



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

AVENUE NURSERY & PRE-PREPARATORY SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Avenue Nursery & Pre-Preparatory School

Full Name of School	Avenue Nursery & Pre-Preparatory School
DfE Number	309/6084
Address	Avenue Nursery & Pre-Preparatory School 2 Highgate Avenue Highgate London N6 5RX
Telephone Number	0208 348 6815
Email Address	office@avenuenursery.com
Principal	Mrs Mary Fysh
Head	Mrs Sarah Tapp
Proprietor	Cantabile Limited
Age Range	3 to 7
Total Number of Pupils	83
Gender of Pupils	Mixed (42 boys; 41 girls)
Numbers by Age	3-5 (EYFS): 57 5-7: 26
Number of Day Pupils	Total: 83
Nursery Co-ordinator	Miss Charlotte Higham
EYFS Gender	Mixed
Inspection Dates	20 January 2015 to 23 January 2015

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 March 2009.

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.

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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Sue Bennett

Mrs Sarah Graham

Mrs Penny Oates

Reporting Inspector

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Avenue Nursery and Pre-Preparatory is an independent day school for boys and girls from aged three years to seven years old. The school was founded in 1977 by the current proprietors and is a private limited company. It is situated in Highgate, North London and operates from a large Edwardian house. In recent years, the school has undergone considerable expansion, and now includes a pre-preparatory department, opened in 2004. The proprietors and a further family member are company directors, undertaking responsibility for the school's financial and administrative operations. One of the proprietors is also the school principal and works closely with the head teacher. Together they take full responsibility for all the educational aspects of the school, including for children in the Early Years Foundation Stage.
- 1.2 The school aims to prioritise the happiness and well-being of every child within a secure, friendly and nurturing environment. Independence of thought, the development of social and interpersonal skills, and a responsible attitude towards property and the environment are also encouraged. Furthermore, it aims to provide exciting and stimulating learning, where each child, regardless of gender, race, religion or family background, is taught to the best of his or her ability.
- 1.3 Since the previous inspection, the school has reviewed its systems for the monitoring of teaching and learning. There has been investment in information and communication resources (ICT) and extra support staffing for all age groups.
- 1.4 At the time of the inspection 83 pupils, 42 boys and 41 girls were on the school roll. Of these, 57 were in the Early Years Foundation Stage (EYFS), with 39 attending on a part-time basis. There are 17 pupils identified as having special educational needs and/or disabilities (SEND) and all receive specialist support for their learning. No pupils have statements of educational needs or education and health care plans. Additionally, 10 pupils speak English as an additional language (EAL), three of whom receive additional support from the school.
- 1.5 The ability profile of the school is above the national average, although a spread of ability is represented. Pupils come from business or professional families based locally. Most pupils are of British ethnicity, although there are a variety of cultural backgrounds represented within the school community.
- 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 The quality of academic and other achievements is excellent. Throughout the school, including both children in the EYFS and those with SEND and/or EAL, pupils are happy, enthusiastic and extremely well educated. This is fully in line with the school's aim to provide a happy, safe and stimulating learning environment, where everyone is valued and encouraged to reach their potential. The broad and balanced curriculum provides a stimulating range of learning experiences, enabling pupils to develop excellent levels of knowledge, understanding and skills. In the EYFS, the curriculum balance is extremely well planned and ensures that children experience a rich breadth of learning opportunities. Extra-curricular clubs and activities offer a good breadth to the curriculum provision. The quality of teaching is excellent, including in the EYFS. Lessons are extremely well prepared and delivered. Support for SEND and/or EAL is of high quality and teaching strategies offer excellent challenge for more able pupils. Assessment systems are effective and help to determine pupils' attainment, although there are no formal processes to track pupil's progress over time. Pupils' excellent academic achievements are reflected in their successful entry awards to their future schools. In the EYFS, staff compile comprehensive portfolios of children's progress and achievements, signifying their excellent levels of attainment over time.
- 2.2 The quality of pupils' personal development is excellent because of the very high quality of their spiritual, moral, social and cultural development. This is fully in line with the school's aims and ethos. Pupils of all ages, including children in the EYFS, behave in an exemplary manner. They are courteous, friendly and considerate, and demonstrate high levels of tolerance and empathy towards one another. Pupils have strong cultural awareness and appreciate the importance of differing viewpoints within communities. Support for pupils' pastoral care is excellent. Staff know pupils and EYFS children extremely well; they make excellent provision for their individual needs, good health and well-being. EYFS children are extremely well prepared for their next educational phases. By the time they leave the school, pupils are confident, independent learners, who are keen to embrace future challenges.
- 2.3 The quality of governance, leadership and management is good. The proprietors provide a stringent oversight of all aspects of the school. They have a strong understanding of the vast majority of regulations. However, they had not ensured that all the necessary recruitment checks had been conducted on staff before they begin work. The school promptly rectified these discrepancies by the close of the inspection. The proprietors have diligent regard for child protection issues, including for the annual review of safeguarding arrangements. Senior leaders and managers demonstrate a very strong educational direction, including in the EYFS. Self-evaluation processes are generally thorough throughout the school, although development plans do not include priorities for teaching and learning or give a clear indication of success criteria and the achievable timescale. The previous inspection's recommendations have been successfully addressed. Links with parents are excellent. In their pre-inspection questionnaire responses, parents were overwhelmingly positive about all aspects of the school's provision. They are extremely pleased with their children's academic progress, the high-quality care that staff provide and the strong family atmosphere that pervades throughout the school.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:

- implement all the necessary recruitment checks on staff before they begin work [Part 3, paragraph 7(a) and (b), under Welfare, health and safety], [Part 4, paragraphs 18.2(c), 18.3, and 21.3(a)(ii) under Suitability of staff and proprietors] and [Part 8, paragraph 34.1(a) and (b) under the Quality of leadership in and management of schools].

(ii) Recommendations for further improvement

2.5 In addition to the above regulatory action points, the school is advised to make the following improvements.

1. Strengthen the processes for development planning to present a clear focus on teaching and learning improvement, including in the EYFS.
2. To develop and extend the system already established for tracking pupil's progress across the school.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 Pupils are very well educated in accordance with the school's aim to create a happy, safe and stimulating learning environment, where everyone is valued and encouraged to reach their potential. Pupils greatly enjoy both their curricular and extra-curricular learning; these experiences enable them to develop high levels of knowledge, understanding and skills. They have an extremely wide range of knowledge for their age. They relish opportunities to reason logically and articulate their ideas extremely well during class discussions. For example, during a science lesson, pupils confidently predict the effect of 'push and pull' forces on a range of objects and materials. Pupils achieve high standards in literacy, reading with fluency and expression. They strive hard to present their written work neatly and enjoy writing both creative and factual accounts. Pupils have strong numeracy skills and adeptly apply their knowledge, such as multiplication, addition and subtraction understanding, to solving mathematical problems. During an ICT lesson, pupils of all abilities used programs for artistic design competently and had an excellent understanding of basic keyboard functions. More able pupils type detailed factual accounts of animal life cycles. Pupils' considerable creativity is exemplified by the many colourful artwork displays throughout the school. They have extremely well-developed imaginative skills and participate enthusiastically in dramatic opportunities within lessons such as English. Pupils greatly enjoy the exciting range of sporting opportunities available to them, such as ice skating, football and swimming, showing high levels of physical ability.
- 3.3 In the EYFS, all children are effective communicators and use a wide range of vocabulary competently, for example when they explain in accurate detail how railway points are used to steer trains. Younger children recognise their names and numbers to five. Older children use their phonetic knowledge to spell and decode the words they read, and they can explain the mathematical properties of less common 3D shapes such as the ellipsoid, ovoid, hemisphere and prism, comparing and sorting them into groups. Children greatly enjoy challenging creative activities and achieve notable success in their replications, such as cutting and sticking materials to resemble a dinosaur skeleton. They make connections between their own skeletons to help them understand, which demonstrates their excellent critical thinking.
- 3.4 Pupils achieve notable success through their participation in an exciting breadth of enrichment activities beyond the classroom, such as drama, music and sporting activities. Additionally, pupils' academic achievements are significantly reflected through their success in gaining places to their future schools.
- 3.5 Pupils' attainment cannot be measured in relation to average performance in national tests, but on the evidence available, it is judged to be excellent in relation to national age-related expectations. This level of attainment stems from the excellent progress that pupils make in relation to those of similar ability. This is based on the work seen in lessons, pupils' written work in their books, discussions in interviews with pupils, and analysis of the standardised systems to measure progress that the school employs. Pupils with SEND or EAL make excellent progress because of the high quality teaching intervention strategies that staff put in place to support their individual needs. More able pupils also make excellent progress because of the

additional challenge that lessons provide for them, such as the opportunity to conduct independent research. In the EYFS, children, including those with SEND or EAL, make at least good and often excellent progress in relation to their starting points and capabilities, enabling them to acquire the key skills needed for the next steps in their learning.

- 3.6 Pupils of all ages have excellent attitudes to their work and they behave in an exemplary manner at all times. Pupils are lively, enthusiastic and interested learners who are capable when working both co-operatively and independently. Pupils persevere extremely well in lessons, no matter how challenging the task and are keen to succeed. Children in the EYFS strongly embrace opportunities to explore and investigate; they concentrate extremely well during their activities.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The curriculum is carefully planned to ensure that all areas of learning are covered. It strongly supports the school's aim to provide a wide variety of timetabled activities to every child. The curriculum promotes the pupils' equality and supports their learning needs very well. Schemes of work are comprehensive in content and incorporate a vibrant breadth of teaching approaches and resources. Carefully annotated individualised educational plans and an excellent range of resources strongly support pupils with both SEND and EAL, and those who are more able. Pupils have lessons in numeracy and literacy every morning, giving these areas a high priority in respect of the external academic examinations that the pupils sit during Year 2. Pupils stay with the same teacher for Years 1 and 2, thus supporting continuity in pupils' education in the lead up to these assessments.
- 3.9 The curriculum covers a broad spectrum of subjects, including the humanities, information and communication technology (ICT), French, music, physical education (PE) and religious education (RE). Additionally, all pupils have timetabled sessions in the library, which provides an excellent avenue for them to develop a love of books and initiate their own independent learning. The comprehensive personal, social and health education (PSHE) programme, links extremely well with the school's aims. Creative subjects, such as pottery and sewing complement the core curriculum. The large garden areas at the rear of the building provide opportunities for science lessons for all ages. For example, there are enclosures for guinea pigs and chickens, which adds a further dimension to the school's rich learning environment.
- 3.10 For children in the EYFS, the educational programmes make excellent provision in meeting the needs of the range of children who attend. An extremely wide variety of imaginative and creative opportunities are incorporated into the clearly structured programmes of learning experiences. This excellent provision ensures that all children, including those with SEND and/or EAL and the more able, reach at least their expected levels of development.
- 3.11 In the summer term, the curriculum adopts a more creative focus, such as cross-curricular days and weeks. This provision is for all ages, including those children in the EYFS. For example, the school hosted its own London Olympics, incorporating many subject areas. As a result of the event's success, sports' week has become an annual event. Since the previous inspection, there has been greater use of ICT to enrich the curriculum, which is used extremely well, both as a teaching resource

and as a learning research tool by the pupils. Recorder lessons have also been introduced for Years 1 and 2.

- 3.12 The curriculum is enhanced by an effective programme of extra-curricular activities and opportunities, which are appropriate for the age group of the pupils. A variety of new clubs have been introduced. The programme is available across the week, both during the school day and after school. Ice skating and swimming at a local leisure centre take place on alternate weeks and football, music and drama clubs take place after school.
- 3.13 The curriculum benefits from excellent links with the extended community, which adds richness to pupils' learning experiences. For example, staff organise regular trips to places of interest such as the Tower of London, the National Gallery and Hampton Court. Additionally, speakers, for example from the local emergency services and local authors, visit the school, as do parents, all of whom share their interests, cultures and professional knowledge.
- 3.14 An overwhelming majority of parents who responded to the parental questionnaire were extremely happy with the range of subjects and extra-curricular activities on offer.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is excellent.
- 3.16 Lively teaching, which is often vibrant, enables pupils to make significant progress from their starting points. The excellent quality of teaching strongly supports the school's aim to provide an exciting and stimulating learning environment where each child, regardless of gender, race, religion or family background, is taught to the best of his or her ability.
- 3.17 Teaching fosters a positive attitude to learning and pupils appear relaxed and confident in class. Lessons are extremely well planned and are informed by a real understanding and appreciation of pupils' interests and needs. The closeness between staff and pupils, enhanced by the use of first names throughout, promotes a welcoming and happy atmosphere, which ensures pupils greatly enjoy their lessons. In the EYFS, the setting makes excellent provision in meeting the needs of the range of children who attend; teaching strategies are extremely well matched to individual needs. Staff have an excellent knowledge about how to promote the best educational experiences for young children. Meticulous planning and assessment processes ensure that all children reach at least the level of development typical for their age and many exceed this. For example, staff plan a vibrant range of stimulating activities for both the indoor areas and in the large outdoor space, which provide an excellent balance of adult led and child initiated learning.
- 3.18 The marking of pupils' work is both thorough and constructive. Teachers make excellent use of stars and stickers as rewards, which pupils greatly enjoy. Marking comments are informative, relevant and provide clear guidance to pupils on how to improve their work. Additionally, National Curriculum related stickers ensure pupils can monitor their own progress. Teachers regularly assess pupils' attainment, using a range of standardised tests for mathematics and English. These results are used effectively to identify pupils' ability and inform future learning, although there are currently no formal processes to correlate assessment data to enable the tracking of pupils' progress over time. Frequent praise for pupils' efforts both rewards and encourages them, and enables them to feel positive and keen to learn.

- 3.19 Nearly all teaching employs methods that demonstrate excellent subject knowledge, time management and use of the resources available. The deployment of teaching assistants throughout the school is a strength and contributes greatly to the pupils' learning and achievement. Individual teachers' subject specialism is deployed extremely well; their expertise ensures that pupils make extremely good progress. The vast majority of lessons are imaginative and briskly paced. Behaviour management is extremely good and pupils are given clear parameters.
- 3.20 The enthusiasm evident in the delivery of the teaching fosters both interest and independence amongst the pupils. Teachers make excellent use of questioning in their teaching. They make highly effective use of strategies such as 'think, pair and share', to enable pupils to think critically and develop high levels of concentration and application. This provides highly stimulating challenge for more able pupils. For example, in a history lesson, pupils used the strategy to assimilate their views on the causes and effects of the great fire of London. In the EYFS, expectations are high and there is an extremely strong emphasis on celebrating success. Staff work alongside the children in a supportive role, providing them with great encouragement. Staff are skilled in motivating the children to learn and concentrate for extended periods of time so as to help them develop the characteristics of effective learning effectively.
- 3.21 Pupils with SEND and/or EAL, including those in the EYFS, are supported extremely well within the classroom. The Cantabile Care programme provides excellent support for pupils on an individual and small group basis outside the classroom. Specialist learning support staff prepare thorough individual education plans, which provide high quality support for pupils' learning needs and clearly defined future learning targets. These are consistently well communicated between staff and the pupils' parents, to ensure a continuum of support.
- 3.22 Teaching is strongly supported by a variety of resources inside and outside the classroom, including the library. Interactive whiteboards are used to engage pupils' interest and the efficient deployment of skilled teaching assistants benefits the pupils greatly.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The school successfully fulfils its aim to support pupils' personal development through encouraging independence of thought and encouraging their responsible attitudes towards property and the environment.
- 4.3 Pupils develop a strong sense of spiritual awareness. They are confident, self-aware and emotionally mature for their age. Pupils are caring and show great empathy for the needs of others; they are tolerant towards those whose beliefs or ways of life differ from their own. During a PSHE lesson, pupils listened carefully to the differing views of their peers; they confidently reflected on their own personalities and understood that these traits determine their uniqueness. There are many opportunities for pupils to be reflective, such as listening to music, which they say helps them feel relaxed and content. Pupils are developing a particularly strong appreciation of the non-materialistic aspects of life through many awe and wonder experiences within the curriculum.
- 4.4 Pupils demonstrate excellent levels of moral understanding. They have a clear comprehension of the value of the school's rules and the importance of such guidance within a community. During discussions, pupils competently articulated their understanding of the impact of anti-social behaviour and the effect it has on the harmony of friendships. They recognise the need for the rule of law within society, explaining that if people break the law, they may go to prison, which they consider fair and just. Pupils demonstrate strong respect for each other's personal property; they know that it is wrong to interfere with the belongings of their peers.
- 4.5 Pupils' extremely mature social development is illustrated in the way they interact with both their friends and adults. They are friendly, thoughtful, considerate and kind, for example helping their peers with organisational tasks or offering comfort to a friend who has injured themselves. Pupils embrace responsibility, often perceiving a need for themselves, seen in their keenness to help their teachers. They understand the importance of working together for the good of the school community. Older pupils regularly read stories to younger children and offer friendship and support at playtimes. Pupils are developing a good understanding of democracy; they know that there is a government structure in England and that its members have differing opinions; they appreciate the importance of this. Pupils have a good awareness of public institutions and services within England, understanding that the emergency organisations, such as the fire service, keep everyone safe. They have a strong comprehension of the need to support those who are less fortunate than themselves and are proud on their fundraising efforts in support of local, national and international children's charities.
- 4.6 Pupils' cultural understanding is excellent. Through the rich diversity of the school community, pupils are developing their worldly awareness and the need for tolerance and inclusiveness. They benefit from visitors to the school and excursions to local places of worship, as well as to museums and art galleries. Pupils understand differing religious traditions with society, such as the Christmas nativity story, Diwali, Yom Kippur and the Chinese New Year.

- 4.7 In the EYFS, the children's personal and emotional development is excellent. They make friends readily and relate extremely well, both to their peers and to the staff who care for them. Within the harmonious environment, children behave extremely well and are keen to meet the expectations of staff by making good decisions and choices socially. For example, they play co-operatively together and happily share toys. Children confidently explore their surroundings using their imaginations to the full, such as experiencing what it would be like to live inside an igloo. They show increasing responsibility in looking after themselves. These skills prepare children extremely well for their next stages in their education.
- 4.8 By the time they leave the school, pupils demonstrate excellent standards of personal development. They are confident, independent and self-assured. Pupils look forward to their future schools and the new experiences that these transitions provide.

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

- 4.9 The quality of pastoral care is excellent.
- 4.10 The school creates a strong sense of community. This is fully in line with its aim to support and nurture each child within a happy, relaxed and friendly atmosphere. Relationships between pupils and teachers are excellent and an atmosphere of mutual trust and respect is always evident. Pupils throughout the school feel safe and, during discussions, confirm that they have many adults to whom they can turn for help. In response to a pre-inspection questionnaire, parents were overwhelmingly positive about the excellent levels of support and guidance that staff provide for their children.
- 4.11 In the EYFS, the contribution of the early years' provision to children's well-being is excellent. A well-established key person system enables every child to feel happy and safe, and to settle quickly on arrival. Parents forge strong relationships with their child's key person. Any anxieties are quickly resolved. The staff are excellent role models. They encourage the children to show consideration for each other and to play and learn both together and independently.
- 4.12 Pupils, including children in the EYFS, bring in their own packed lunch each day, which is eaten under supervision in their classrooms. The school provides parents with clear guidance on what constitutes a healthy lunch. There are excellent opportunities each day for pupils and EYFS children to enjoy regular exercise in the spacious playground and garden areas. Additionally their awareness of healthy lifestyles is promoted extremely well through physical education activities, such as swimming or ice-skating lessons.
- 4.13 The school has excellent systems in place to promote good behaviour, such as 'golden rules'. Since the previous inspection, a house system has been introduced and pupils are rewarded for their contributions to school life through house points or merits. Sanctions are in place to reinforce the high expectations of behaviour and are regarded as fair and balanced by the pupils. During discussions, pupils report that incidents of bullying are extremely rare. They are confident that staff would promptly address any issues that may occur. Any disagreements between pupils are quickly resolved with the sensitive intervention of staff, taking due account of any related difficulty and disability.
- 4.14 The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities.

- 4.15 The school provides excellent opportunities for pupils' views to be heard through circle time, assemblies or during PSHE lessons. Pupils comment that staff are always willing to listen to their ideas and opinions. Additionally, they feel staff are extremely supportive towards any concerns that they may have.

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

- 4.16 Arrangements for welfare, health and safety are good.
- 4.17 The school places a high priority on the welfare of all pupils, including those in the EYFS. A comprehensive range of policies and procedures demonstrate the school's paramount regard for keeping all members of its community safe. In the EYFS, the setting provides a welcoming, stimulating safe and secure environment. Child protection procedures are rigorously implemented in practice. All staff receive regular safeguarding training and during discussions they demonstrate that they have an excellent understanding of what to do if they have any concerns about pupils within their care. Senior designated leads have advanced safeguarding training and demonstrate a clear comprehension of their roles and responsibilities, which includes links with the local authority when necessary. The recently updated child protection policy now has the correct regard to the official guidance for safeguarding children. All staff undergo enhanced disclosure and barring checks before they begin work at the school to ensure their suitability to work with children. However, in the past, some pre-employment safer recruitment checks have not been correctly undertaken. Inconsistencies relating to references, medical fitness and barred list checks for visiting specialist staff, had not been conducted. The school had already addressed the medical fitness oversight before the inspection and quickly rectified the other issues by the close of the inspection.
- 4.18 All necessary measures are taken to reduce the risk from fire and other hazards. Fire drills take place regularly and are appropriately recorded. The school employs the services of external specialists to regularly undertake safety audits on both fire systems and electrical appliances. Highly detailed risk assessment documents comprehensively cover the whole school premises, as well as any off-site activities that pupils participate in. All aspects of the school facilities are well maintained and prompt action is taken to rectify any identified issues.
- 4.19 The highly effective arrangements for health and safety include excellent provision for pupils, including those in the EYFS who become unwell or injure themselves whilst at school. An accident book is properly maintained. Staff are extremely well informed about the pupils' needs, including those with SEND. All staff have appropriate first aid training and some hold paediatric first aid qualifications. A trained first aider is always present when pupils are on the premises and for off-site activities. Pupils throughout the school are extremely well supervised at all times by experienced staff.
- 4.20 The registers for pupil admission and daily attendance are correctly maintained and stored for the appropriate period.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The proprietors, together with a non-proprietorial family member, constitute a board of directors and provide a highly focused oversight of the school, including the EYFS. Their rigorous scrutiny of the educational provision contributes greatly to the school's success and the achievement of its overarching aims and ethos. One of the proprietors is the school principal and a highly experienced educationalist, who takes full responsibility for educational standards. Prudent financial planning has resulted in significant investment in experienced staff, improvements to the accommodation and resources.
- 5.3 The proprietors have an excellent insight into the workings of the school through strong monitoring processes. The wide-ranging expertise of the board of directors provides high quality support, challenge and stimulus for the school's growth and improvement. Since the previous inspection, there has been considerable investment in expanding the teaching accommodation and updating educational resources, particularly for ICT. These improvements have had a notable impact on the breadth of pupils' learning opportunities.
- 5.4 The proprietors effectively discharge their responsibilities for child protection procedures, pupils' welfare, health and safety. They have a good knowledge of the vast majority of the statutory regulations. There is a clear structure in place to review policies and monitor their effective implementation; minor amendments, required to reflect current regulations, had been made effectively by the close of the inspection.
- 5.5 The proprietors appropriately discharge their responsibilities for health and safety and most aspects of pupils' welfare. However, they had not ensured that staff recruitment checks reflected recent statutory guidance and regulations fully; the school had promptly addressed these discrepancies by the close of the inspection. The proprietors, as a body, conduct a careful annual review of safeguarding and child protection arrangements, and these discussions are appropriately recorded.

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

- 5.6 The quality of leadership and management is good.
- 5.7 At all levels, the leadership and management provide extremely strong direction for the school. The school's mission statement, aims and ethos strongly underpin all that they aim to provide: prioritising the happiness and well-being of every pupil and providing an environment within which they learn and develop emotionally. Senior leaders have a strong regard for safeguarding pupils. The recommendation from the previous inspection, relating to policy evaluation has been successfully addressed; senior leaders have established a thorough system of policy review. This results in all staff having a very clear understanding about keeping pupils safe and providing for their well-being. In the EYFS, safeguarding arrangements carefully ensure a welcoming, safe and stimulating environment for children to enjoy.

- 5.8 Senior leaders and managers, including in the EYFS, provide an excellent educational direction; they have high aspirations for the pupils in their care. This is reflected in the pupils' excellent academic achievement and personal development. An extremely strong community atmosphere permeates all areas of the school, with senior leaders and staff working cohesively as a team. All have the pupils' best interests at heart. Regular whole staff meetings facilitate discussions about the educational and pastoral provision for pupils, including those with SEND and/or EAL. Self-evaluation systems are highly effective and include the evaluation of EYFS provision. These processes clearly identify the school's strengths and future areas for development, and reflect the views of staff, parents and pupils. Following a recommendation from the previous inspection, development planning processes have developed further to support the school's improvement. However, the documentation does not include all aspects of the school's provision, such as future priorities for teaching and learning. Additionally it lacks information relating to success criteria and a clear timescale for achievement.
- 5.9 In the EYFS, regular communication between the EYFS management and the staff team reflect a shared determination to provide excellence in all areas; the excellent quality of provision and care for children are hallmarks of the team's conscientious endeavours. The EYFS management strongly embraces new initiatives; they demonstrate an ambitious vision and set clear priorities for future improvement, which enable the setting to move forward. For example, curriculum and assessment procedures are under constant review so as to ensure that the educational programmes fully meet the learning and development needs of the children. Consequently, the EYFS setting has made excellent progress since the previous inspection.
- 5.10 The management is successful in recruiting and retaining high quality staff. All undergo thorough induction before they begin work, and this includes training in safeguarding, welfare, health and safety. Whilst there have been historic discrepancies in some aspects of the recruitment procedures, all staff now have the required checks to ensure their suitability. Job descriptions provide staff with a clear definition of the school's expectations. Further documentation, such as the staff handbook provides staff with comprehensive guidance on protocols and routines. Staff have good opportunities to further their professional qualifications and expertise, which greatly benefit the educational provision for pupils. The staff appraisal system is highly effective and provides an excellent avenue for professional review. Following a recommendation from the previous inspection, senior leaders regularly monitor the educational provision through lesson observations, meetings with staff to discuss their practice and scrutiny of pupils' work.
- 5.11 In the EYFS, senior managers regularly monitor the effectiveness of staff practice and this oversight enables a proactive approach to well-focused training and the continuing professional development for staff. These processes have a positive impact on the learning and development of young children.
- 5.12 In their responses to the pre-inspection questionnaire, parents were overwhelmingly positive about the leadership and management of the school, including for the EYFS.
- 5.13 Links with parents, carers and guardians are excellent throughout the school, including in the EYFS. Parents value highly the easy communication with the school. They spoke effusively of the family atmosphere. On the exceedingly rare

occasion when a concern might arise, parents feel extremely confident that it would be dealt with in accordance with the school's published procedures, and in a fair, sensitive and timely manner.

- 5.14 The parents' association provides excellent practical support to the school, fostering a sense of identity amongst parents as well as in the wider community. Well-supported events such as dinners, a quiz night, a wine tasting evening and a hog roast encourage parents to become involved in the life of the school. The association is highly successful in raising funds for school resources, such as playground equipment. Together with the school, parents support various local and national charity fundraising projects. Parents are invited into school to talk to the children about their work and to speak at assemblies. Additionally, parents regularly attend school events, such as the nativity play and celebrations of festivals such as Diwali and Yom Kippur. Parents greatly value these opportunities and feel they demonstrate the inclusive community ethos of the school.
- 5.15 All the required documentation is readily available on the school's website, both for current and prospective parents. Current parents appreciate the regularly updated website though they regard it mainly as a back-up since all the information they need is passed directly to them. Events such as parent teacher consultations and evenings with a curriculum focus provide good opportunities to acquire a deeper understanding about their children's learning and development. Prospective parents receive detailed packs containing a wealth of information.
- 5.16 In the EYFS, parents are exceptionally appreciative of the care provided and extremely positive about all aspects of the setting. They value the way in which the staff quickly gain a comprehensive knowledge of the needs of each child and their family, and then use this information to support them effectively. Parents feel extremely well informed about their child's progress and achievements. Excellent links have been established with external agencies and with parents, so that children can receive support when necessary.
- 5.17 Parents of the older pupils receive two written reports a year, which provide a strong indication of their children's progress. The best of these outline targets for future learning. Younger children in the EYFS receive an informative summing up report at the year end. The vast majority of parents, in their pre-inspection questionnaire responses, were overwhelmingly positive about every aspect of school life. They comment that their child is well looked after, happy and feels safe at school.

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