; they feel safe, secure and well cared for, in accordance with the school's aims of providing a secure, supportive and caring environment.
- 4.12 Healthy eating, a comprehensive sporting programme and the need to take regular exercise are regarded as key aspects of the pupils' education. Pupils benefit from a 'Healthy Living Day' in which they are made aware of the importance of a healthy lifestyle, which is a regular topic in PSHE lessons. Pupils also learn about the positive impact of healthy living on mental health and wellbeing. Catering arrangements, appreciated by pupils and parents, ensure an excellent standard of food. The school has a suitable plan for educational access for pupils with SEND.
- 4.13 In interviews with inspectors, some pupils said they felt that their opinions are not always given due attention. Inspectors found that the school has appropriate means for gathering the views of pupils. The school council endeavours to ensure that pupils' views are heard. The school takes meticulous care in preparing pupils for their senior schools.
- 4.14 In the EYFS, class teachers serve as the children's key people. Excellent relationships and a nurturing environment ensure that children's needs are met well and that they feel safe. Children's behaviour is managed well and good attention is given to their personal, social and emotional development. Nutritious lunches, focused teaching on aspects of health and PE lessons, help children to learn how to lead healthy lifestyles.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 The school places high importance on its duty to safeguard pupils and to ensure their health and safety. Arrangements apply to pupils in the main school as well as children in the EYFS and comply with requirements and official guidance. New staff undertake a safeguarding training course and the training of existing staff is renewed regularly. Procedures for checking the suitability of staff and others who may come into contact with pupils are thorough.
- 4.17 The school takes all necessary measures to reduce risk from fire and other hazards. Fire alarms and appliances are checked regularly on both the main site and at the Early Years Site. Fire drills are carried out each term. Trips and activities are assessed thoroughly for potential risks. Well-considered day-to-day procedures for managing the somewhat confined nature of the two school sites are applied well and help to promote pupils' safety. The school checks the safety of buildings and equipment regularly, and specialists are brought in to test equipment as required. Excellent use is made of the available space, and equipment, resources and materials are stored safely. Access to the buildings from outside is carefully controlled.
- 4.18 Almost every member of staff is trained in first aid, and so the school is well placed to deal with any accidents or illness. The school has designated medical rooms at both sites. Meticulous records are kept of any accidents or illness.
- 4.19 Appropriate attendance and admission registers are kept electronically. They are backed up and stored in accordance with requirements. Twice-daily registration sessions are undertaken efficiently.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The proprietors work tirelessly to ensure that the school fulfils its aims to provide a stimulating, well-balanced and varied education. They divide responsibilities very effectively and manage the school's finances well. They use their educational expertise astutely to ensure good educational standards. They have managed the substantial expansion of the school since the previous inspection extremely well. Acquisition of the new building to house the classes for Reception and Year 1 has provided a dedicated outdoor area for the youngest children, fulfilling in part the recommendation of the previous inspection, and additional space to expand from one to two classes in most year groups. The outdoor space is not, however, used fully to provide opportunities for children to initiate their own play across all areas of learning. Proprietors have overseen continuing improvements in resources, which are of good quality. They manage staffing needs effectively.
- 5.3 The proprietors have an intimate insight into the workings of all aspects of the school, including the EYFS, on both sites. They maintain very thorough oversight of day-to-day organisation and routines, and have established extremely thorough procedures for monitoring the quality of teaching and the effectiveness of school policies, especially those relating to pupils' behaviour and safety. They have clear strategic oversight of the school's development, including provision for future increased year group numbers as double-form entry pupils move into Years 5 and 6. They have sought the expertise of external consultants to ensure that policies and procedures meet requirements.
- 5.4 The proprietors are diligent in fulfilling their legal responsibilities. They establish efficient and effective school procedures, which they review, adapt and improve regularly. As required, they review procedures for safeguarding and child protection annually. They have established excellent communication with parents, who are fully aware of their roles and speak very highly of the way in which the school is run and managed.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.6 The senior leadership team has been effective in ensuring that the school fulfils its aims to provide a friendly, happy atmosphere and an extensive extra-curricular programme, which help pupils to acquire positive attitudes towards learning. Through its weekly meetings, it maintains effective oversight of pastoral, academic and administrative matters. Leadership staff have been instrumental in expanding the range of clubs and activities available for pupils, particularly at lunchtime. This has resulted in an excellent choice of activities for pupils, as well as the imaginative enrichment programme, which introduces many interesting activities on Friday afternoons. Leadership staff have dealt effectively with a recommendation from the previous inspection by giving greater attention to meeting the differing needs of pupils when planning lessons. Implementation of a new behaviour management system has been effective in setting high expectations and improving standards of behaviour. Senior leadership staff ensure that policies for safeguarding pupils are implemented effectively.
- 5.7 Leadership staff evaluate all aspects of the school carefully. Behavioural issues are logged in meticulous detail and analysed each half term to ensure that policies are effective and lead to improvement. Any accidents are similarly analysed to identify any areas where policies and practice require improvement. Development plans for each subject and for the whole school overall identify appropriate areas on which to build, which are reviewed at regular intervals.
- 5.8 The school has been successful in securing well-motivated and well-qualified staff to provide good quality teaching and good support for the pupils. Induction arrangements for staff are thorough, and new teachers swiftly become familiar with the school's routines and procedures, particularly those for safeguarding and welfare, health and safety. Staff attend relevant training to equip them to carry out their roles and to develop their professional expertise, but have had little training in developing leadership and management skills. Staff work together closely as a team and feel extremely well supported by the proprietors.
- 5.9 The school is clearly led and managed well, however there is insufficient delegation of responsibility for managing subjects or other new initiatives. The establishment of the senior leadership team in 2013 was a key first step in involving staff in leadership roles. However, the proprietors assume responsibility for a large number of areas of the school's operation, which limits opportunity for other staff to develop professionally, and therefore for the school to use all human resources at its disposal to raise standards of teaching and learning. Plans are in place to devolve more responsibilities at the start of the new school year in September 2014.
- 5.10 The leadership and management of the EYFS provision are good. The proprietors make daily visits to the site and have a good overview of the EYFS setting. Safeguarding and welfare requirements are well met, and all procedures, including those for recruitment, are secure and implemented well. Training in child protection and in health and safety is rigorous. Monitoring of planning and assessment is effective. A drive for improvement is demonstrated in plans to work towards the Early Years Quality Mark. Staff appraisal is established and linked to professional development. While leadership and management are good, the lack of a dedicated

co-ordinator for the EYFS limits capacity to monitor day-to-day practice in the setting and identify ways of improving provision, especially the use of the outdoor environment.

- 5.11 Links with parents are excellent. Parents are very satisfied with the education and support provided for their children. All respondents to the pre-inspection questionnaire said that their children are happy, feel safe and are well looked after, and that information about the school is readily available. Parents of children in the EYFS report that they appreciate the nurturing atmosphere and care provided, that their children are happy and that the communication between home and school is excellent.
- 5.12 The school maintains a constructive relationship with parents, in accordance with its aims. It handles any concerns with care, in line with its published procedures. No formal complaints have been made.
- 5.13 Detailed information is readily available to the parents of current and prospective pupils through the school's prospectus, its website, a comprehensive termly magazine, and termly and weekly newsletters. An excellent online resource is available for parents and pupils to access; dedicated pages for each class provide information about homework and current events, as well as links to other sites with educational games and activities. Parents are invited into school for workshops and information evenings, and both proprietors are available to talk to parents on a daily basis on the two school sites. Parents receive clear and useful reports about their children's work and progress, and parents' evenings are held every term.
- 5.14 The active parent teacher association (PTA) provides many opportunities for parents and pupils to meet socially through events such as coffee mornings, picnics, pupil school discos and a Christmas fair. Each class has a PTA representative who welcomes and supports parents new to the school. Parents are overwhelmingly supportive of the school.

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