



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
ST PETER & ST PAUL SCHOOL**

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St Peter & St Paul School

Full Name of School	St Peter & St Paul School		
DfE Number	830/6018		
Registered Charity Number	516113		
Address	St Peter & St Paul School Brambling House Hady Hill Chesterfield Derbyshire S41 0EF		
Telephone Number	01246 278522		
Email Address	reception@spsp.org.uk		
Head	Mr Jonathon Clark		
Chair of Governors	Mrs Dawn Graham		
Age Range	4 to 11		
Total Number of Pupils	116		
Gender of Pupils	Mixed (57 boys; 59 girls)		
Numbers by Age	3-5(EYFS):	12	5-11: 104
Number of Day Pupils	Total:	116	
Head of EYFS Setting	Mrs Diane Shimwell		
EYFS Gender	Boys and girls		
Inspection Dates	13 to 16 Oct 2015		

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI integrated inspection was in June 2011.

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair and vice chair of the board of trustees, 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

Ms Juliet Jaggs

Reporting Inspector

Mr Alan Laurent

Team Inspector (Head, IAPS school)

Mrs Yvonne Parry

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Founded in 1944, St Peter & St Paul School is a co-educational preparatory school for boys and girls between the ages of four and eleven years. The school moved several times through the 1960s and 1970s before settling at Brambling House to the east of the town of Chesterfield in 1997, where it makes use of the 12 acres of forest and woodland which surround it. The school is a charitable trust governed by a board of trustees.
- 1.2 The school aims to give pupils the best standard of education, care and opportunities in order to provide them with the best preparation for life. There are 116 pupils, 12 of whom are in the Early Years Foundation Stage (EYFS). The proportions of boys and girls educated at the school are broadly similar. The majority of pupils who join the school are of above average ability and come from professional families. Most pupils are white British. Seven pupils have special educational needs and/or disabilities (SEND); none has an education, health and care plan (EHC). One pupil has English as an additional language (EAL). The school is managed in two separate sections, the junior section covering Years 3 to 6 and the infant section from Reception to Year 2, which includes the oversight of the EYFS. An independent Nursery operates on the same site and provides after school care for some pupils at the beginning and at the end of the school day.
- 1.3 A number of changes to leadership have occurred since the previous inspection. A new headmaster and bursar both joined the school for the start of the 2015 – 2016 academic year; the chair and vice chair of the board of trustees assumed their roles at the end of the previous academic year in 2014.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school partially meets its aim to provide pupils with the best preparation for life. Pupils' achievements develop steadily throughout the school. Children in the EYFS make sound progress to reach the expected levels of development. By the time pupils leave the school, their attainment in English and mathematics, as reflected in national test performance, is well above average. Their achievements in other areas of the curriculum is sound. Progress in achieving these outcomes is uneven throughout the school and is sound overall given pupils' above average starting points. Pupils develop competent literacy and mathematical skills but the sound curriculum does not include the scope to challenge all pupils to develop their ability to think in different ways, particularly to be more analytical. Enhancements to the curriculum contribute to fulfilling the school's aims of providing pupils with the best opportunities. Inconsistencies in teaching mean it is sound overall. A new assessment system has been introduced in accordance with the recommendation made at the time of the previous inspection but the information it provides is not being used to inform accurate planning. Pupils with different levels of prior attainment too often complete work at a similar level, which is generally too easy for the most able. Those with SEND and EAL also make sound progress overall.
- 2.2 Pastoral care is good, fulfilling another of the school's aims. The supportive school ethos provides a secure environment, which promotes pupils' good personal development. New leadership has recently undertaken a full review of policies. Safeguarding has been given the highest priority and all staff have been trained effectively. Welfare, health and safety are sound because whilst some policies were updated shortly before and during the inspection, this was not possible with the risk assessment policy. The school makes appropriate use of risk assessments carried out by external providers but has not created a systematic approach to internal risk assessment. Risk assessment procedures are more robust in the EYFS and staff actively promote children's welfare to a good level. The previous inspection identified concerns over the timing of recruitment checks; shortcomings with the checks on peripatetic staff were put right during this inspection. The single central register of appointments is now an accurate record of all checks.
- 2.3 Key roles within governance, leadership and management have changed since the previous inspection. Until the recent past, the school had been slow to keep up with changes in regulatory requirements despite the recommendation that the board of trustees challenge the school more effectively. Other recommendations have been addressed inconsistently. Neither the monitoring of teaching and learning nor the appraisal system have been fully established and thus have had little lasting impact on improving teaching. The management of the EYFS is effective on a day to day basis. Improvement planning has been used to address the recommendation for a more co-ordinated curriculum in EYFS although there are shortcomings with plans to promote the development of more able children throughout the school.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school does not meet all the requirements of the Education (Independent School Standards) Regulations 2014, and therefore it is required to take the following action.

- Introduce a consistent approach to identifying and reducing risks on the school premises by the drawing up and effective implementation of a written risk assessment policy [Part 3, paragraph 16 (a) and (b), under Welfare, Health and Safety].

(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. Ensure that governance develops the expertise to challenge school leadership regarding all regulatory requirements, including those for the EYFS.
2. Develop the curriculum so that it provides greater opportunities for pupils, as well as children in the EYFS, to develop their higher order thinking skills.
3. Ensure that assessment information is used in the preparation of learning activities that meet the pupils' academic needs, especially the more able.

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 sound.
- 3.2 Children join the EYFS with skills typically above those of children of a similar age, particularly in literacy and mathematics. The children make sound progress in relation to their starting points, needs and capabilities with nearly all reaching the expected developmental levels and a small proportion exceeding them. Children with EAL are carefully supported to make good progress. All children listen and respond well, both to adults and to each other, and most express themselves clearly. They use knowledge of the sounds that letters make to support early reading and independent writing skills, recognise simple plane shapes and add and subtract using objects. Cameras and tablet computers are used competently and children enjoy learning. They become increasingly independent and they are keen to actively investigate their interests.
- 3.3 From Year 1 onwards, the pupils' achievements generally reflect the school's aim to provide them with the best education. Pupils learn to be proficient mathematicians, to use spelling, punctuation and grammar accurately, and they read well. Pupils listen attentively, they are articulate and they readily express their opinions. In contrast, their skill development is not as strong in other areas, such as writing. Pupils' achievements across a broad range of subjects throughout the curriculum are no higher than sound because they are not given enough opportunities to think analytically and to apply their knowledge independently.
- 3.4 Pupils' artwork is of a good standard and demonstrates their clear understanding of the underlying techniques. Pupils engage enthusiastically in sport. Many of them represent the school in a range of events with a few going on to achieve success in national competitions. Pupils sing well and those selected for the various choirs perform to a high standard. A few of the pupils who have individual music tuition, are successful in practical and theory music examinations. Pupils use basic skills in information and communication technology (ICT) as a matter of course in some lessons such as humanities and for certain homework tasks, but these skills are not integral to their learning throughout the curriculum.
- 3.5 The following analysis uses the national data for the years 2012 to 2014. These are the most recent years for which comparative statistics are currently available. Results in National Curriculum tests at the age of 11 are well above the national average for maintained primary schools, and exceptional in mathematics in 2013-14. Pupils successfully move onto their secondary schools of choice with a few gaining scholarships.
- 3.6 Progress is sound. In the pupils' questionnaires, and in interviews, pupils overwhelmingly felt that they were making good progress; this is supported by the picture from the test scores in aspects of English and mathematics at the end of Year 6. The wider view of academic development based on work seen during the inspection, discussions with the pupils and the school's information about pupils' progress, shows that progress is strong in the infant department. This is not consistently maintained through the junior section; here, pupils make sound progress in relation to their ability across the range of their academic development.

- 3.7 Pupils with SEND make sound progress from their different starting points because of careful attention to their needs and support in class that helps to fill gaps in learning. In contrast, the most able pupils are not always challenged in a way that allows them to fully reach their potential.
- 3.8 Pupils of all ages have positive attitudes to learning, working with enthusiasm and self-discipline. They co-operate well with others, applying themselves to tasks and helping one other identify areas for improvement.

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

- 3.9 The contribution of curricular and extra-curricular provision is sound.
- 3.10 Staff in the EYFS use their assessment of each child to ensure that educational programmes are suitably adjusted to account for the children's qualities and talents. An appropriate balance of child-initiated and adult-led activities enables children to acquire the skills needed for their next steps in learning. Easy access to a well-equipped outdoor and woodland area allows children to develop in most areas of learning. Occasionally, literacy and mathematics activities are not sufficiently challenging and more able children build on their early experiences too slowly. Specialist provision in French, drama, physical education (PE), swimming and ICT enriches the curriculum. Transition to the main school is well managed through the visits arranged to Year 1 during 'Move-up week'.
- 3.11 The curriculum for older pupils is suitable for all ages, abilities and needs and it reflects the aims of the school to provide children with the best preparation for life. Spanish in Years 5 and 6, in addition to French, and discrete humanities subjects from Year 3, provide the curriculum with added breadth. The focus of the curriculum places a greater emphasis on the tested aspects of English and mathematics; the commercial schemes used for subjects other than English and mathematics have not been sufficiently well adapted to allow pupils to make the most of their prior attainment and ability. A few parents indicated in the questionnaire that they thought that the school does not provide sufficient support for more able pupils. Inspection evidence showed that these pupils are not being challenged consistently well during learning activities. The focus on tested elements is seen in the weekly clinics which support learners with higher and lower levels of prior attainment in mathematics and English. Plans are well underway to supplement the curriculum of pupils with SEND with additional sessions, designed to support their achievements in English and mathematics.
- 3.12 Cross-curricular links are being developed. For example, pupils learned about history from several different perspectives when most subject areas planned activities in relation to the 'Once upon a time' project. This approach is rare; other cross-curricular features, such as the way pupils use technology, including ICT, in learning, are not being well integrated in the curriculum. In contrast, reading routines are well established and pupils are expected to sustain reading for various purposes, such as group reading in class and personal reading at home. These routines contribute much to pupils' achievement in reading. Specialist curriculum provision in sport, music and art further enhances the pupils' achievements in these areas.
- 3.13 Educational visits are well planned to coincide with curriculum topics such as the Year 3 visit to a local museum to complement their study of bones and skeletons. Visitors to the school, including the Mayor, promote pupils' understanding of how to

live in British society; the school ensures that this is done in a balanced way that does not undermine the key features of Britishness. The annual activities week and the life skills programme promote pupils' good personal development as they learn to take responsibility for themselves and others during challenging activities. A well-considered programme of personal, social, health and economic education underpins pupils' good personal development.

- 3.14 Responses to the questionnaires indicated that parents and pupils were satisfied with the extra-curricular activities available. The curriculum provides pupils with several opportunities to make music together and the good range of sports fixtures enable most pupils to learn about teamwork and to represent the school. Occasionally, staff supervision at events away from school limit the learning experiences of the pupils left behind, particularly when there is insufficient adjustment to accommodate different year groups learning together. Opportunities for pupils to pursue their academic interests are more limited. The pupils benefit from some interesting links with the local community including the group of model engineers who visit the school.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is sound.
- 3.16 Staff in the EYFS engage and motivate children through a wide range of activities and good quality resources that promote development. Reference to the information available through observation and assessment, including the new baseline system, ensures that teaching and learning strategies allow most children to make the progress of which they are capable. Occasionally, more able children are slow to build on their higher skills in literacy and mathematics because teaching does not provide the opportunities and expectations for them to do so. Staff are positive and constructive and intervene sensitively during child-initiated learning to sustain children's concentration. Planning for the outside area now reflects the planned learning activities inside in accordance with the recommendation from the previous inspection.
- 3.17 The mainly sound and sometimes good teaching throughout the infant and junior sections supports the pupils' steady progress in building on their above average ability levels to achieve above average levels of attainment, in accordance with the school's aims to provide pupils with the best standards of education. Classrooms are well-managed using consistent routines and expectations. Teaching creates a strong rapport amongst pupils who are encouraged to discuss their learning and to work effectively in groups. This promotes tolerance and respect, and most pupils are confident to ask for clarification when they do not understand new learning or the requirements of a task. Teaching presents a balanced, non-partisan view of political issues.
- 3.18 Sound subject knowledge informs teaching, and explanations are generally sufficiently clear to motivate pupils to begin learning activities. Preparation is thorough including making use of suitable resources that keep pupils busy and engaged during lessons. Where teaching is less effective, activities are not planned precisely to bring about the desired learning outcome and to successfully build on what pupils already know. Homework is used adequately to reinforce and occasionally extend learning. Pupils often show initiative in reading widely, writing stories or researching information at home rather than at school, where pupils have few opportunities to use their ICT skills.

- 3.19 Since the previous inspection, arrangements for assessment have improved. More accurate details about pupils' progress and attainment are available but this information is not used consistently to inform lesson planning. In the best lessons work is adapted to build on the previous learning of individual pupils, including the most able, but in too many lessons pupils with different levels of prior attainment all work at the same level. In particular, activities do not always provide the level of challenge for more able pupils working independently. Planning documents account for the needs of pupils with SEND, and feedback and guidance supports these pupils as they complete activities in class. On the occasions when two adults support learning in the classroom at the same time, they work effectively to complement one another's roles.
- 3.20 Occasionally teaching uses highly effective questioning techniques to check pupils' level of understanding and to help them develop their knowledge. This is not consistent and these checks are sometimes too infrequent to identify the misconceptions of pupils less willing to ask for help. On these occasions, learning slows and not enough is achieved in the time. Pupils' work is regularly marked under the schools 'way forward' scheme. Some subject areas are more diligent with their marking than others. Most pupils are given corrections but it is not always clear how these fit into the overall progression within the subject.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is good.
- 4.2 In the EYFS, children's personal development is good. Children share and co-operate happily and make good choices and decisions. They are kind and tolerant towards each other and they learn to respond positively to the class rules because they all participate in drawing them up at the beginning of the school year. This gives the children a good awareness of how to take responsibility for their actions and understand the difference between right and wrong. Through the experiences provided, children explore the language of feelings and responsibility, reflect on their differences and understand they are free to have different ideas. In consequence, children are well-prepared socially and emotionally for their move into Year 1.
- 4.3 Pupils' spiritual awareness is good. They respond naturally to aesthetic stimuli joining in with music without being directed to do so. They express their feelings openly. For example, they demonstrated considerable empathy and consideration for the suffering of those depicting experiences from the First World War in drama and take great delight investigating plants in the woodland area. The introduction of a new tutorial session promotes pupils' self-knowledge and their ability to reflect on deeper issues such as how to fulfil one's aspirations.
- 4.4 Pupils' moral development is good. They have a strong sense of right and wrong and understand the concepts of fairness and justice. Pupils have a secure knowledge of civil and criminal law, and of public institutions and services. They show an understanding of, and care for those less fortunate in the local and wider community with a range of charity and fund-raising activities. Pupils are aware of issues that affect them all; they are keen to take responsibility as members of the school council and eco team and to represent the views of their peers for the benefit of the school community.
- 4.5 Pupils' social development is good. They understand the school's expectations and develop good social skills; they are consistently polite and friendly with adults. They are proud of the school and want to share their experiences with visitors. Pupils respect one another; they manage their feelings and resolve conflict in age appropriate ways. The school actively promotes British values, such as democracy, by encouraging pupils to understand their responsibility to use their democratic right voting for the head girl and boy. A small minority indicated in the pupil questionnaire that they do not think they are given sufficient opportunity to take responsibility. Inspection evidence shows that pupils have a sufficient chance to take responsibility and those who do, take these roles seriously. The personal, social, health and economic education (PSHE) programme is being developed to provide pupils with the chance to talk about relationships. Pupils are developing a good understanding of economic factors and citizenship through an enterprise project included in the tutorial programme for the first time this term.
- 4.6 Pupils' cultural development is good. They are respectful and tolerant of their own and others' traditions, faiths and beliefs and they are starting to appreciate diversity, particularly in relation to the characteristics protected by the Equality Act 2010. Pupils' experiences of art and music mean they are developing a good understanding of the cultural influences that shape our heritage. Their involvement in competitions contributes much to their sense of self-worth and self-confidence.

- 4.7 Pupils have a good standard of personal development by the time they leave the school, reflecting the school's aim to provide them with the best preparation for life.

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

- 4.8 The contribution of arrangements for pastoral care is good.
- 4.9 All staff in the EYFS know the children well and give them care appropriate to their needs. Children come to school happily because they feel safe and secure with adults and they form strong relationships at all levels, particularly with the key person. Children learn to behave well because they contribute to the drawing up of their own class rules. They understand the need to be safe and use simple tools sensibly, including in the woodland area. Topic work is used to help children develop an understanding of healthy eating and exercise and they know the importance of basic hygiene.
- 4.10 Pupils' academic and pastoral needs are given a high priority and members of staff communicate routinely in staff briefings in support of individual pupils. More information about pupils' progress is available to tutors since the introduction of the assessment system, but the absence of clear expectations about how this information is to be used means that academic guidance is not consistent.
- 4.11 Good quality relationships exist between staff and pupils throughout the school. Most pupils indicated in the pupil questionnaire that they enjoy coming to school and parents agreed unanimously that their children are happy and safe. The school provides pupils with plenty of opportunities for sport and exercise and the life skills programme helps pupils learn how to prepare healthy meals. A few pupils indicated in the questionnaire that they did not feel that the school responded to their opinions. Inspection evidence shows that pupils said they were confident that the school council represented their views effectively.
- 4.12 A small minority of pupils indicated via the questionnaire that they did not believe that the school gave out awards fairly. The pupils who spoke to the inspectors agreed that it was challenging to earn awards in the junior school and this meant that they were determined to do well. The inspectors agreed that the rewards policy had a positive impact on pupils' behaviour and attitudes to learning. A few parents, and a similar proportion of pupils, expressed concerns through the questionnaire about the way the school responds to allegations of bullying. The pupils who spoke to the inspectors said that bullying at the school was extremely rare and that they had confidence in the school's systems for managing these situations. Inspectors agreed that the school implemented effective procedures for liaising with families and pupils as they resolved incidents of bullying.
- 4.13 By the end of the inspection, the school had updated its accessibility plan to enhance the provision and access for pupils with SEND.

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

- 4.14 The contribution of arrangements for welfare, health and safety is sound.
- 4.15 Leaders with responsibility for safeguarding have recently implemented new recording procedures. These have been communicated effectively to staff, and pupils receive timely support when they need it. Safeguarding training is up to date and leadership with responsibility for safeguarding has taken effective steps to supplement this training with additional support from the local authority children's

safeguarding board representative to ensure the school adheres to relevant procedures. The school's safeguarding policy now reflects these requirements in full.

- 4.16 All staff in the EYFS promote children's welfare because they are suitably trained in health and safety matters and safeguarding procedures. Thorough risk assessments, careful supervision of children and well-managed handovers ensure children are kept safe. Children are encouraged to understand the views of others as a means of preventing extremism. Checks on the suitability of staff to work with children are in place. Children become increasingly independent with self-help skills and they manage their personal hygiene with occasional support from the staff. Healthy snacks and lunches are provided for children and dietary needs are carefully adhered to, to promote good health.
- 4.17 Following the previous inspection, the school was asked to fulfil regulatory requirements for determining the suitability of new proprietors but it was slow to develop the necessary expertise and delays in these procedures prevailed. Peripatetic staff have not always been checked rigorously enough. All essential checks have now been completed and are accurately reflected in the single central register of appointments. Appropriate risk assessments are now in place for personnel awaiting enhanced disclosures.
- 4.18 The school has consulted appropriate agencies about reducing risks from fire but it has followed their recommendations inconsistently. Urgent recommendations were left unattended for too long until new leadership became aware of the deficiencies and addressed them in full. Maintenance checks are routine and fire evacuation drills occur at regular intervals each term. The school has recently implemented the measures necessary to safeguard all hazardous substances on the premises more quickly, since it has drawn on relevant expertise from amongst members of the board of trustees.
- 4.19 The school uses external agencies to risk assess hazardous trips and activities but there are too few effective internal systems for mitigating more routine risks. As a result, the school does not meet requirements in this area. Admission and attendance registers are appropriately maintained and stored. Efficient arrangements are in place for sick and injured pupils.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 Governance has prioritised the financial security of the school to ensure its capability for meeting its aims of providing pupils with the best opportunities; the school is adequately resourced and strategies to develop and sustain staffing expertise are becoming more effective. Staff and parents have confidence in recent appointments to leadership.
- 5.3 At the time of the previous inspection, governance was asked to ensure it provided more consistent support and challenge to the school's leadership. Since then, the involvement of the board in holding school leadership to account for the quality of education at the school has been inconsistent. Governance has been slow to develop its knowledge, both of regulatory requirements and of educational matters, sufficiently to challenge the school effectively. Health and safety priorities have been overlooked until a recent change in personnel has resulted in a more effective contribution. Skilled trustees are now using their expertise to support the school as it improves health and safety provision. They have a broad understanding of the effectiveness of the school and plans are well underway to develop this still further as members of the board are due to monitor the work of the school in liaison with subject co-ordinators. Governance makes arrangements for the annual review of the safeguarding policy although further action was required during the inspection to ensure it met all current requirements, including those relating to the EYFS.
- 5.4 A representative of the board of trustees takes an interest in the EYFS. This link has not been sustained effectively to monitor and ensure the implementation of some policies for compliance with the EYFS requirements.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians is sound.
- 5.6 A strong school ethos encourages mutual respect and democracy throughout the school. Recent changes in leadership have resulted in more accurate self-evaluation, and suitable priorities for whole school improvement have been identified. There has been insufficient time to see the impact of these plans on the school's outcomes. Shorter term actions have included a full review of policies, and leadership has made a significant impact updating these documents to meet regulatory requirements, including those for the EYFS. The safeguarding policy has been given the highest priority and staff have been trained to implement new procedures effectively. Recruitment procedures are adequate and the single central register now reflects the checks that have taken place. Some regulatory requirements were not met before the inspection, but most of these issues were resolved by the end of the inspection visit, with the exception of the review and implementation of the risk assessment policy. Training routines for other health and safety matters are adequate.

- 5.7 The EYFS is led effectively on a daily basis and the experienced team work well together to safeguard children in a welcoming, safe and stimulating environment. Children are encouraged to respect one another's differences and so to understand diversity and to demonstrate British values such as tolerance. Thorough risk assessments have been prepared that clearly identify the steps needed to minimize risk. Procedures for staff coaching and supervision have recently been formalised and educational plans are monitored carefully. Action planning has been used successfully to address the recommendation made at the time of the previous inspection and secure the development of the setting.
- 5.8 Recent changes to management roles are beginning to have a positive impact. For example, new leadership is developing the arrangements to support the learning of pupils with SEND so that it is more co-ordinated and therefore consistent throughout the school. Other management colleagues have received training to develop their curriculum expertise but it still places too great a focus on the administrative aspects of the role. Monitoring of the school's work is not sufficiently rigorous. For example, there are few checks to determine the impact of staff absence at fixtures on the achievements of pupils remaining in school. Self-evaluation has not been used to its full effect to identify priority areas for improvement, and development planning has been limited to increasing curriculum opportunities.
- 5.9 Several recommendations were made at the time of the previous inspection but these have not been implemented consistently well. Assessment arrangements have been improved but there have been too few attempts to establish consistent expectations about the way this information should be used to improve the link between the design of the curriculum and teaching to give a greater impact on pupils' achievement. The school was asked to improve the consistency of monitoring so that evident strengths in teaching and learning could be developed throughout the school. Leadership initiated, but did not sustain, the systems necessary to develop good practice, and teaching has not benefited as fully as intended. In the same way, an appraisal system has been introduced but it is not sufficiently inclusive. The procedures do not incorporate target setting for a sharper emphasis on the professional development of all staff.
- 5.10 Parents throughout the school are extremely satisfied with the quality of the education their children receive. They are particularly pleased that the school ethos encourages their children to have good manners, and to acquire the social skills and self discipline necessary to be successful when they move on to the next phase in their education. The school is successful in meeting its aim to give pupils the best preparation for life in this regard.
- 5.11 Parents receive the information required from the school. They comment on the recent improvements in communication with the introduction of a termly calendar and a weekly news bulletin and they are well informed of school events. A recent initiative introduced by the leadership in which parents receive weekly post cards for good work and behaviour is making parents feel more involved in their children's learning. The school's complaints procedure now meets requirements, including those relating to the EYFS, and parents acknowledge that the raised expectations for email communication with form tutors means that immediate concerns are dealt with quickly and sensitively.
- 5.12 A few parents expressed their dissatisfaction with the information they receive from the school about their child's progress. Inspectors looked at copies of reports issued

by the school and found these documents to be extremely detailed. However, they agreed that the text did not make areas for improvement sufficiently clear.

- 5.13 Strong links with the parents of children in the EYFS fulfil the settings aim to create a partnership that supports and enhances the children's development. Parents make the most of the arrangements to share children's learning successes from home. The setting gets to know the children well as a result and to secure additional help where necessary. In the questionnaires, most parents were extremely appreciative of the ready availability of information. A few parents expressed concerns about the level of support for more able children. The inspectors agreed that the setting was not always consistent in helping children build on their good literacy and mathematics skills.

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