



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
FAIRFIELD PREPARATORY SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Fairfield School

Full Name of School	<b>Fairfield Preparatory School</b>
DfE Number	<b>855/6000</b>
Registered Charity Number	<b>1081765</b>
Address	<b>Fairfield Preparatory School Leicester Road Loughborough Leicestershire LE11 2AE England</b>
Telephone Number	<b>01509 215172</b>
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Email Address	<a href="mailto:admin@lesfairfield.org"><b>admin@lesfairfield.org</b></a>
Head	<b>Mr Andrew Earnshaw</b>
Chair of Governors	<b>Mr Peter Fothergill</b>
Age Range	<b>3 to 11</b>
Total Number of Pupils	<b>523</b>
Gender of Pupils	<b>Mixed (276 boys; 247 girls)</b>
Numbers by Age	0-2 (EYFS): <b>0</b> 5-11: <b>436</b> 3-5 (EYFS): <b>87</b> 11-18: <b>0</b>
Number of Day Pupils	Total: <b>523</b>
Head of EYFS Setting	<b>Mrs Nikki Young</b>
EYFS Gender	<b>Boys and Girls</b>
Inspection Dates	<b>15 Mar to 18 Mar 2016</b>

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

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 interim inspection was in January 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, with parents and with the chair 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**

Dr Christopher Ray	Reporting Inspector
Mr Richard Cross	Team Inspector (Headmaster, IAPS school)
Ms Diana Green	Team Inspector (Head of Pre-Prep, IAPS school)
Mrs Anne Jones	Team Inspector (Head of Junior School, GSA school)
Mrs Deborah Nisbet	Team Inspector (Former Deputy Head, IAPS school)
Mrs Jenny Clayphan	Co-ordinating Inspector for Early Years

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Fairfield Preparatory School, situated in Loughborough, is a co-educational day school for pupils aged from 3 to 11. It is part of the Loughborough Endowed Schools Foundation along with Loughborough Grammar School, Loughborough High School and Our Lady's Convent School. Each school has its own head. A single board of governors oversees the work of the four foundation schools. Fairfield, like the other schools in the foundation, has its own non-executive governors' school committee which reports directly to the foundation's board. This committee consists of five members with specific responsibilities for the school, who sit on a range of sub-committees of the foundation's board. The foundation is a charitable trust.
- 1.2 The school consists of a pre-preparatory department which includes the Early Years Foundation Stage (EYFS) together with Years 1 and 2, and an upper preparatory department for Years 3 to 6. The school has its own buildings and playing fields but shares sports and music facilities with the other schools in the foundation.
- 1.3 The school aims to provide: excellent academic, sporting and musical opportunities; effective, sensitive and well co-ordinated pastoral care; academic achievement with individual care and attention to the needs of its pupils, and an excellent holistic foundation on which pupils may build their future learning.
- 1.4 Since the previous inspection the school has embarked upon an ambitious building project intended to provide enhanced and additional facilities for teaching including a new gymnasium, food technology centre and sensory room. In January 2016 the school lowered the starting age from four to three with the introduction of a Nursery. Other initiatives include facilities for the school's new outdoor educational programme and the provision of tablet technology for all pupils. A new headmaster was appointed in 2013.
- 1.5 At the time of the inspection there were 523 pupils on roll: 276 boys and 247 girls. Of these, 87 children were in the EYFS. The school has identified 31 pupils as having special educational needs and/or disabilities (SEND), of which 22 are provided with specialist support by the school. There are 49 pupils who are bilingual and fluent in English. No pupils have statements of special educational needs or education, health and care plans. No pupils have English as an additional language.
- 1.6 The overall ability range of pupils is above the national average. When they leave Fairfield the vast majority go on either to the grammar or to the high school within the foundation. Most pupils come from professional, business, medical and academic families and from a broad range of backgrounds, reflecting the spread of cultures in this part of the East Midlands.
- 1.7 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following table.

### ***Early Years Foundation Stage Setting***

<b>School</b>	<b>NC name</b>
Kindergarten	Nursery

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The quality of the pupils' achievements and learning is excellent. Pupils of all ages, needs and abilities are successful in their learning. The school fully meets its aim that individual pupils should thrive academically. Achievement from the EYFS onwards is excellent. The attitudes of pupils to their learning are exemplary. Every pupil is provided with, or has access to, a personal electronic tablet computer enabling them successfully to develop their learning and their use of information and communication technology (ICT). The curricular and extra-curricular provision is excellent with a wide range of opportunities enabling pupils to flourish within and beyond the classroom. The resources for outdoor education, music and sport are outstanding. The quality of teaching is excellent. Pupils with SEND and those needing additional encouragement are extremely well supported and make excellent progress. Marking is often exemplary but in a small number of cases is insufficiently helpful. The more able pupils are appropriately and effectively challenged by most, but not all, of the work set for them.
- 2.2 The quality of pupils' personal, spiritual, moral, social and cultural development is excellent. The personal development of pupils is promoted successfully by the personal, social, health, and economic education (PSHEE) programme and through focused assemblies. The contribution of the arrangements for pastoral care is excellent. Behaviour is exemplary in all years. The anti-bullying policy, which encompasses measures to deal with cyber-bullying, is highly effective. There is an effective school council for upper preparatory school pupils, but no equivalent forum for those in the pre-preparatory school. The contribution of the arrangements for the welfare, health and safety of pupils from the EYFS onwards is excellent. The safeguarding of pupils is given the highest priority. Pupils say that they like being at the school, and parents believe their children to be well cared for, safe and happy.
- 2.3 The governance and the leadership and management of the school are excellent. The school has met successfully all the recommendations of the previous inspection. Governors understand their collective legal responsibilities and discharge these meticulously. Safeguarding throughout the school, including EYFS, is of paramount concern to both governors and the leadership and management. The governors have a clear strategy for the school and they have fully supported an ambitious building project. Since the previous inspection the governors have strongly supported the development of the school in many ways, including new building projects and the creation of an outdoor learning environment. The senior leadership's perceptive educational vision is set down within a development plan which focuses upon school improvement. Rigorous monitoring of teaching standards and supportive performance management have helped to improve the quality of teaching and learning considerably. Parents are supportive of the school, all it does for their children and the information provided for them about their children. Many parents play an active part in the life of the school.

## **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**

2.5 The school is advised to make the following improvements.

1. Strengthen the ways in which the school's best practice is shared among teaching staff with particular regard to marking and challenge in class.
2. Provide pre-preparatory pupils with a forum to enable them to make their ideas and opinions on whole-school matters better known.



### **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 are extremely well and broadly educated according to their needs and abilities, fulfilling the school's aim to promote academic success. In the pre-inspection questionnaires, every pupil and almost all parents who responded expressed satisfaction with the progress made in the school.
- 3.3 Children's achievements and learning in the EYFS are excellent. Children enter the Nursery with a wide range of prior attainment which overall is at the level expected for this age. They make rapid progress and by the time they leave Reception, most children have attained all the Early Learning Goals and many work beyond them. All children listen attentively. Their speech becomes fluent and they are able to ask reasoned questions. The youngest children count confidently up to seven and some children recognise the number eleven and know that one more makes twelve. Older children revel in using a rich vocabulary and try valiantly to spell unfamiliar words such as Mercury. This is helped by their excellent knowledge of letters and the sounds they make, which enables the children's early reading skills to develop rapidly. Their physical skills develop extremely well, seen when the youngest children negotiated and built a large house with bricks, taking care to check them using a large spirit level. By the end of Reception, children use pencils and tools such as large tweezers with great accuracy. They are all active and independent learners who work co-operatively in groups. Children with SEND and those who learn more slowly than their peers are extremely well supported and achieve well for their abilities.
- 3.4 Throughout the school, pupils' speaking, listening, reading, writing, practical and numerical skills are excellent relative to their ages. Pupils demonstrate high levels of competency and confidence in logical thought, scientific reasoning, and mathematical applications. The use of ICT is particularly strong, as observed in the development of programs to design computer games by Year 5 pupils. Excellent translation skills are evident in modern foreign languages throughout the school. Pupils' understanding and knowledge across a wide range of subjects is outstanding, as is the presentation of work and their ability to talk about ideas and concepts. Aesthetic, design and creative skills are well developed and evident in the accomplished abstract art produced by Year 6 pupils or the short stories written by Year 1 pupils. During the last three years, several pupils have achieved success in a national mathematics competition. Wider recognition has also been achieved in competitions for innovation and for linguistic ability.
- 3.5 Extra-curricular achievement is of a very high standard. Pupils' physical skills are highly developed through the inclusive and varied sporting programmes. Pupils have achieved regional success, either as individuals or in school teams in athletics, chess, cross country, football, hockey, rugby and swimming, with several teams winning county championships including for both boys' and girls' hockey. During the last three years, over 70 pupils have gained distinctions for music and 120 have gained distinctions for drama in externally accredited examinations. All year groups participate in drama productions, giving pupils the chance to perform to an audience. During the inspection, Year 5 pupils demonstrated much talent and skill as well as great enthusiasm in their final rehearsals for *Joseph and his Amazing Technicolour*

*Dreamcoat.* School choirs have performed in public in a variety of locations, including evensong at several college chapels in Oxford and Cambridge.

- 3.6 The attainment of pupils throughout the school is excellent. During the last three years, results in national tests taken in Year 2 have been well above the national average for maintained primary schools. The data from these tests indicate that pupils make progress at age 7 which is high in relation to the average for pupils of similar abilities. The results for boys were lower than those for girls in 2013, but in 2014 and 2015 the results were comparable. Pupils do not sit national tests at age 11 but take entrance examinations for the foundation and other senior schools. On leaving the school pupils at the end of Year 6 typically achieve places at their first choice senior schools. A high proportion of pupils win academic scholarships at the Loughborough Grammar and High Schools. Standardised measures demonstrated that pupils make good progress throughout the school. Observations of lessons and the work examined during the inspection indicated at least good and often excellent progress for all pupils, including the more able and those with SEND.
- 3.7 The achievement of pupils throughout the school, including those with SEND, is strongly supported by their enthusiastic and highly committed attitudes to learning. Pupils co-operate extremely well in their work, supporting and encouraging each other. All pupils place a high value on their excellent relationships with teachers.

### **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 In the EYFS, the educational programmes provide many rich learning opportunities and follow the required seven areas of learning. There is a judicious balance between activities led by staff and those developed by children with emphasis on their growing ability to organise themselves productively. Numerous opportunities exist for children to work and play outside. This effectively fulfils the recommendation of the previous inspection. Exciting activities are planned for children to investigate and learn in a stimulating outdoor environment. There are numerous opportunities for children to develop their imaginations, such as when re-enacting a story about a toy box. Children in the Nursery carefully counted the number of toys and speculated on why the number differed each time. Those children with SEND or who learn more slowly are very well provided for and are fully included in all activities. The curriculum provides excellent challenges for the more able children. In the summer term children meet their new teachers for the following year and spend half a day in their new classrooms, so that transition to the next stage is achieved smoothly.
- 3.10 Throughout the school, pupils are offered excellent academic, sporting and musical opportunities, in fulfilment of the school's aims. Almost all parents who responded to the questionnaire believed that the school offers an appropriate range of subjects and areas of experience; almost all pupils who responded felt that they are offered a good range of activities.
- 3.11 At all stages of the school the curriculum is broad and effectively balanced, offering pupils of all ages, needs and abilities a wide range of subjects, including French, Spanish and German, design and technology (DT), dance and music. All pupils in Year 2 have the opportunity to play the violin or cello. The curriculum enables pupils to achieve success in entrance exams to their chosen senior schools. The high

standards demanded in these examinations and the focused preparations for them most effectively challenge all, including the more able pupils.

- 3.12 PSHEE is taught in every year group and its positive impact is evident in the pupils' excellent behaviour and attitudes in all areas of school life. The PSHEE programme includes modules on friendships, drugs education and the dangers of the cyber-world as well as a visit to the county's interactive safety awareness centre. Political views are presented in a balanced and nonpartisan manner and British values are conveyed to pupils with clarity. Pupils with SEND are assisted through an extensive, well-planned programme, which ensures that their individual needs are met effectively. The school provides a range of specific support, both within the classroom and through specialist teaching for individuals and small groups. This individual and group focus also benefits the more able. Cross-curricular links enhance pupils' experiences and offer them opportunities to develop creativity, for example through themed curriculum days such as World Book Day which provides opportunities for creative activities.
- 3.13 The curriculum is fully supported by an excellent and enriching extra-curricular programme, which provides a wide range of activities for pupils from Year 1 upwards. Pupils' participation in clubs and activities is recorded and monitored by staff to ensure that all participate. From ball skills for younger pupils to the hockey, netball, football and rugby clubs, sport is an important part of this provision. Activities take place at lunchtimes and after school; pupils participate in fixtures with other schools and are successful in county and regional competitions. Their musical talents are further developed through a wide number of ensembles, such as choirs, wind and string groups, and orchestra. Suggestions from pupils for more unusual activities, such as juggling and knitting, are accommodated whenever possible, thus providing even more diversity. Year 6 pupils initiated and lead an origami club.
- 3.14 Pupils have the opportunity for a range of off-site visits, including trips to the theatre and visits to a local battlefield and space centre. Residential visits include a skiing trip to Italy, a trip to London, and a visit to an outdoor pursuits centre. After their entrance examinations are over, Year 6 pupils enjoy a programme of enrichment which includes cycling skills and safety awareness, an art week and the annual leavers' production.
- 3.15 The school has good links with the local community. Pupils have raised considerable funds for charity, selecting three to support each year; representatives from these are invited to visit the school. Visitors who speak to the pupils about their work and lives include mothers with their babies, a dentist and representatives of different religions.

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

- 3.16 The quality of teaching is excellent.
- 3.17 In the EYFS, teachers and assistants share ideas and plan together to create an exciting environment for children of all needs and abilities. The development of outdoor provision has successfully met the recommendation of the previous inspection to enhance learning in all weather conditions. Targets for improvement are recorded as an aid to planning, effectively fulfilling a further recommendation of the previous inspection. Members of staff are knowledgeable, experienced and have high expectations. There is a well-judged balance between activities imaginatively devised by children and those led or supported by staff. For example, children in a Nursery class, playing with a tray of dry pasta, decided that they were first selling ice cream and then that they wanted a party. Members of staff successfully encourage children to work outside each day. A Reception class was observed in the outdoor learning environment identifying hazards whilst following a planned trail. Frequent assessment leads to well focused planning for different groups, including individual help for those with SEND or who are more able. Resources are plentiful and are used well.
- 3.18 In accordance with the school's aims, teaching throughout the school offers pupils the excellent academic opportunities they need to succeed academically. In their questionnaire responses most pupils recognised the individual help they receive from their teachers and the encouragement they receive to work independently; and almost all said that their teachers help them to learn. These extremely positive views were reinforced during interviews with pupils.
- 3.19 Since the previous inspection the school has taken effective steps to develop best practice in target setting and to maintain high-quality handwriting and presentation of work in pupils' books, thereby fulfilling the report's recommendations.
- 3.20 Teachers throughout the school have excellent knowledge of their subject areas. Planning is detailed and systematic, and teaching methods are varied. The relationships between staff and pupils are excellent and create calm and purposeful learning environments. The expectations set for the pupils' behaviour and achievement are high.
- 3.21 Most teaching offers a range of activities to engage and motivate the pupils. Activities are varied to take account of the different abilities in the classroom and lessons move at a brisk pace. This was seen, for example, in a Year 4 science lesson on the digestive system and a Year 6 English class which used photographs to stimulate the imaginative analysis of a story. Teaching promotes tolerance, respect and independent learning and initiative, seen for example in a Year 6 religious education lesson on Judaism where pupils were challenged to create a newsletter. Very occasionally, teaching does not focus sufficiently upon the different abilities of pupils so that learning is limited, especially for the more able.
- 3.22 Pupils' work is marked regularly and marking is in many cases exemplary, with clear target setting and further challenges. Through this approach pupils enter into a most effective dialogue with their teachers, which enhances their learning and promotes rapid progress. However, in a small number of cases the marking does not provide the specific guidance needed to improve pupils' performance.

- 3.23 The assessment, monitoring and tracking of pupils is used highly effectively across the school. Pupils are assessed at regular intervals throughout the school year and the large amount of data collected is rigorously analysed. This analysis is effectively shared amongst the teaching staff and is used to target provision for all the pupils, including those with SEND and the more able.
- 3.24 Teachers receive excellent quality information from the learning support department, and this is regularly updated. As a result, the needs of individual pupils are well known by their teachers. The learning support department co-ordinates an outstanding programme of booster support in both literacy and numeracy, thereby successfully raising attainment across the school, both for pupils with SEND and for those who need additional help.
- 3.25 The teaching makes excellent use of the school's high quality resources, including the library, the outdoor learning environment, interactive whiteboards and tablet technology. In addition, most effective use is made of the wider resources of the foundation which include outstanding facilities for music and for sport.

## **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 pupils' personal development is excellent.
- 4.2 The children's personal development in the EYFS is excellent. Younger children play harmoniously together, and begin to understand the importance of sharing and taking turns. By the end of the EYFS children are working confidently both independently and in groups and they have a mature outlook on their daily lives. They listen patiently to each other and ponder carefully before making choices such as what to have for pudding at lunch. Children accept religious, cultural and personal differences without question. They are eager to learn about different customs and festivals such as Diwali. They hold British values such as respect and tolerance in high regard. All children are proud to take turns to perform small responsibilities including holding the door open for others, leading the line and bringing up the rear. They start to think of others in the wider community through collecting for charities. The children are successfully prepared for their transition to Year 1.
- 4.3 Across the school, pupils' personal development fulfils the school's aim to provide an excellent holistic foundation on which pupils may build their future learning. All pupils, including those with SEND, have an extremely high standard of personal development by the time they leave the school.
- 4.4 The pupils' spiritual awareness is excellent. The pupils demonstrate considerable self-knowledge and self-confidence. Achievements are shared in classes and through assemblies, successfully promoting self-esteem. Pupils develop spiritual understanding in assemblies through spiritual songs and prayers, as well as through visits to local places of worship such as a synagogue, a local Christian church and a Hindu temple. Through religious education lessons pupils effectively explore the meaning of different faiths, values, traditions and customs. They are supported in their critical and evaluative thinking about the meaning and purpose of life through form time, assemblies and PSHEE lessons. As a result pupils recognise and appreciate the value of non-material aspects of life.
- 4.5 The moral development of the pupils is excellent. Pupils readily accept responsibility for their behaviour and actions. They develop a firm understanding of right and wrong and recognise that living under the rule of law protects individual citizens and is essential for their well-being and safety. They adhere enthusiastically to the golden rule to 'treat others as they would like to be treated'. Pupils throughout the school behave in an exemplary manner. They develop the ability to make reasoned moral judgements within a set of moral values. They learn about and demonstrate respect for equality, democracy and British customs. In a mathematics lesson observed, pupils demonstrated their understanding of legal issues when discussing the use of police speed cameras. Pupils have a mature understanding of how they can contribute to the lives of others living locally and in the wider community through charitable work.
- 4.6 The social development of pupils is excellent. They contribute to the world beyond the school by helping those less fortunate than themselves through fundraising, developing social, political and economic awareness. Within the school community, pupils willingly carry out responsibilities. They are emotionally mature, carrying out roles as form captains and house captains within the classroom and their year

group. Pupils show an understanding of how citizens may influence decision-making through the democratic process. They have a broad general knowledge of the public institutions and services of England. They develop the skills and attitudes to enable them to participate fully and positively in the wider society. For example, in scouting activities, pupils develop peer leadership and team-building skills.

- 4.7 Pupils have excellent cultural awareness. They are acutely aware of the key characteristics of their own and other cultures. They show respect for, and tolerance of, those with different faiths and beliefs. Pupils participate in services and festivals such as Chinese New Year, study stories from other cultures in literacy classes and take part in multicultural workshops. Pupils develop tolerance, respect and appreciation for the feelings and capabilities of others, for example through team games and debates. They are able to identify and suggest ways of combatting discrimination and develop their cultural dimensions by talking about local and overseas visits which their peers experience.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 In the EYFS, all staff know the children very well and each child has a key person who ensures that all are looked after extremely well, and feel safe and secure in school. Relationships in each room are trusting and warm so that children are happy and confident to try new experiences. High standards of good behaviour create a calm, focused atmosphere where children understand what is expected of them and respond positively at all times. Children manage their hygiene needs with increasing independence and they understand the reason for washing their hands before eating. They learn about and recognise the importance of leading healthy lifestyles.
- 4.10 Across the school, clear pastoral structures and policies, understood by all members of staff, ensure that the needs of all pupils are effectively met. The school entirely fulfils its aim to provide effective, sensitive and well-co-ordinated pastoral care. Almost all parents who responded to the questionnaire said that their children are well looked after, feel safe and are happy, and almost all pupils said that they like being at the school.
- 4.11 Form tutors, well supported by heads of years, provide daily contact with and continuous pastoral care for the pupils. The relationships between pupils of all ages are excellent. Most pupils who responded to the questionnaire that they are confident that there is an adult or senior pupil to whom they may turn if they have any concerns.
- 4.12 The school is highly successful in promoting good behaviour through its policies and practice. PSHEE lessons and assemblies are used to excellent effect in the school's approach to preventing bullying. A very small minority of pupils and parents who responded to the questionnaire said that the school does not deal with bullying well. In interviews, pupils maintained that bullying including cyber-bullying is infrequent and they expressed confidence that the school handles effectively any incidents which may arise. The disciplinary records examined during the inspection indicated that the school deals with instances of bullying consistently and appropriately.
- 4.13 A small minority of pupils responding to the questionnaire said that sanctions are not always given fairly by some teachers. In interviews, pupils said that in general sanctions are given fairly but that in some instances groups of pupils may be

punished for the misconduct of a few pupils. The record of sanctions indicates that responses to misdemeanours are typically appropriate and fair. A few pupils maintained in the questionnaire that rewards are not always given fairly. In interviews pupils spoke appreciatively of their success in achieving house points for good work and good behaviour. Much evidence of these rewards was seen in the daily life of the school. A very small minority of pupils said that the school does not ask for their opinions or respond to their views. The elected upper preparatory school council provides opportunities for pupils to express their views and to make suggestions some of which have been acted upon by the school. There is no equivalent forum for pre-preparatory pupils, thereby limiting the opportunities for them to voice their ideas and opinions on whole-school matters.

- 4.14 Pupils throughout the school are encouraged to make healthy life choices. They take regular exercise both in their timetabled PE and games lessons and through many extra-curricular activities and visits to the school's outdoor education facilities. The PSHEE programme supports a healthy lifestyle through an appropriately strong focus upon good mental health and physical well-being. The school provides a wide choice of nutritious food at lunchtime. Pupils are aware of the importance of choosing a healthy diet.
- 4.15 The school has a suitable plan to improve educational and physical access for pupils with SEND.

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

- 4.16 The contribution of arrangements for welfare, health and safety is excellent.
- 4.17 All members of the EYFS staff have received recent training and ensure that health and safety and the latest safeguarding procedures are followed rigorously. Each teacher monitors school attendance closely and members of staff are aware of the needs of vulnerable children. Appropriate steps are taken to prevent radicalisation or extremism and members of the EYFS staff are alert to any changes in children's behaviour or unexplained absences. Children in the EYFS are supervised carefully as they move around the school site, as well as during their weekly visits to the outdoor educational environment. Staff who work in the EYFS have appropriate paediatric first-aid training.
- 4.18 Throughout the school, careful attention is given to the safeguarding of pupils. The school undertakes thorough, comprehensive pre-appointment checks which are carefully recorded. Records relating to any concerns about pupils' welfare are stored carefully. Suitably trained designated members of staff maintain close and appropriate contact with local agencies. All members of staff and volunteers receive effective child protection training.
- 4.19 The necessary measures to reduce the risk from fire and other hazards are taken with particular thoroughness. Fire risk assessments and training records are up to date, fire drills are held regularly and evacuation procedures are clear and understood by pupils and members of staff. Appropriate and effective risk assessments are carried out for activities within and beyond the classroom throughout the school. Maintenance of the buildings and sites is very well managed. The health and safety committee meets regularly and its recommendations are effectively implemented.
- 4.20 The first-aid policy provides clear guidance for the care and welfare of pupils. The medical provision for ill and injured pupils and for pupils with SEND is excellent.



Many members of staff are trained in first aid and this training is updated regularly. Accidents, illnesses and provision of medication are recorded carefully.

- 4.21 The registration of pupils throughout the school takes place with calm efficiency and any unexplained absences are followed up quickly. The admission and attendance registers are properly maintained and correctly stored.

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

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

- 5.1 The quality of governance is excellent.
- 5.2 The governance is highly successful in fulfilling the aims of the school. Governors are individually and collectively strongly committed to the school's inclusive and holistic ethos. The board of governors has developed an ambitious strategic vision for the future set out within the school's development plan. Governors' involvement in the EYFS is effective. Members of the school committee effectively liaise with the school on EYFS, SEND and safeguarding matters.
- 5.3 Since the previous inspection, the guidance of the governors has ensured that the standards of education have improved whilst maintaining excellent arrangements to ensure the welfare and well-being of all pupils. Governors have given their full support to many successful recent developments including the continuing construction of new buildings and the creation of an outdoor education facility in a nearby wooded area.
- 5.4 Governors have a wide range of professional and financial skills and experience. They include a number of current as well as former parents. Through the school committee they have an excellent insight into the school, paying regular visits to the school and attending many of its events. They meet regularly with the senior management and leadership and with other members of the school community. Governors provide excellent support for senior management, including the regular appraisal of the head and the recruitment of high-quality staff.
- 5.5 The governors understand their corporate legal responsibilities and maintain careful oversight of policies and procedures which are reviewed annually. Robust safeguarding procedures are implemented. The governors as a body receive and discuss an annual safeguarding report on the safeguarding policy and procedures and their implementation, and they are appropriately trained in safeguarding. They review health and safety measures effectively.

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

- 5.6 The quality of leadership and management, including links with parents, is excellent.
- 5.7 In the EYFS, all required policies and procedures, including safeguarding, are suitable and are implemented fully in a warm, trusting and stimulating setting where children feel safe and are confident in their relationships. The leadership has established clear priorities, gained through rigorous monitoring and frequent discussions with members of the well-supervised EYFS staff who are most effectively supported through opportunities for professional development. Since the previous inspection improvements have included a new programme for teaching reading and writing, an exciting outdoor educational environment and a large building project providing spacious facilities. The leadership promotes successfully the importance of equality, diversity and British values. Effective tracking and assessment procedures throughout the EYFS are used by the leadership to plan activities which challenge children of all abilities.

- 5.8 The leadership of the school is highly successful in providing pupils with high-quality academic, sporting and musical opportunities and most effective pastoral care. In doing so, it ensures that the school entirely fulfills its aims. It has met all of the recommendations of the previous inspection. The senior leadership has a well-defined educational vision, including the provision of tablet computers for all pupils and phased priorities for improvement, encapsulated within the school's strategic development plan. Delays in the construction of new school buildings have caused significant frustration across the school community, but the leadership has effectively managed many of the consequential problems which have arisen. At the time of the inspection this project was nearing completion. Most parents who responded to the questionnaire said that the school is well led and managed.
- 5.9 Leaders enjoy very positive relationships with all members of the school community. They are particularly successful in motivating staff by nurturing an atmosphere of mutual respect. The role of middle management has been most effectively developed with a strong focus upon monitoring subject teaching and learning. Detailed job descriptions successfully reflect all areas of school life, ensuring that the educational and pastoral needs of the pupils are met.
- 5.10 The senior leadership works with the staff of the foundation to ensure that school policies are kept up-to-date and that their implementation is effective. The leadership is visible around the school, accessible to members of staff and to parents and responsive to suggestions and concerns. The leadership and management throughout the school are highly committed to ensuring very high standards of behaviour and academic achievement in accordance with the aims of the school. There is a rigorous process for monitoring, evaluation and development of the curriculum with an excellent programme of appraisal and performance management. Members of staff say that they feel valued and that their views are respected. They appreciate the opportunities that they have both to play a part in shaping the school's future and to develop their expertise and careers through targeted professional development.
- 5.11 Senior leaders have been successful in recruiting and retaining high-quality staff. All members of staff are trained in the appropriate aspects of safeguarding, welfare, health and safety. The recruitment processes for new staff are rigorous, and all the relevant checks are meticulously recorded on the central register. One member of the senior leadership team has been trained in safer recruitment, as have members of the support staff within the foundation. Communication throughout the school is strong, both through staff meetings and the electronic systems, ensuring that all members of staff are well informed about school routines and the needs of the pupils.
- 5.12 The school maintains very strong and effective links with its parents. There is a strong partnership with parents of EYFS children who value all that the setting does and the quality of the information which they receive. If a child needs additional outside support, the school benefits from professional help from external agencies, with parents being kept fully informed.
- 5.13 All required information is made available to current and prospective parents through the school website or on request. Prospective parents receive detailed information about the school and their children are welcomed for taster sessions so that they begin to make friends before their admission.

- 5.14 Parents welcome the ready availability of members of staff should they wish to discuss any concern. A very small minority of parents responding to the questionnaire expressed dissatisfaction with the way the school had handled their concerns. The school has a suitable complaints policy. The record of complaints and concerns shows that the school deals with these with due care and speed and in almost all cases without the need for recourse to formal procedures.
- 5.15 The school communicates regularly with its parents and sends weekly electronic newsletters and termly summaries of news. Most parents welcome the information they receive about their children's progress. They receive a detailed and informative annual report on their children's attainment with targets set for key subjects. There are two parents' evenings each year at which they may discuss their children's progress with form teachers and specialist teachers. The school also organises additional sessions to explain aspects of the curriculum, such as how to listen to their children read more effectively.
- 5.16 Most parents who responded to the questionnaire agreed that they are encouraged to be involved in the life of the school and their children's education. There is a highly active parents' association which organises a range of social events. Money raised through such events is used to help fund school projects, including outdoor learning for younger pupils, hockey kits for older ones and new playground equipment.

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