



INDEPENDENT SCHOOLS INSPECTORATE

ALLEYN'S JUNIOR SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Alleyn's Junior School

The senior school was inspected at the same time and a separate report published.

Full Name of School	Alleyn's Junior School
DfE Number	210/6312
Registered Charity Number	10597971
Address	Alleyn's Junior School Townley Road Dulwich London SE22 8SU
Telephone Number	020 8557 1519
Fax Number	020 8693 3597
Email Address	juniorschool@alleyns.org.uk
Headmaster	Mr Mark O'Donnell
Chairman of Governors	Professor the Lord Kakkar
Age Range	4 to 11
Total Number of Pupils	243
Gender of Pupils	Mixed
Numbers by Age	3-5 (EYFS): 18 5-11: 225
Head of EYFS Setting	Mrs Lesley Morris
EYFS Gender	Mixed
Inspection dates	22 Jan 2013 to 25 Jan 2013

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 January 2008.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed 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', 'satisfactory' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chairman of governors and other governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Ian Newton

Miss Penelope Kirk

Mr Nicholas Vernon

Mrs Catherine Lane

Reporting Inspector

Team Inspector (Head, IAPS school)

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Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Alleyn's Junior School was opened in 1992 as the junior counterpart to Alleyn's School, a co-educational day school on a greenfield site in Dulwich with which it shares its grounds in south London. The schools share the same governing body and the headmaster of the junior school reports to the headmaster of the senior school on strategic matters; however, the junior school has a considerable amount of day-to-day autonomy. Alleyn's School owes its origins to the creation by Edward Alleyn of a foundation, the College of God's Gift, in 1619. Alleyn's became a separate senior school on its current site by 1887. The junior school caters for pupils from the ages of four to eleven. Pupils enter from both the independent and maintained sectors. They are guaranteed entry to the senior school at the age of eleven, to where the great majority proceed.
- 1.2 The school is academically selective, with entry mainly at the ages of four and seven. Prior to entry, children are assessed in English, mathematics and non-verbal reasoning. Standardised tests show that pupils' average ability is well above the national average, with very few having an ability below the national average. A number of pupils are bilingual, but none need support for their English. Eighteen pupils have been identified as having special educational needs and/or disabilities, which the school refers to as 'learning differences'; of these, fifteen receive specialist support. No pupils have a statement of special educational needs. Pupils are drawn from a variety of professional backgrounds, mainly in the area close to the school. Most pupils are of white British origin, while others represent the range of ethnicities in the local area.
- 1.3 At the time of the inspection there were 243 pupils in the school, of whom 113 were boys and 130 were girls. Of these, 18 were in the Early Years Foundation Stage (EYFS), for children up to the age of 5. The EYFS had not been inspected prior to this inspection.
- 1.4 The school aims: to inspire pupils and teachers to have mutual respect in a friendly, stimulating, safe and happy environment; to provide a wealth of curricular and extra-curricular opportunities through which pupils can develop their individual interests and talents; to educate well-rounded members of the school community who have a sense of purpose and fun, and who are engaged creatively in their own learning; and to provide a system of pastoral care and welfare which supports the development of pupils' self-esteem, spiritual well-being, manners and sense of social justice.
- 1.5 The present headmaster has been in post since September 2003. Since the previous inspection, the junior school has benefited from the development for the whole school of a new theatre and from a variety of landscaping improvements.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils achieve excellent standards, and obtain excellent results in national tests; this fulfils the school's aims well. Children in the EYFS achieve equally well as a result of the excellent provision they receive. Older pupils' literacy and numeracy are extremely well developed, as are their creative and physical skills. Pupils with learning differences receive excellent support, enabling them to progress well; able pupils are well supported. All pupils and almost all parents are pleased with pupils' progress. Pupils are excellent students, sharing their views with confidence, working well together and almost always participating with enthusiasm. They enjoy their work and enjoy school. These high standards are supported by excellent arrangements for the curriculum and other activities. The increased emphasis on independent learning encourages pupils' sense of curiosity and involves them fully in their learning almost all of the time. Excellent teaching provides a wide range of activity, suitably adapted to pupils' needs and supported by stimulating discussion. On occasion, open-ended tasks do not offer sufficient opportunity for pupils to develop their own ideas fully.
- 2.2 Pupils' excellent personal development is supported by equally strong pastoral care throughout the school. Pupils are extremely reflective, aware of the needs of others, raise considerable sums for charity and mix easily in a multi-cultural community. Relationships amongst pupils and between pupils and staff are excellent overall, and in the questionnaire almost all pupils were confident that staff are fair, deal well with any concerns and are easy to talk to, views with which inspectors concurred. Both in the EYFS and elsewhere, arrangements for pupils' safeguarding and welfare are highly effective, and all parents say that their children feel safe at school.
- 2.3 The high quality of pupils' education is enabled by excellent governance, and leadership and management. Governors bring a clear sense of vision and purpose to the school, which is shared by staff as they turn the vision into practice. Strong teamwork enables the school continually to improve its provision and implement its aims fully. Safeguarding is given a high priority and staff receive appropriate training. Links with parents are excellent. The pre-inspection questionnaires showed parents to be extremely positive about all aspects of the school; there were no areas of significant concern. The school has responded well to previous inspection recommendations; in particular, the quality of teaching has improved.

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. Ensure, when pupils engage in independent work, that tasks are sufficiently open-ended for pupils to take more responsibility for their 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 excellent.
- 3.2 This high standard reflects the school's aims. In the EYFS, the quality of children's learning and the standards they achieve are excellent. Children's achievements are well above average for their abilities across all areas of learning; they demonstrate particularly high standards in numeracy, language and literacy. By mid-year in Reception, all children count reliably up to 40 and work confidently with single digit numbers. The most able children achieve significantly more, with a few manipulating numbers to 100 with confidence. By the end of Reception, most children are fluent readers and writers. They express themselves using an increasingly wide vocabulary and sentence structure; they enjoy reading and writing simple sentences. All children make excellent progress in their personal and social development. They are good at organising themselves, look after their property, dress themselves for physical education and share resources. Children actively enjoy learning and are imaginative and creative. They learn most effectively when the teaching is carefully planned to connect with their natural curiosity and holds their attention; children then work independently and think critically.
- 3.3 Older pupils develop an excellent understanding of number, language and literature. They apply this to practical situations, and use their prior knowledge and higher order thinking skills to solve problems. They describe shape accurately, grasp the formal structure of French well and have accurate accents. They have extremely well-developed physical and creative skills; for example, their art shows considerable imagination, creativity and technical skill. They show understanding of situations beyond their experience, such as life on a Tudor ship. The most able have an exceptional understanding of scientific concepts such as colloids, basing their understanding on careful observation. The pupils' ability to empathise with others makes them aware of prejudice and discrimination. They develop excellent abstract and logical thought, through activities such as the philosophy club, where they show considerable independence of mind. They use information and communications technology (ICT) skills well, especially in research. Older pupils write successfully in a wide range of genres, articulate their views extremely well and listen attentively.
- 3.4 Both inside and outside class, pupils develop exceptional skills in music and sport. By learning string and wind instruments from an early age, they develop considerable skill in performance and high levels of musicianship; by Year 6, they sight read confidently and play very well as ensembles. Pupils achieve high levels of sporting success both individually and in teams, and the school has, in recent years, won a large number of local and regional competitions. Individual pupils perform on stage, win art awards, participate in national music ensembles and have the quality of their writing recognised in competition. The wide-ranging clubs programme encourages high achievement in activities as diverse as drawing cartoons, gospel singing and creative writing. Pupils are well prepared for the move to senior school.
- 3.5 Pupils' attainment is excellent. The following analysis uses the results from 2009 to 2011, the most recent three years for which comparative data is available. Results in national tests at the age of 11 have been excellent compared with the national average for maintained primary schools. Standardised tests of attainment in English

and mathematics indicate that pupils achieve results higher than national norms. New standardised assessments suggest that pupils are two years ahead of their chronological age in most areas tested. The level of attainment in national tests at the age of 11 indicates that pupils make good progress relative to the average for pupils of similar ability, borne out by inspection evidence. In the pre-inspection questionnaires, almost all parents were pleased with their children's progress and pupils were unanimously pleased with the progress that they make.

- 3.6 The most able pupils achieve particularly high standards and progress particularly well; they develop an excellent grasp of grammatical structures in English and analyse material in depth in the humanities. Pupils with learning differences also progress well as a result of individual support and help in class; in particular, they develop greater confidence in reading and in handling abstract ideas.
- 3.7 Pupils' attitudes to learning are almost always excellent. In the EYFS, children work co-operatively, demonstrating enjoyment and self-belief. Older pupils share their views confidently, discuss ideas enthusiastically, and are constantly engaged, when their interest is captured by a wide range of tasks. They enjoy a challenge and work extremely well together whilst generating ideas. They work very effectively in teams, supporting each other and showing interest in each other's ideas. Their written work is usually well presented, and ICT is well used to present their ideas. Pupils enjoy their work, almost always persevere to the end and talk with enthusiasm about all that they do. They take full advantage of the opportunities the school provides, both in the classroom and in clubs, where participation is very high.

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

- 3.8 The contribution of the curricular and extra-curricular provision is excellent.
- 3.9 Both in the EYFS and for older year groups, the curriculum supports the aim of enabling pupils to develop individual interests and to be involved in their learning. The EYFS setting meets children's needs well. It develops their self-esteem, spiritual well-being and sense of social justice, as well as supporting their educational development. The good quality of education and excellent care are founded on close attention to the needs of every child, which are met well through a diverse range of activities. Good use is made of the outdoor area and the wider school environment; access to whole-school facilities greatly enhances the children's experience. Children who are gifted or talented, or have learning differences, are identified at an early stage. Both teachers and teaching assistants support or extend small groups; making a particularly valuable contribution when they work together in planning and organisation. Staff prepare the children well for moving to Year 1, thus ensuring that they continue to enjoy learning and school life.
- 3.10 The curriculum for older pupils is broad and balanced, being suitable for all ages, learning needs and abilities. It covers all the required aspects of learning and presents excellent opportunities through which pupils develop intellectual curiosity. Pupils are offered the widest possible experience through the range of clubs and activities, and through the exceptional string and wind instrumental programmes. Elsewhere, the increased focus on independent learning, critical thinking and higher order thinking skills has extended the range of pupils' learning, making a significant contribution to their excellent attitudes and thirst for knowledge. A high proportion of lessons involve debate and analysis. Information and communication technology is used widely, enabling pupils to undertake research and to link ideas from different subjects easily, for example when producing booklets about Kenya.

- 3.11 The curriculum is considerably broadened by visits, such as those from authors, and by special events, such as the European Day of Languages and the Spoken English competition. In addition, trips to a local toy museum, theatres and places of historic interest, and residential trips to outdoor adventure centres expand pupils' horizons. The curriculum is enriched further by numerous links to the community, for example when the school hosts musical and sporting events. Pupils' participation in all of these activities benefits their education and their social and personal development.
- 3.12 Much of the curriculum is carefully matched to pupils' varying abilities. Provision for the small number of pupils with learning differences is excellent. The school is highly committed to supporting pupils sensitively and enabling them to overcome their difficulties. They make very good progress in response to the thorough support and intervention systems, implemented by teaching staff and classroom assistants.
- 3.13 The school is particularly successful in addressing the needs of high achievers, including those who are gifted and talented, as was recognised in the great majority of parental pre-inspection questionnaire responses. It has well-established strategies to identify the most able pupils and to monitor their progress. Alongside pupils who require support, high achievers are provided with individual education plans. Their needs are addressed through extension materials used in the classroom and in separate support groups; in addition, the school directs pupils to online activities they can do with their parents at home.
- 3.14 The curriculum is fully supported by an excellent range of diverse extra-curricular activities, which both pupils and parents view as a strength of the school. These range from animation to taekwondo, from creative writing to ballet, from gardening to debating, and include a wide variety of sport. High quality provision for music includes a variety of instrumental groups and choirs. The range of clubs evolves from pupils' requests in the suggestion box, from discussion with the school council and as a result of staff interests.
- 3.15 Responses by pupils to pre-inspection questionnaires indicate an exceptionally high level of satisfaction with their school experience.

3.(c) The contribution of teaching

- 3.16 The quality of teaching is excellent.
- 3.17 This high quality enables pupils to progress well and achieve excellent standards, and reflects the school's ambition to cultivate a culture of excellence. It also reflects the pupils' highly positive responses to questions about teaching in the pre-inspection questionnaire. The quality of teaching has improved since the previous inspection; it meets the needs of more able pupils more effectively, involves pupils in their learning in a higher proportion of lessons, and has a sharper focus and brisker pace. In-service training has supported teachers in these improvements.
- 3.18 In the EYFS, language is used very effectively to extend and develop children's communication skills, enabling them to take part in highly articulate conversations. For example, when discussing a tally chart about their favourite weather, children linked the presence of sun and rain to the formation of a rainbow. Staff use regular observations to inform their planning; they know the strengths and areas for development for individual children, and for the setting as a whole. Assessment is used well to monitor what the children know and can achieve, so as to promote their learning and development. Resources are used effectively.

- 3.19 There is a good balance of child-initiated and adult-led tasks. When children's keen interest in the world around them is harnessed well, they concentrate for sustained periods of time. The best planned activities provide opportunities for children to become independent and creative thinkers, enabling them to identify problems and find their own solutions. Occasionally, when there are less challenge and fewer opportunities to investigate independently, the children are less focused.
- 3.20 For older pupils, lessons involve a wide variety of activities and methods. Objectives are clear and, in the great majority of cases, pupils are kept fully engaged. In many lessons, teaching moves quickly between activities, maintaining pupils' interest. Practical and investigative activities are often used well. Teachers frequently create opportunities for creative, independent and collaborative work. However, pupils' ability to develop their own ideas is sometimes constrained by the teacher.
- 3.21 Teaching draws on excellent subject knowledge, enabling teachers to explain challenging ideas clearly, to devise carefully structured lessons and to act as excellent role models. Teachers bring considerable commitment, vision and expectation to much of their work, enabling pupils to achieve high standards. They use questions extremely well to stimulate pupils' thinking and to challenge them to progress further; the most skillful questioning deepens pupils' understanding well. Visual material such as film is used as the basis of lively discussion and careful pairing of pupils encourages lively debate.
- 3.22 Teachers show considerable awareness of how pupils are progressing and of their individual needs. They monitor progress carefully and adapt their teaching where necessary. In many lessons, tasks of suitable differing ability are used to match work well to pupils' potential, or the pace is adjusted to sustain their concentration. Teachers ensure that pupils of all abilities can take pride in their work. The use of additional support and extension tasks supports pupils' progress well. Teaching assistants are nearly always used extremely effectively to ensure equality of access, whether by providing additional support to pupils who find work hard or more challenging activity for those to whom it comes easily. Pupils with learning differences say that they are very well supported, that teachers are well aware of their difficulties and that work is carefully tailored to their needs.
- 3.23 Teachers make excellent use of resources, including digital technology and media, to bring subjects to life and to stimulate enthusiasm and learning. They almost always set a brisk pace, managing time well and ensuring that pupils are challenged. They foster excellent relationships, largely manage pupils in a way that maintains focus and use praise to encourage pupils of all levels of ability.
- 3.24 Marking is generally of high quality, recognising what pupils have achieved and helping them to see how to improve their work. It is frequently challenging and well matched to pupils' needs. Peer assessment enables pupils to share their achievements and ideas. The school makes good use of assessment. Its new set of assessment tools is enabling it to begin to identify significant trends in pupils' learning and progress.

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 This high standard fulfils the school's aims to combine godliness and good learning. The pupils are confident and self-aware, developing considerable self-esteem through their achievements in school, which reflects the way in which their confidence is carefully nurtured. The programme for personal, social and emotional development in the EYFS enables children to express their imaginative ideas and contribute confidently to discussion. Older pupils gain an excellent appreciation of non-material aspects of life through discussion in clubs such as the chaplaincy club, where they reflect on the merit of being true to oneself. Their appreciation of each other's achievements is seen during house assemblies, where pupils share work they are proud of with those in other years. As a result, the pupils develop maturity in their dealings with both adults and each other.
- 4.3 Pupils' moral development is also excellent, reflected in their considerable understanding of the difference between right and wrong, and in their behaviour. A debate in a Year 6 geography lesson enabled the pupils to discuss the implications of global warming, and a discussion in Year 2 enabled the pupils to consider the significance of keeping promises. The pupils clearly recognise a moral responsibility to help those in need. They raise substantial funds for a variety of local, national and international charities. They use their initiative in fund raising, such as suggesting requests from their peers for donations to charity rather than birthday presents.
- 4.4 The pupils are extremely keen to accept roles of responsibility, such as form captains, house captains and monitors. Equally, Year 6 pupils are thoughtful and caring in bringing the infant children into class from the playground. The school council, which is ably run by pupils, is very active in contributing to aspects of school life. In pre-inspection questionnaire responses, a high proportion of pupils expressed appreciation for the opportunities available for responsibility. The high quality range of activities in which the pupils are involved helps them to recognise importance in working supportively with each other. As a result, their social development is excellent.
- 4.5 The pupils have an extremely strong appreciation of and respect for their own and other cultures. Pupils enjoy performing classical music in a range of styles. The annual African Day, where the pupils enjoy dance and drum workshops, and the Year 4 India Day, where pupils experience Bollywood dancing, allow the pupils to recognise and accept differences between cultures, so fostering understanding. The study of a variety of faiths and cultures in the religious education curriculum enhances this understanding further. Parents help to bring festivals and celebrations such as Divali and the Chinese New Year to life for the pupils. Pupils also celebrate cultural differences through learning a number of different languages in class and clubs. Year 6 pupils look forward to their trip to Rome.
- 4.6 The pupils have an excellent standard of personal development by the time they leave the school. This is supported by provision for personal, social and health education throughout the school, which is excellent overall.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The school's aim to give pastoral care the highest priority is thus fulfilled. Relationships in the EYFS are very good and children feel safe, secure and valued. The staff expect courtesy and endeavour; they demonstrate these qualities themselves and encourage children to do the same. Children have many opportunities to be active and develop a very good understanding of the importance of a healthy lifestyle. They form strong relationships with adults and appreciate the significance of being part of a caring community and keeping promises.
- 4.9 The staff continue to provide outstanding support and guidance for the pupils as they move up through the school. A very high proportion of parents said that the school looks after their children well, and pupils were very positive about having someone to talk to. Additional support is available from the chaplain. Nevertheless, the school wishes to promote social awareness amongst pupils further and has set up the pastoral care committee to work with staff to achieve this. There is a strong rapport amongst pupils and between pupils and staff, which promotes a true sense of community in the school.
- 4.10 The highly effective house system promotes positive behaviour through the award of house points. Commendation awards are highly regarded, and recorded in a special book in the reception area which is signed by the pupils. The infant pupils wait with eager anticipation to discover who has been awarded the privilege of sitting at the 'top table' at lunch. Almost all pupils are confident that staff are fair in their use of rewards and sanctions. Staff and pupils are aware of the anti-bullying policy. The pupils discussed their views on preventing bullying during Anti-Bullying Week. On the extremely rare occasions that bullying occurs, the pupils are confident that it is dealt with swiftly and fairly, as was clear from the questionnaire responses and from discussions during the inspection.
- 4.11 The pupils thoroughly enjoy lunches and appreciate the importance of healthy eating. They understand that food gives them energy, which they need in order to function. The great variety of physical activities, both within and outside the curriculum, promotes regular exercise as a key aspect of a healthy lifestyle. The school has an appropriate plan to improve access for all.
- 4.12 The pupils' views are canvassed through the suggestion box, the 'sunshine box' for concerns, the school council and the 'eco council'. A very high proportion of pupils' responses to the pre-inspection questionnaire acknowledged that the school listens to their views. All the pupils who responded said that they like being at the school.

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

- 4.13 The contribution of the arrangements for welfare, health and safety is excellent.
- 4.14 The school has extremely robust arrangements for dealing with any safeguarding issues. These arrangements, which follow official guidance, are supported by training and procedures that go beyond regulatory requirements. For example, all governors have received training in child protection, and the school's procedures are monitored annually by the local social services department as well as by the governing body. The school liaises carefully with the local authority designated officer if necessary and takes considerable care over any action that is taken. Arrangements for recruiting staff are meticulous, staff training in child protection is carried out regularly, and appropriate senior staff have undertaken training in safer recruitment.
- 4.15 Parents of those in the EYFS are confident that staff do the best for their children. Children have an identified key person who ensures that their needs are met. The setting is well organised; health, safety and welfare are given a high priority. As a result, the contribution of the EYFS provision to children's well-being is excellent. Routines and resources provide comfort and security, and children enjoy interacting with adults; they talk about themselves and their school with great enthusiasm. The safe and secure environment gives children confidence to offer opinions and volunteer ideas.
- 4.16 The school has thorough arrangements for reducing the risk from fire and accidents. It holds regular fire practices and the relevant equipment is checked at appropriate intervals. Issues identified in fire risk assessments have been swiftly put right. Health and safety are given a high priority, with detailed risk assessments for areas of the school and school activities. Arrangements for health and safety are managed by the health and safety committee, on which the junior school has appropriate representation, and are overseen by the governing body. The school has suitable arrangements for any pupils who are ill or injured. It gives careful attention to any pupils who have particular medical or learning support needs. The admission and attendance registers are completed correctly and backed up as required.
- 4.17 All the parents who responded to the pre-inspection questionnaire said that their children feel safe at school.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Governors bring from their diverse professional backgrounds considerable experience and expertise to their oversight of the school, enabling them to fulfil their responsibilities for educational standards, financial management, and investment in staff, premises and resources. This has enabled the school to be very well equipped for its current needs and, through the strategy committee, to plan effectively for the future. Governors have a clear vision for the school, understand the features that make it distinctive, and that ensure it meets pupils' needs and fulfils its aims extremely well. Regular reporting from the junior school headmaster, his regular attendance at meetings and the particular interest in the school of some members enable the governing body to have a keen insight into all areas of the junior school, including the EYFS, and to provide support and stimulus for future development. Governors are frequent visitors at school events.
- 5.3 Governors take a keen interest in matters of welfare, safeguarding, and health and safety. As a body, they review safeguarding policies and procedures each year and ensure that they are fully aware of any issues that have arisen.

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

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.5 Excellent 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. Adults communicate an ambitious vision; self-evaluation provides clear priorities for improvement. All safeguarding matters are given high priority and implemented rigorously. All staff have received child protection training that is reviewed annually. Policies and procedures are implemented and monitored effectively, and resources are used and maintained efficiently. There is an excellent induction process for new staff, suitable in-service training for all staff and an established system for staff appraisal.
- 5.6 The senior management team works collaboratively and shares a common vision extremely well. All the staff, both teaching and non-teaching, support pupils' personal development and welfare, so that the school's aim to inspire pupils and teachers to have mutual respect in a friendly, stimulating, safe and happy environment is fostered well. Since the previous inspection, management roles have been clarified, the roles of subject co-ordinators enhanced, and the quality and monitoring of teaching developed further. Links with the senior school have also been improved and there are now regular meetings of staff at both subject and management level.
- 5.7 The senior leaders provide a strong educational direction and a clear awareness of the school's needs. Pupils' excellent achievements result from the strong ethos within the school and from the example set by the senior management team. Management roles are well developed and carefully defined, and middle managers

give excellent support to colleagues and develop their subjects well. Staff share a common goal of providing a positive and caring learning experience for each individual pupil. Staff value the way in which the school celebrates pupils' talents and raises self-esteem. They recognise the sense of community, which helps to create the excellent attitudes pupils have towards their learning. The administrative and other support staff provide high quality assistance.

- 5.8 Policies and procedures have been produced for all aspects of school life and are implemented successfully. Development planning is thorough and detailed. The needs of the school are thoroughly analysed; priorities are set, and effective plans are made and carried out. An open approach enables staff to participate in decision making and as a result of this sense of involvement, morale is high. Teaching and learning are carefully monitored, for example through the examination of pupils' work by the senior management team and subject co-ordinators. The process of evaluation and monitoring contributes to the continual drive for further improvement.
- 5.9 The safeguarding of pupils is given a high priority. Staff are suitably trained in safeguarding, welfare, and health and safety. Appropriate care is taken over all aspects of the recruitment of staff and governors. The system of appraisal and review is well developed, and carefully linked to continuous professional development and the school's needs. Communication within the school works extremely effectively.
- 5.10 The school maintains excellent partnerships with parents. As indicated in responses to the pre-inspection questionnaire, the overwhelming majority of parents are pleased with the education that the school provides for their children. They were particularly pleased with the way in which their children are looked after, the range of activities, the high standards of behaviour and the fact that their children feel happy and safe. Inspectors agreed with all these views. There were no concerns raised by significant numbers of parents.
- 5.11 The highly effective partnership with parents of those in the EYFS ensures that children are given appropriate care and education using internal resources or external agencies if necessary. This partnership continues as parents feel very involved in their children's education throughout the school. For example, they make regular contributions to the wider curriculum by demonstrating their skills and specialist knowledge.
- 5.12 Parents are highly appreciative of the school's communication systems. They receive all the required information about the school, together with much else, and say that they have easy access to members of staff. In the EYFS, well-presented reports provide parents with very good information about their children's progress and achievements. They are informed verbally of individual targets, although there are no written targets in the reports. Reports for older pupils give a clear picture of pupils' progress and the best examples give clear targets for further improvement.
- 5.13 The role of the junior school association is felt by parents to be important. They enjoy the events and activities that take place within the school, which help them to feel part of the whole school community. A high proportion of parents said that the school responds quickly and effectively to any concerns, which it handles in accordance with its procedures. Almost every parent would recommend the school to others.

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