



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

ST PETER'S SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

St Peter's School

Full Name of School	St Peter's School
DfE Number	928/6002
Registered Charity Number	309914
Address	St Peter's School 52 Headlands Kettering Northamptonshire NN15 6DJ England
Telephone Number	01536 512066
Fax Number	01536 416469
Email Address	st-petersschool@btconnect.com
Headmistress	Mrs Maria Chapman
Chair of Governors	Mr Graham Flatman
Age Range	3 to 11
Total Number of Pupils	120
Gender of Pupils	Mixed (58 boys; 62 girls)
Numbers by Age	3-5 (EYFS): 39 5-11: 81
Number of Day Pupils	Total: 120
Head of EYFS Setting	Mrs Elizabeth Haynes
EYFS Gender	Boys and Girls
Inspection Dates	01 to 04 Dec 2015

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 standard inspection was in May 2010.

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 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 the chair of governors and members of the governing board, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Pat Preedy

Mr Paul Easterbrook

Mr Richard Balding

Reporting Inspector

Team Inspector (Headmaster IAPS and ISA school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Peter's school is located in a residential area of Kettering. It was founded in 1946, and is a co-educational day school housed in three buildings catering for pupils aged from three to eleven years. Since the previous inspection the premises have been refurbished. The school is a registered charity and limited company, administered by a board of governors who are directors of the company which owns the school.
- 1.2 The school aims to offer a safe and challenging environment where pupils are given opportunities for all-round development. It promotes a love of learning and the pursuit of excellence, encouraging pupils to develop Christian and human values which include honesty, trustworthiness, honour, kindness and loyalty. Through fostering an atmosphere of tolerance and mutual respect it seeks to provide a rich and enjoyable educational experience for the enhancement of all pupils, parents and members of staff.
- 1.3 Most pupils live in Kettering or the surrounding towns and villages, and are from families representing a wide range of social backgrounds. Many of the pupils are of white British heritage, with a diverse range of ethnic origins present throughout the school. One hundred and twenty pupils attend the school, comprising 25 part-time and 14 full-time children in the Early Years Foundation Stage (EYFS), 21 pupils in Years 1 and 2, and 60 pupils in Years 3 to 6. Children in the EYFS and Years 1 and 2 are taught in purpose-built accommodation. Pupils in Years 3 to 6 are taught in the adapted original Victorian house.
- 1.4 Results of standardised test scores across the school indicate that the average ability of pupils is above the national average, with a wide range of ability from those who are well above average to those who are below average. Fourteen pupils have been identified as having special educational needs and/or disabilities (SEND). No pupil has an education, health and care plan or a statement of special educational needs or requires support for English as an additional language (EAL).
- 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 St Peter's School is successful in achieving its aims. The school community effectively creates a family ethos nurturing pupils from an early age, so that by the time they leave the school they are confident, caring and well-prepared for secondary education. Those who take senior school entrance examinations are highly successful. All pupils, including those with SEND and the more able, achieve highly, whether academically, physically, creatively or personally. Key factors supporting excellent achievement are an outstanding start in the EYFS, excellent tracking of pupils' progress and attainment, preparation for assessments, excellent pastoral care, the pupils' outstanding behaviour and positive attitude to learning, an appropriate curriculum, good teaching and strong parental support. At all stages of the school, including the EYFS, pupils of all abilities make at least good and often excellent progress in comparison to age-related norms. The curriculum is good with the inclusion of the required areas of learning and the addition of French. It is enhanced by an excellent range of extra-curricular activities. The personal, social, health and economic education (PSHEE) scheme is well-planned, including a range of opportunities to develop an understanding of fundamental British values. The full scheme is not yet consistently implemented in all year groups. Planning effectively covers the curriculum, but teaching does not always take into account assessment data and the individual needs and abilities of the pupils, including the more able. Marking across all subjects and year groups is not done consistently enough.
- 2.2 The quality of the pupils' personal development is excellent, supporting the school's aim of fostering Christian and human values. Pupils are polite, caring and exceptionally well-behaved. Their spiritual, moral, social and cultural development is excellent. They care about each other and those in the wider world, generously supporting a number of charities. From an early age, pupils understand the need to be responsible for their behaviour, and to accept the need for rules and consequences. Excellent pastoral care supports the school's aim of providing a safe and enjoyable experience for all pupils.
- 2.3 The quality of governance, leadership and management is good. Recommendations from the previous inspection have been met, although extension for the more able within the classroom is yet to be fully developed. Governors' are highly committed to the school. Although all checks on staff have been carried out correctly, the monitoring of safeguarding by the leadership has not been sufficiently rigorous in the recording of appointment checks. All records were amended and all requirements met by the end of the inspection. The leadership team works effectively together, and there is a clear vision for the future of the school. The role of curriculum co-ordinators is not yet sufficiently developed, and as a result a consistent system for the monitoring of teaching and learning is not fully established. Links with parents and guardians are excellent. Communication with parents is comprehensive, and they have many opportunities to be actively involved in the school. There is an appropriate complaints policy in place, although the vast majority of concerns are dealt with informally by readily available staff. All parents who responded to the pre-inspection questionnaire would recommend the school to others.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

(ii) Recommendations for further improvement

1. Monitor policies and records regularly ensuring that they meet the most recent regulatory requirements.
2. Strengthen the role of subject co-ordinators in order that the highest standards of teaching and learning are implemented, including challenge for the more able.
3. Ensure that marking in all subjects consistently adheres to the school's marking policy.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Pupils across the school are very well educated in accordance with the school's aim of developing the whole child intellectually, aesthetically, physically, socially, morally and spiritually. All parents and pupils who responded to the pre-inspection questionnaire stated that they were pleased with the progress that pupils make.
- 3.3 In the EYFS the quality of the children's achievements and learning are excellent. Substantial progress is made in all areas of learning from a wide variety of starting points. Children clearly enjoy their school, wholeheartedly applying themselves to the wide range of activities provided both inside the classroom and outdoors, an improvement since the previous inspection. In the Nursery, children learn to relate to each other, begin to make friends, and become more independent with regard to personal hygiene and making choices. They listen to, understand and respond appropriately to instructions. Their excellent table manners were observed during lunch, where they ate heartily, demonstrating excellent fine-motor skills when using cutlery.
- 3.4 By the end of Reception, children are reading at the level expected for their age, with some reading well above this level. Most can write simple sentences using capital letters and full stops. Excellent progress in writing is demonstrated through improved letter formation, the use of extended sentences and the incorporation of a range of ideas. Children are confident at forming number bonds to ten. They understand and use correctly appropriate comparative terms when measuring length, capacity and weight. The high quality of their creativity and fine motor skills is evident in the attractive displays celebrating children's efforts and achievements.
- 3.5 Pupils of all ages develop high levels of knowledge, understanding and skills in a range of curriculum subjects and extra-curricular activities. Their physical abilities are well-developed as a result of the many opportunities provided for sport and outside activities including rugby, cricket, netball, swimming and athletics. Sports teams have achieved high levels of success locally and nationally for example in athletics and tennis. Pupils have an extensive range of knowledge for their age, are highly articulate, listen carefully, read extremely confidently for pleasure and for information, and are able to reason logically. All pupils learn a musical instrument. Participation in a wide range of high quality performances and competitions enables all pupils to develop their musical and creative skills. The introduction of French from Nursery strongly supports the development of their linguistic skills. Younger pupils achieve excellent standards in literacy, and older pupils write very well, both imaginatively and factually. For example, most Year 1 pupils were able to write sentences and paragraphs confidently and independently during a literacy lesson. Year 6 pupils were able to understand and use rhetorical devices, figurative language and alliteration.
- 3.6 Pupils' mathematical skills are well-developed. They can work independently, organise themselves, apply their knowledge and think critically as exemplified during a Year 6 lesson on area and perimeter. They are beginning to use information and communication technology (ICT) across a range of subjects. For example, during a Year 4 lesson pupils were able to produce well-constructed reports on school visits.

- 3.7 The following analysis uses the national data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are available. The pupils' attainment in national tests in Year 6 is well above the national average for maintained primary schools. This level of attainment, together with inspection evidence from lesson observation, work seen, discussions and the school's own analyses of text data, shows that pupils make progress that is at least good and often excellent in relation to pupils of similar ability. More able pupils make excellent progress because they are self-motivated, well-prepared for tests and supported by parents. Pupils with SEND make excellent progress in relation to their starting points because they now receive more carefully targeted specialist support both individually and in small groups. This is evident in their excellent improvement in reading, writing and numeracy skills and in their high levels of confidence and self-esteem.
- 3.8 The pupils' attitudes to learning are excellent. Those who take entrance examinations for independent senior schools are extremely successful. Pupils are positive, caring, polite and exceptionally well behaved, which strongly supports their overall achievement.

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

- 3.9 The contribution of curricular and extra-curricular provision is good.
- 3.10 The curriculum is well-resourced, is suitable for all ages and abilities and is consistent with the school's aims. All parents who responded to the pre-inspection questionnaires stated that their children are offered an appropriate range of subjects and areas of experience. All of the requisite subjects are covered, providing well for the pupils academic, creative, physical and personal development. Pupils' linguistic skills benefit from a focus on developing strong communication skills, and learning French from Reception. In discussions, pupils stated how much they enjoy the range of subjects that they study, and the varying topics within each subject.
- 3.11 In the EYFS, well-planned educational programmes enable all children to reach expected levels of attainment, with many exceeding them. The curriculum covers all of the required areas of learning, beginning with the prime areas of communication and language, personal, social and emotional development and physical development, progressing to include literacy, mathematics, understanding the world, expressive arts and design and French in Reception. Careful observations and assessments together with regular planning meetings, ensure that the needs of each child are met very well. Action is taken should assessments indicate that additional support or challenge is required for a child. If appropriate, external support from experts such as speech and language therapists is used after consultation with parents. The use of ICT is integrated into the curriculum including the use of programmable toys and interactive whiteboards for problem-solving.
- 3.12 From Year 1, the curriculum is based upon the National Curriculum. There is an emphasis on creativity and physical development in addition to a focus on the key areas of mathematics, reading, writing, spelling and punctuation. The school has recently introduced a specific programme to develop pupils' thinking skills and working memory. Pupils are extremely enthusiastic about the way this approach enables them to remember and process information. The curriculum is enhanced by the use of specialist staff to teach subjects such as music, physical education (PE) and French. The provision for sports and games enables all pupils to participate,

while ICT lessons are beginning to provide pupils with the skills required to support their work in other subjects.

- 3.13 Personal, social, health and economic education (PSHEE) is well-planned covering themes such as relationships, healthy lifestyles, changes, the characteristics of Britishness and a balanced presentation of opposing political views. Although the required areas for PSHEE are in place, the scheme is not consistently implemented across all year groups.
- 3.14 Following a recommendation from the previous inspection, there has been a recent review of provision for pupils with SEND. Rigorous systems have been instigated in order to identify pupils who require learning support within the classroom, and specific intervention individually or in groups. Parents and pupils contribute to individual education plans, which are carefully planned and include specific targets for improvement. Pupils of high ability are identified on the school's academic tracker in order to set them challenging targets and to monitor their progress. Although examples of excellent extension work were observed, this provision is not yet consistent across all subjects and year groups.
- 3.15 The academic curriculum is well-supported by an excellent programme of extra-curricular activities. These activities are broad-ranging, including netball, tennis, cross-country, football, thinking games and a cookery club supported by the school's catering department. The school fosters and supports strong links with the local community, as exemplified during an assembly when pupils independently volunteered to raise money to buy presents for children who will be spending Christmas in hospital.

3.(c) The contribution of teaching

- 3.16 The quality of teaching is good.
- 3.17 Teaching contributes to the pupils' excellent levels of achievement and personal development. The school successfully achieves its aim to promote a love of learning and the pursuit of excellence.
- 3.18 In the EYFS, staff are highly knowledgeable with regard to the learning and development of young children. They know each child very well and have high expectations to which the children respond as they take part enthusiastically in all activities. Following recommendations from the previous inspection, careful observations and assessment, together with regular sharing of information, ensures that the progress of each child is monitored closely, and appropriate individual targets set. Indoor and outdoor activities are carefully planned using a variety of resources in order to promote and develop children's creativity, problem-solving, thinking and personal skills. Regular training and visits to other settings ensure that all members of staff continuously develop their knowledge and skills.
- 3.19 Most teachers have a thorough knowledge and understanding of the subjects they teach, and are committed to helping each pupil to succeed. Planning effectively covers the curriculum including the promotion of tolerance, respect and non-partisan views. However, it does not always take into account assessment data and the individual needs and abilities of the pupils.
- 3.20 Expectations of behaviour are high. Pupils are highly motivated, polite, extremely well-behaved and confident about asking for help. Throughout the school, staff work hard to build strong relationships with pupils and their families, promoting the values

of care, tolerance and respect. Pupils stated in the pre-inspection questionnaires and during interview that they appreciate the way staff support and help them to learn. Although a very small minority of pupils stated in the pre-inspection questionnaires that homework did not help them to learn, the vast majority of parents who responded felt that their children received an appropriate amount of homework. Scrutiny of pupil work, homework diaries and discussions with pupils by inspectors confirmed that homework mostly supports pupils learning. The wide use of praise and encouragement motivates pupils, contributing strongly toward their progress and excellent levels of achievement. The school has a suitable range of facilities and resources with improved access to ICT, although the use of ICT across all age-groups and subjects is still inconsistent. Displays throughout the school celebrate a range of work produced by the pupils that is of a high standard.

- 3.21 In most lessons, teachers have high expectations of what they can do, and where it is particularly effective, teaching has clear and specific learning intentions to meet the needs of all pupils, including those with SEND and the more able. In such cases, time and resources are well-managed, with a range of creative and stimulating opportunities to foster interest including pair work and group work. Pupils are clear about their targets and can organise their learning independently. For example, in a Year 6 art and design lesson, pupils were able to use the internet to obtain ideas for designing a box, and then apply their mathematical knowledge to create complex nets. They were able to offer and use constructive criticism to improve and adapt their unique designs. On the few occasions where lessons are less effective, the learning intentions are not specific and opportunities for creativity, investigation, paired work or group work are limited. An overdependence on the format of worksheets and textbooks in some lessons limits challenge and opportunities for individual response.
- 3.22 The school has developed an excellent framework for assessment which incorporates a range of nationally standardised tests. Tracking of pupils' progress and attainment is excellent. Data is carefully analysed from the individual to the whole school in order to monitor progress and to set targets. The use of this data to ensure plans and resources meet the needs of individual pupils is not yet consistent across all year groups and subjects. Pupils with SEND have individual learning plans and receive excellent support when withdrawn from the classroom. However, within the classroom work is not always matched to the ability of the pupils including those with SEND and the more able.
- 3.23 The school has a comprehensive marking policy. Work is regularly marked with many positive and encouraging comments. The setting of specific learning intentions that are meaningful to the pupils, marking against these intentions with next steps, peer review and giving pupils' opportunities to respond to feedback is in the early stages of development.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of the spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school is highly successful in achieving its aims of fostering Christian and human values. These include honesty, trustworthiness, honour, kindness and loyalty, within an ethos of tolerance and mutual respects, where children are valued, cared-for, and encouraged to develop their individual strengths and talents to the full. During interviews, parents commented on the way in which the school's provision of supportive and nurturing pastoral care underpins the development of well-rounded pupils who are both confident and caring. The school is active in promoting both the personal development of the pupils and the key characteristics that define Britishness.
- 4.3 In the EYFS, children are very well prepared for their transition stages throughout the setting. From an early age, children develop an awareness of the feelings of others. The EYFS Christmas activities and excellent performance for parents exemplifies fundamental British values in action, with the staff team effectively supporting all children to develop their moral, spiritual, social and cultural awareness. Independently chosen free-flow activities provide evidence of children who respect one another and are inclusive. They enjoy their learning, sharing generously, taking turns and working in teams.
- 4.4 Transition to Year 1 is seamless. Effective arrangements during the summer term include visits to the new class and comprehensive sharing of assessment data and information. Children from Reception and Years 1 and 2 come together regularly during joint assemblies and playtimes, enabling them to become familiar with the staff, location and routines when the move takes place.
- 4.5 Pupils' spiritual awareness is excellent. They develop a broad spiritual understanding within the Christian ethos of the school. Regular assemblies covering a range of topics such as the celebration of festivals include time to reflect on worldwide issues, and to appreciate the non-material aspects of life. Pupils' awareness of faith is developed during religious education (RE) lessons, where the major world religions are studied. Significant religious festivals of all cultures are included, drawing upon the diversity of pupils within the school. For example, during a visit to the school, a Hindu family shared aspects of their culture and beliefs. A project on the Amazon rainforest included pupils undertaking their own projects and discovering that the rainforest impacts the lives of everyone.
- 4.6 Pupils' moral development is excellent. They understand the difference between right and wrong, and demonstrate a keen sense of fairness. Pupils understand the need for boundaries and consequences for inappropriate behaviour. This includes an understanding of the law of England and its application. The outstanding standards of behaviour throughout the school demonstrate a strong moral awareness. During interview pupils spoke about the importance of teamwork and mutual respect between all members of the school community. Rewards are given frequently and sanctions are rarely needed. Moral awareness can be seen in the actions of the school council. For example, their sugar-awareness campaign was linked to a charity that supports people with diabetes. The house system promotes

healthy competition. Pupils enjoy working individually and in teams to gain points for their house.

- 4.7 The social awareness of pupils is excellent. Year 6 pupils willingly accept roles of responsibility, and all pupils are eager to serve on the school council. Pupils are keen to help those less fortunate than themselves through fund-raising for local, national and international charities. They make an excellent contribution to the local community, participating in the local Eisteddfod and recently singing with a nationally renowned brass band. A variety of opportunities to learn about public institutions and services in England support the development of understanding democracy. For example, assembly themes including national elections and how democracy works dating back to the early thirteenth century, with a celebration of the anniversary of the Magna Carta, have helped the pupils to develop an understanding of the process of law-making.
- 4.8 The cultural development of the pupils' is excellent. Pupils have a strong appreciation for their own cultural identity through their love of drama and music, and participation in festivals and competitions. They demonstrate an excellent understanding and respect for other faiths and cultures, as well as those who differ from themselves. Their cultural development is enhanced through the many opportunities to celebrate specific events such as Diwali and Chinese New Year. During the inspection, Year 6 pupils spoke informatively about their work on the 5 pillars of Islam, and during a Year 6 RE lesson, they demonstrated a high level of learning and understanding when working on the Jewish festival of Passover. The harmonious relationships between pupils from a range of cultural backgrounds underpin the pupils' excellent cultural understanding.
- 4.9 Pupils are fully prepared and ready for the transition to senior school. Their success at St Peter's enhances their sense of self-esteem, maturity, self-awareness and all round development.

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

- 4.10 The arrangements for pastoral care are excellent.
- 4.11 The school successfully achieves its aims by providing an environment and pastoral care structure in which pupils feel valued. Relationships throughout the school are highly supportive, the mutual respect between teachers and pupils being evident at all times. The staff provide excellent guidance for pupils, underpinned by well-established routines which support the pastoral care of the pupils.
- 4.12 In the EYFS each child has a key person who works closely with both the child and the parents to ensure the child's happiness, health and overall development. Children are very willing to talk to each other and to adults, including any visitor to the setting, demonstrating that they feel safe and trust the adults who care for them. Healthy eating, personal hygiene and exercise are promoted throughout the setting as exemplified at lunch time and by the displays promoting healthy eating choices.
- 4.13 The school's ethos is friendly and caring. All pupils who responded to the pre-inspection questionnaires stated that they liked being at the school. The school's positive behaviour management policy and approach takes into account the development and needs of the individual, promoting excellent behaviour and positive attitudes. Relationships between all members of the school community are warm and supportive with behavioural concerns being rare. Staff diligently supervise pupils at all times. Procedures for guarding against bullying, cyber-bullying and

harassment are excellent. During interviews, pupils strongly stated that they feel safe and would have someone that they could talk to if necessary. They confidently referred to assemblies where they learn about what to do if someone is bullied, upset or worried. The school keeps appropriate records of inappropriate behaviour and actions taken, effectively monitoring how its policies and procedures work in practice.

- 4.14 Pupils enjoy a healthy lifestyle. They speak enthusiastically about the nutritious and appetising lunches that are cooked on site. Pupils enjoy a good variety of sports and physical activities during PE, games and swimming lessons, and during after-school clubs.
- 4.15 The school has a suitable plan to improve educational access for pupils with SEND. These pupils receive appropriate support for any difficulties they may have enabling them to be fully included in the life of the school.
- 4.16 The school employs effective methods to seek the views of the pupils. During interviews, pupils stated they felt that they were listened to and could use the *worry bears* in their classrooms to write down any concerns they may have. The school council is well-organised with representatives from each class from Years 3 to 6. Responses to suggestions and requests are regularly fed-back to classes which reinforces the message that the school listens to its pupils.

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

- 4.17 Arrangements to promote pupils' welfare, health and safety are good.
- 4.18 These support the school's aim to ensure that pupils are safe and well-cared for, and now have regard to official guidance. Policies take account of the particular circumstances of the school, and were amended during the inspection to bring them in-line with recent regulatory changes. All members of staff take part in a comprehensive programme and regular training on the safeguarding of pupils at the appropriate level. Online counter-terrorism training has recently been undertaken by staff. Recruitment procedures are rigorously followed and all required checks carried out. However, the recording of information about checks on the single central register was not accurate. The required information was available in other records, and by the end of the inspection, the register entries were comprehensive and accurate, and the arrangements met requirements.
- 4.19 The school takes the necessary measures required to reduce the risk of fire and other hazards by carrying out thorough risk assessments covering all areas of school life including electrical testing and outings. Where concerns arise, they are dealt with swiftly. Fire practices are conducted regularly and are diligently recorded. Monitoring by the health and safety committee is good. The programme of cyclical maintenance and safety procedures are thorough.
- 4.20 The arrangements for caring for pupils who are unwell and for those with SEND are excellent. Many staff hold paediatric first-aid certificates. The administering of medicines with all details being recorded, together with the comprehensive first-aid training programme, ensures that the pupils' medical needs are met fully.
- 4.21 During the inspection additional contact information was added to the admission register in order to meet fully the regulatory requirements. They are now completed and stored appropriately.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governors have good oversight of the school's work providing a valuable blend of expertise and experience. Governors are committed to enabling the school to fulfil its aims and have ensured that recommendations from the previous inspection have been met. They are effectively using recent training with regard to school development planning in order to enhance the school's evaluation processes, strategic and development planning.
- 5.3 Governors have a good insight into the workings of the school. All governors contribute to the annual review of safeguarding measures, and monitor most aspects of the school's work effectively. Monitoring of policies and their implementation, including accurate recording of information about checks, has not always been sufficiently rigorous. Regular and enthusiastic support is given to the EYFS, and several governors attend a variety of school functions and events. Governors have recently organised a social event for staff as part of providing further opportunities for staff and governors to interact.
- 5.4 Regular board and committee meetings are held with informative reports from the headmistress. Minutes of meetings accurately record the work of the board and actions taken. During discussions with governors, they highlighted how they ask challenging questions as well as providing support.
- 5.5 Prudent financial control ensures that there are appropriate levels of staffing and a good range of resources for all age-groups and subjects. Governors have supported a range of improvements including the refurbishment of classrooms, and are committed to further developing the school and its resources.
- 5.6 There is an appropriate induction process for all governors with occasional further training to enhance their skills and expertise.

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 The school's leadership team comprises leaders from the EYFS, Years 1 and 2 and Years 3 to 6. Since the previous inspection new leaders have been appointed to the team. They work effectively together to ensure that the school strives to meet its aim of pursuing excellence. All parents who responded to the pre-inspection questionnaire stated that they felt the school was well-led and managed.
- 5.9 The EYFS is well-run by leaders who implement effective measures to ensure high quality, enjoyable and successful learning for all children in the setting. Members of staff enthusiastically attend a range of courses and engage in professional development which includes regular supervision meetings. Recommendations from the previous inspection have been fully met. Appropriate interventions based upon assessments are provided when needed, enabling all children to make excellent progress.

- 5.10 There is a clear vision for the future of the school that is built upon a family and caring ethos. Senior leaders in liaison with governors, are committed to ensuring that policies and procedures meet statutory and regulatory requirements. Together they are further developing whole-school systems for self-evaluation and school development planning in order to ensure that there are clear priorities for developing all aspects of the school.
- 5.11 Those in senior leadership positions play a significant part in raising pupils' achievement levels, and in extending their personal development. Systems for pastoral care are excellent. British values and the principles of equality and citizenship are embedded into planning, teaching and learning. Teaching and support staff are deployed effectively, strongly supported by highly committed and efficient administrative, catering and facilities staff. There is an effective system of appraisal which supports all teaching and support staff in their continuing professional development. A good range of opportunities is available for staff to attend courses and whole-school in-service training. Regular staff meetings and working meetings, together with ease of informal communication, ensure that staff are kept well-informed and feel highly involved in the life of the school.
- 5.12 The role of curriculum co-ordinators is not yet sufficiently developed and as a result, a consistent system for the monitoring of teaching and learning is not yet fully established. Leaders support the development and use of the school's excellent tracking system to monitor the attainment and progress of all pupils including those with SEND and the more able. Leadership is in the early stages of supporting teaching staff in using the data and information from individual education plans in order to meet the needs of all pupils including the more able, and to further raise the quality of teaching and learning.
- 5.13 Senior leaders, with the support of governors, recruit suitable staff and ensure that the appropriate level of safeguarding training is implemented. Monitoring of safeguarding by the leadership has not been sufficiently rigorous. Diligent action by leadership and administrative staff ensured that all records were amended and all requirements met by the end of the inspection.
- 5.14 Links with parents and guardians are excellent. The pre-inspection parental questionnaires indicate that parents are highly supportive and particularly pleased with the way that pupils feel safe and happy in school. The range of subjects and extra-curricular activities offered to all pupils' as well as the ease of contact with the staff, are highly valued. Parents are kept well-informed of their child's progress through termly reports and parental consultations. Parents also have easy access to staff who are particularly available at the beginning and end of the day.
- 5.15 Communication with parents is comprehensive. Daily reading and homework diaries and informative notes are appreciated as a means of two-way communication. The electronic messaging service advising parents of immediate situations is most effective. Parents are kept well-informed about the life of the school through fortnightly bulletins together with the annual school magazine. The published menus are much used when planning meals at home. A detailed website, school prospectus, parents' handbook and welcome pack provide the parents of current and prospective pupils with comprehensive information about the school.
- 5.16 Parents have many opportunities to be actively involved in the work and progress of their children. During interview parents particularly stated that being able to visit

their child's class for 'share your work' sessions enabled them to understand, appreciate and support their child's learning.

- 5.17 There have been no formal complaints during the previous year, and an appropriate complaints procedure is in place. All parents who responded to the pre-inspection questionnaire would recommend the school to others. Parents stated during interviews that any concerns are resolved promptly with thoughtfulness and care.

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