



# **INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
COLLINGWOOD SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Collingwood School

Full Name of School	<b>Collingwood School</b>
DfE Number	<b>319/6052</b>
Registered Charity Number	<b>1375182</b>
Address	<b>Collingwood School 3 Springfield Road Wallington Surrey SM6 0BD</b>
Telephone Number	<b>020 86474607</b>
Fax Number	<b>020 8669 2884</b>
Email Address	<b><a href="mailto:schooloffice@collingwoodschool.org.uk">schooloffice@collingwoodschool.org.uk</a></b>
Head	<b>Mr David Cobb</b>
Chair of Governors	<b>Mrs Barbara Greatorex</b>
Age Range	<b>3 to 11</b>
Total Number of Pupils	<b>101</b>
Gender of Pupils	<b>Mixed (63 boys; 38 girls)</b>
Numbers by Age	<b>3-5 (EYFS): 32    5-11: 69</b>
Head of EYFS Setting	<b>Miss Anne Cathie</b>
EYFS Gender	<b>Mixed</b>
Inspection Dates	<b>26 Nov 2013 to 29 Nov 2013</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 June 2010.

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](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

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

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

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

## **INSPECTION EVIDENCE**

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

Mrs Linda Donowho

Mr Umeshchandra Raja

Mr Richard Balding

Reporting Inspector

Team Inspector (Headmaster, ISA school)

Co-ordinating Inspector for 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	9
(c) The contribution of arrangements for welfare, health and safety	9
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>11</b>
(a) The quality of governance	11
(b) The quality of leadership and management, including links with parents, carers and guardians	12

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

- 1.1 Collingwood is a day school for boys and girls between the ages of three and eleven. Following the recent merger of its two sites, the school now occupies one base in Wallington, in the London borough of Sutton. It was founded in 1929 as a school for boys, housed in the former home of the English artist Frank Dadd. In 1978 the school was constituted as an educational trust and is now administered by a governing body. The school became co-educational in 1991. Since the previous inspection, the school has appointed a new head and changes have been made to the structure of the governing body.
- 1.2 Pupils come from families who work either locally or in central London. They represent a wide ethnic mix, reflecting the local population. The school aims to enable pupils of all abilities to develop knowledge, skills and understanding in all areas of the curriculum whilst encouraging a love of learning, open mindedness, perseverance and critical thinking. It seeks to develop pupils' values and opinions within the context of mutual respect and understanding, in a supportive, happy, friendly community.
- 1.3 At the time of the inspection, there were 101 pupils on roll, comprising 63 boys and 38 girls. In the Early Years Foundation Stage (EYFS) there were 32 children, of whom 15 attended on a part-time basis. The school has identified 17 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support. No pupil has a statement of special educational needs. One pupil has English as an additional language (EAL), and additional support is provided. The ability profile of the school is slightly above the national average overall, with a wide spread of abilities 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 school fulfils its aims to enable pupils of all abilities to develop knowledge, skills and understanding in all areas of the curriculum. Throughout the school, including the EYFS, the quality of the pupils' overall achievements and of their learning is good, and their literacy and numeracy are excellent. Central to the pupils' success is their eagerness to learn and their excellent relationships with each other and their teachers. The provision for pupils with SEND or EAL is fully integrated into the curriculum, with excellent support in lessons. More able pupils receive good additional challenge. As a result, all pupils are extremely well prepared for their future lives. Their success is promoted by a mainly broad curriculum, although opportunities for art and design technology (DT) are limited. Teaching is good, with a significant minority that is excellent. Teaching methods are effective in motivating and enthusing pupils and challenging them to think for themselves, but this approach is not always consistent across all lessons.
- 2.2 From the EYFS, the pupils' personal development throughout the school is excellent, strongly supported by excellent pastoral care. Pupils are tolerant and respectful of each other and collaborate extremely well when working together. They develop very well spiritually; and have an excellent moral sense and strong social awareness. They have an excellent appreciation of cultural diversity. The secure relationships are built on mutual trust and respect, within a caring environment. Older pupils develop supportive relationships with younger ones, and pupils are given many opportunities for responsibilities. They accept these with enthusiasm and pride.
- 2.3 The aims of the school are fulfilled and fostered by the newly structured governing body, which is committed to the academic progress and personal development of the pupils. Following the recommendations of the previous inspection, governors now have a clear oversight of the school, informed by reports from the leadership and by their visits to the school. They are mindful of their statutory responsibilities with regard to staff recruitment and the accurate maintenance of a central register, and have addressed all required actions identified at the previous inspection. Safeguarding measures are excellent and recruitment arrangements are now robust.
- 2.4 The strong leadership and the dedicated staff team provide a clear vision for the future, as seen in the recent school development plan. However, the role of the curriculum co-ordinators has not yet been developed to enable them to contribute fully to the development plan, or to monitor effectively their subjects across the school. Although it takes place, the school recognises the need to formalise its programme of supervision for EYFS staff in support of their contact with children and families. Links with parents are excellent. Parents are extremely positive about recent changes to the school and about almost all aspects of its educational and pastoral provision and the care of their children.

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

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

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

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

2.6 The school is advised to make the following improvements.

1. Ensure that creative subjects are given equal consideration within the timetable to enable pupils' higher achievement in these areas.
2. Strengthen the role of subject co-ordinators to ensure that their responsibilities include the effective monitoring of teaching.
3. In the EYFS, formalise the programme of supervision for staff in support of their contact with children and families.

### **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 pupils' success in academic work and the wider curriculum fulfils the school's aim to encourage all pupils' individual talents in a wide range of fields. Pupils of all ages and abilities display excellent levels of literacy and numeracy because of the strong focus on these areas, and the careful monitoring of progress. Pupils listen with care to their teachers and so digest information quickly and act upon instructions. They become increasingly articulate as they talk happily to each other and to adults. By the end of Reception, most children are able to read at a level above their chronological age and write simple sentences independently. Excellent writing for many purposes is regularly produced by older pupils; they read fluently and with confidence. All pupils are clear, open and effective in explaining their views and feelings. When given the opportunity for independent thought, pupils are expressive in answering questions and presenting their ideas.
- 3.3 Pupils demonstrate excellent ability with number, and develop their own strategies for problem solving and working with mathematics in a practical way. In the EYFS, Nursery children can recognise and order numbers up to ten and begin to recognise two-dimensional shapes and most colours. At the end of Reception, children work confidently with numbers up to 20, adding or subtracting single digit numbers. Pupils acquire a high level of understanding of scientific concepts and their investigative skills are suitably developed. In the EYFS, children concentrate very well on tasks, and relish opportunities to investigate and become active learners. Pupils' information and communication technology (ICT) skills are good overall. They are developed in some subjects particularly well when pupils are asked to put together presentations, for which ICT is used confidently and imaginatively. In the EYFS, children develop their independence as they learn to explore their surroundings, using their imagination. Creative skills are good overall. Pupils frequently demonstrate their creative achievement in music and drama, but fewer opportunities are available for them to achieve in art and DT. All pupils transfer at the age of 11 to academically selective independent and maintained senior schools, and to the school of their choice, some gaining scholarships.
- 3.4 Pupils achieve good standards across a range of extra-curricular activities. Many pupils learn musical instruments, and they are very successful in examinations. All pupils successfully take part in school concerts and drama productions. Pupils with SEND or EAL perform equally well because of the strongly inclusive approach in the school which encourages all pupils to represent their school in teams. Both boys and girls enjoy success in sports matches against local schools.
- 3.5 In the EYFS, children achieve well across all areas of learning; from a range of starting points. Consequently, by the end of their year in Reception, most children achieve the Early Learning Goals. The pupils' attainment cannot be measured in relation to average performance in national tests, but on the evidence available from observations of lessons, scrutiny of work and discussions with individual pupils it is judged to be good in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make good progress in relation to pupils of similar ability.

3.6 Throughout the school, less able pupils and those with EAL or SEND make at least good progress because they are extremely well supported. They are withdrawn from lessons for individual work, and supported in class by their teacher or classroom assistants. More able pupils and those with particular talents are consistently challenged in lessons through enrichment tasks, so enabling them to achieve particularly well. The pupils' success in academic work and other areas of the curriculum owes much to their excellent, positive attitudes to their school work. Throughout the school, pupils work very well collaboratively to solve problems; they devise solutions and show great enjoyment and perseverance. Their exemplary behaviour consistently promotes learning both in the classroom and around the school.

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

3.7 The contribution of curricular and extra-curricular provision is good.

3.8 Pupils receive a focused education in a stimulating learning environment, centred on a rigorous academic core. The scope and variety of the curriculum are good, with some excellent features. It is suited to pupils of all ages and abilities, and fulfils the school's aim for pupils to develop a love of learning through a broad curriculum. It is effective in promoting the pupils' excellent standards of personal development, whilst providing a range of creative, linguistic and technological experiences with a strong focus on literacy, numeracy and science. Pupils do not always have opportunities for independent thought.

3.9 In the EYFS, the rich breadth of provision meets the needs of the range of children who attend extremely effectively. A wide variety of indoor and outdoor opportunities, some of which are adult led and others chosen by the children, presents them with many exciting experiences. Clearly structured programmes in all the required curriculum areas encourage children's independent learning, exploration and problem solving, and ensure that they have the key skills needed for the next steps in their learning.

3.10 All the required subjects, including relevant personal, social, citizenship and health education (PSCHE), are covered. Pupils' linguistic skills benefit from inclusion of French from Year 1 onwards and Spanish and Latin from Year 3. Particular emphasis is placed upon developing skills in the core subjects of mathematics and English. Whilst there is a strong emphasis on creativity across several subjects, particularly in English, drama is not included in the timetable and creativity in art and DT is limited by the facilities available and the lack of time given to these subjects. However, there are DT and drama clubs available after school in which many pupils take part.

3.11 Curricular support for pupils with SEND or EAL is excellent. Clear targets are set in individual education plans (IEPs) which allow these pupils' needs to be met in individual and group lessons and with appropriate support in mainstream lessons. Pupils value the intervention and support given. The curriculum takes account of the needs of the more able pupils by ensuring that appropriate work or additional challenges are given to them in lessons. In the EYFS, educational programmes ensure that the needs of each child are fully met, and specialist help is sought from within the school or from outside agencies if required.

3.12 Curriculum planning is thorough within each year group and subject. Lesson plans are detailed and show separate tasks for pupils of differing abilities. Staff use a

curricular map to identify opportunities for cross-curricular links, and there is a strong focus on this to further enrich the curriculum.

- 3.13 The range of extra-curricular activities is good. An appropriate choice of clubs is available, complementing lessons effectively. Over the year activities are offered in school time and at the end of the day, enabling pupils to pursue many interests. As well as DT, art and drama, these include chess, gardening and a range of sporting activities. An excellent range of trips and visits further enriches the curriculum. These include a visit from the local fire brigade for fire safety workshops and many outings to local places of historic interest, museums and galleries. Residential visits for Year 6 to Belgium and northern France and activity holidays for Year 5 provide pupils with additional challenges and opportunities. Pupils gain a greater understanding of the local community through visits by the choir to perform at an elderly care home and the use of the local church for particular services.
- 3.14 The many varied displays around the school are testimony to the breadth of the curriculum and to the pupils' enthusiasm and success in their learning, both in the classroom and in extra-curricular visits, clubs and activities.

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

- 3.15 The contribution of teaching is good.
- 3.16 Teaching supports pupils' achievement effectively. It fulfils the aims of the school to develop pupils' skills and understanding across the curriculum and encourage a sense of curiosity, open mindedness, perseverance and critical thinking.
- 3.17 In the best lessons, particularly the significant number of excellent lessons, teaching is well paced and features varied and stimulating questions that challenge pupils' thinking. In these lessons, excellent opportunities are provided for a range of independent and co-operative learning strategies. The teaching encourages pupils to strive to the best of their abilities, enabling them to work well independently, reflect thoughtfully, and contribute openly and confidently when developing and exchanging ideas. In the few less effective lessons, teachers' expectations are lower and questions are less stimulating. These lessons lack sufficient pace and sense of challenge, hindering pupils' independent thought, and opportunities for discussion and collaboration limited, and so pupils make less progress. Information and communication technology is used to good effect in some lessons, but this is not consistent across the school.
- 3.18 Staff provide children in the EYFS with an imaginative curriculum using a multi-sensory approach and cross-curricular planning, engaging their interests and stimulating their imagination. Throughout the school, teachers have strong subject knowledge and communicate their enthusiasm to the pupils. They set lesson objectives and longer-term targets, and pupils are eager and determined to achieve these. Teachers use praise and encouragement at every opportunity. An excellent relationship between staff and pupils, together with good adult to pupil ratios, helps to promote the school's aim to create a love of learning.
- 3.19 Throughout the school, teachers are aware of the individual needs of the pupils within their classes, including those with SEND or EAL. These pupils benefit from careful planning for their needs and from the individual help they receive. The learning support department ensures that all staff are given information about the pupils' needs through the detailed IEPs, which highlight requirements and support strategies. Teachers regularly provide more able pupils with additional tasks. The

excellent use of classroom assistants does much to support these pupils, enabling them to make good progress, especially in the development of self-confidence and independence. In the EYFS, teachers plan carefully to provide for children's individual needs. Assessment processes accurately reflect children's level of achievement, and help to identify their next stages in learning extremely well. Staff have a thorough knowledge and understanding of how young children learn and set high expectations. They complete individual learning observation records, which ensure that each child's progress is carefully monitored.

- 3.20 From Year 1, the marking of pupils' work is generally of an excellent quality. Comments are supportive, and aspects which require improvement are clearly indicated and targets highlighted. Good assessment systems are being established across the school. These track pupils' progress efficiently within and between year groups, and help to underpin the identification of pupils who need support or would benefit from additional challenges.
- 3.21 In response to the pre-inspection questionnaire a small minority of parents felt that homework set does not sufficiently challenge their children. In discussions with inspectors, older pupils and parents were happy with the amount of homework given, but expressed a preference for it to include more interesting and challenging tasks. Inspection evidence supports these comments.

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

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 Pupils are responsible, well mannered and tolerant, and work together in harmony, developing a sense of responsibility for others and the wider world, and benefiting from the school's supportive and warm environment. In the EYFS, children show excellent personal development and are well prepared for the next stage in their education. They arrive happily at school, feel safe and are confident to share concerns with any member of staff. The school meets its aims to encourage pupils to respect the beliefs and cultures of others, and to recognise themselves as members of a community.
- 4.3 Pupils' spiritual development is excellent. They have high levels of self-esteem and are confident to let others have their say and to listen with interest to them. Pupils respect the beliefs and values of others, and are open in discussing matters of faith, developing a deeper knowledge of themselves. The pupils have opportunities to participate in music and drama productions and this enhances their sense of awe and wonder. Their participation in the useful PSCE programme ensures that they are well prepared to cope with the demands of life at and beyond school.
- 4.4 Pupils' moral development is strong, and pupils show a keen sense of fairness, distinguishing easily between right and wrong. Their understanding of the need for rules and boundaries is based on a sense of collaborative responsibility. The 'Collingwood Way' rules permeate the school. Pupils are effectively encouraged to develop empathy with those less fortunate than themselves, taking part in community initiatives and supporting local and international charities by holding fund-raising events. The school council plays a part in choosing good causes to support, such as a charity sending items to under-privileged families in Romania. Kindness, courtesy and concern for others are highly regarded, and pupils show great respect for their teachers and empathy with their peers.
- 4.5 The pupils' social development is excellent. They are gregarious, care for each other and show highly developed social skills. The strong sense of community fostered throughout the school develops their social awareness. They recognise the abilities and skills within the school community; during assemblies, they share in the celebration of individual and group achievements. In the EYFS, children develop their independence as they learn to explore their surroundings and make choices and decisions. Reception and Nursery children play harmoniously together as part of the seamless transition process, similarly helped in the summer term when Reception children mix with Year 1. Pupils have many opportunities for responsibility, whether as members of the school council, house captains or prefects.
- 4.6 The quality of pupils' cultural development is excellent. Pupils have a strong appreciation and respect for their own and other cultures. In assemblies and subjects such as religious education and languages, pupils consider their own cultures and those of others, and they have developed an easy approach and respect for their peers from many different traditions. The pupils' involvement in supporting charities promotes a wider awareness about life and culture overseas, such as raising money in support of people living in poverty in Africa.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The small size of the school enables staff to know all the pupils extremely well and encourage them to take advantage of the breadth of opportunities available. Relationships between staff and pupils are excellent, and staff are fully involved in supporting pupils with their work or in their relationships with others. Although often informal, there are regular discussions amongst staff with regard to pastoral matters. Pertinent information regarding any concerns about an individual pupil is quickly disseminated to teaching staff and efficiently recorded. In the EYFS, staff form strong bonds with the children and promote high standards of behaviour and harmonious relationships; their warm and personal morning greetings set the tone for the day. The key person system is highly effective, and places great emphasis on children's happiness and emotional well-being. Staff work closely with children's families to help the children settle quickly into the routines of the school. Older pupils act as mentors for younger ones, and pupils care for each other well, offering support during lessons and at play, and contributing immensely to the school's sense of community.
- 4.9 Systems of pastoral care are supported by clear policies and implemented successfully. Pupils reported that bullying is not a concern. They are confident that any incidents would be dealt with firmly and swiftly. They feel safe in their environment, the friendliness and care of the teachers being key in their enjoyment of school. Excellent behaviour is strongly promoted and rewarded with stars, house points and merits. Sanctions are used rarely, but appropriate procedures are in place should the need arise.
- 4.10 Pupils, including those in the EYFS, are encouraged to be healthy through developing good eating habits and taking regular exercise. Meals are nutritious and well balanced, with care being taken to meet pupils' individual dietary needs. Food service arrangements ensure that eating is closely monitored and that good manners are practised.
- 4.11 In their responses to the pre-inspection questionnaire, some pupils felt that the school does not always ask for their opinions on matters, nor respond to them. However, in interviews pupils reported that they can articulate their views effectively through the school council, and there are opportunities in PSCH lessons for pupils to discuss issues and to share opinions. 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 contribution of arrangements for welfare, health and safety is excellent.
- 4.13 The promotion of pupils' welfare is highly effective at all stages, improving on the quality noted at the previous inspection. Policies and procedures for safeguarding pupils are robust and thorough, and the school's safeguarding policy is rigorously implemented. Staff receive regular training in safeguarding and the designated safeguarding officers have been trained in child protection and inter-agency working. Safer recruitment procedures are meticulously followed for all new staff.
- 4.14 Very effective measures are taken to reduce the risk of fire and other hazards. A thorough fire policy and prudently constructed fire risk assessments, in conjunction with regular fire practices carried out in all parts of the school, are in place to ensure

the safety of the pupils, staff and visitors. Documentation of all aspects of health and safety is meticulously kept. Expedient generic and specific risk assessments are now in place, covering all areas of the school. School trips and visits are carefully planned and measures taken to minimise risks.

- 4.15 Arrangements for sick or injured pupils of all ages are excellent, and staff provide exemplary care. Staff are very well informed about individual needs and conditions, including any pupils with SEND. In the EYFS, children are carefully safeguarded. Clear procedures are thoughtfully implemented to ensure that their welfare is effectively promoted across the setting. Staff have appropriate paediatric first-aid qualifications.
- 4.16 The admission and attendance registers are suitably maintained and archived.

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

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

- 5.1 The quality of governance is good.
- 5.2 Since the previous inspection, the change in the structure of the board has been a key factor in the continual development of the school, enabling considerable progress in all areas. The governing body provides strong support, and is wholly committed to the aims and purposes of the school, providing challenge and stimulus for growth and improvement. Governors' effective oversight of the school is facilitated through regular meetings and clearly defined individual responsibilities.
- 5.3 Committees, including those for the curriculum, marketing and finance, have careful oversight of the school, in line with its aims. The board benefits from a wide range of experience and professional backgrounds, and new members are selected when necessary to develop further the group's expertise.
- 5.4 Lines of communication between governors and senior management are strong. All aspects of education and care provided by the school are discussed, and minuted within a committee system linked to meetings of the whole board. Visits to the school and regular contact with the leadership keep governors abreast of the daily life of the school. Governors are developing specific links with aspects of the school, including staff liaison and the school council, to ensure that these areas are well considered and supported. Governors have good links with the EYFS: the total refurbishment of the setting, together with plentiful resources, are evidence of the support they provide, although at present no governor has particular responsibility for this area of the school.
- 5.5 School policies are now reviewed regularly, and governors effectively discharge their responsibilities for health and safety. They have responded well to the recommendations from the previous inspection, and they are mindful of their statutory responsibilities with regard to staff recruitment and the maintenance of a central register. They have undertaken an annual review of safeguarding policies and procedures.
- 5.6 Governors have clear financial oversight and a strong strategic vision for the future of the school. They are aware of their responsibilities and are committed, through prudent financial planning, to ensuring that the school's accommodation and human and material resources are of a high quality to meet the pupils' educational needs. To this end, the school recently and highly successfully amalgamated its two sites.

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

- 5.7 The quality of leadership and management is good.
- 5.8 Since the appointment of the new leadership, a new sense of purpose and direction has been established. The leadership team has unified the staff, with the shared goal of fulfilling the aims of the school. Staff, parents and pupils respect the strong commitment shown in the way the school is led and they appreciate the changes that have already been made, particularly those following the merger of the two sites, moving the EYFS and Year 1 to the same site as the rest of the school.
- 5.9 The recent school self-evaluation is accurate and realistic, and identifies the school's key strengths and those areas in need of improvement. This has resulted in a clear vision for school improvement and educational priorities for the future. The development plan takes into account the views of all staff. However, the role of subject co-ordinators, which every member of teaching staff undertakes, has not yet been sufficiently developed, to enable them to identify specific needs in their subjects. Good leadership within the EYFS ensures that children are recognised as being an important part of the school; they are well cared for in a welcoming, safe and secure environment. Regular evaluation of the setting by staff results in targets being set to enhance the children's learning experiences and personal development. Since the previous inspection, opportunities for children to problem solve and make their own decisions have been improved and risk assessments are now in place for all areas of the setting. Whilst an appraisal procedure is well established, the school has identified a need for its programme of supervision for EYFS staff in support of their contact with children and families to be formalised.
- 5.10 The school has responded well to the recommendations of the previous inspection. The supervision of the curriculum is generally well managed and regular reviews of pupils' work and monitoring of teaching are beginning to be undertaken. However, opportunities for curriculum co-ordinators to monitor the teaching of their subjects across the school have not yet been developed. A clear and detailed system for tracking the progress of the pupils is being developed to inform planning further and enhance the identification of pupils' individual needs. Within the system of appraisal initial targets have been identified for most staff.
- 5.11 Policies and procedures have been produced for all aspects of school life and are implemented successfully. Communication within the school works extremely effectively, both formally and informally, and although not always minuted, valuable informal discussion regarding the welfare of pupils occurs daily. Staff, including those in the EYFS, are well qualified and deployed effectively to provide the support required to meet the pupils' needs. They receive regular training in the necessary areas of safeguarding, welfare, health and safety, and show high levels of care and concern for pupils. A comprehensive staff handbook gives them useful guidance, and good induction arrangements ensure that new appointees are well informed of school routines and safeguarding procedures; the safeguarding of pupils is given a high priority. Appropriate care is now taken over all aspects of the recruitment of staff and governors, and the central register is now accurately maintained. The premises are suitably maintained.
- 5.12 The school promotes excellent links with parents, carers and guardians. The very strong links that exist in the EYFS enable good, stable relationships to develop amongst parents which are maintained as children progress through the school.

Parents are highly supportive of the school and are particularly happy with the recent changes in management and the amalgamation of the two sites. They are most appreciative of the way that their children are well cared for, and that they feel safe and happy within the school's family atmosphere. A small minority expressed concerns about the level of information they receive about their children's progress. Inspectors found no evidence to support these concerns. Full reports and parents' evenings twice a year for all pupils, and half-termly grade cards in the autumn and spring terms for Years 3 to 6, carefully inform parents about their children's progress.

- 5.13 Efficient channels of communication such as the school's 'open door' policy ensure that parents have a wealth of opportunities to contact staff and senior leaders. A comprehensive website and a parent handbook provide all parents of new and prospective pupils with relevant information about the school. In the EYFS, parents have daily contact with the staff at drop-off and collection times, and two-way written communication is enabled through the home-school book. Parents receive weekly newsletters that report the many activities that happen at school. The instant electronic contact advising parents of more immediate situations is particularly valued by parents.
- 5.14 Parents have many opportunities to be involved in the life of the school. The parents' association meets termly and organises a variety of fund-raising and social events, supporting the family ethos of the school. The school warmly invites parents to attend specific events, such as class assemblies, concerts and plays, and parents regularly assist at school with hearing pupils read.
- 5.15 A small minority of parents indicated in response to the questionnaire that they do not feel their concerns have been handled well. Inspectors found that the school has a clear, effective and appropriate procedure to deal with complaints. The 'open door' policy ensures that parents with a concern may contact the school at any time, and any concerns are dealt with and suitably recorded.

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