



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
HARVINGTON PREP SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

Harvington Prep School

Full Name of School	Harvington Prep School
DfE Number	307/6002
Registered Charity Number	312621
Address	Harvington Prep School 20 Castlebar Road Ealing London W5 2DS
Telephone Number	020 89971583
Fax Number	020 88104756
Email Address	admin@harvingtonschool.com
Head	Mrs Anna Evans
Chair of Governors	Professor Alan Gillett OBE DSc MA FRICS
Age Range	3 to 11
Total Number of Pupils	109
Gender of Pupils	Girls (3 to 11); Boys (3 to 4)
Numbers by Age	3-5 (EYFS): 37 5-11: 72
Head of EYFS Setting	Mrs Jane Wallace
EYFS Gender	Mixed
Inspection Dates	02 Dec 2014 to 05 Dec 2014

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in January 2011.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

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

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

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', '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 governors, including the chair of governors. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and an assembly. 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 Louise Harwood

Mr Paul Easterbrook

Mrs Kirsten Jackson

Reporting Inspector

Team Inspector (Headmaster, ISA/IAPS school)

Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for pastoral care	8
(c) The contribution of arrangements for welfare, health and safety	9
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	10
(a) The quality of governance	10
(b) The quality of leadership and management, including links with parents, carers and guardians	10

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Harvington Prep School is a day school for girls aged from three to eleven and boys aged from three to four. Founded in 1890, it was originally a boarding school and moved to its present premises soon after 1900. The school occupies three adjoining Victorian houses in a residential road near the centre of Ealing. Facilities include a small purpose-built hall, a dining room and kitchen, as well as designated teaching rooms for art, science, music and information and communication technology (ICT). A playground and garden support outdoor learning and recreation. The current governing body consists of five members, four of whom are also trustees of the school. Since the last inspection a senior leadership team has been established to assist the headmistress in the day-to-day running of the school.
- 1.2 The school aims to identify, and develop to the full, the natural talents and potential of each individual pupil and to prepare them for the next step of their education. It seeks to achieve this within the context of a multi-cultural community, emphasising strong moral and spiritual principles shared with all faiths.
- 1.3 At the time of the inspection, there were 109 pupils on roll, of whom 37 were in the Early Year Foundation Stage (EYFS). Six pupils have been identified as having special educational needs and/or disabilities (SEND), all whom receive specialist learning support. No pupil has a statement of special educational needs. Of the seventeen pupils who speak English as an additional language (EAL), eight receive additional language support.
- 1.4 The ability profile of the school is above the national average overall. Pupils come from a range of business and professional families, and the cultural diversity in the local community is reflected within the school.
- 1.5 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 National Curriculum equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Nursery	Nursery
Transition	Reception

Preparatory School

School	NC name
Year 1	Year 1
Year 2	Year 2
Year 3	Year 3
Lower 4	Year 4
Lower 5	Year 5
Lower 6	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Harvington Prep School successfully fulfils its aims. Within the context of a close-knit, multi-cultural environment, the school secures high levels of academic achievement and excellent personal development for the pupils. Standards are high and progress is rapid in relation to pupils of similar ability. The pupils demonstrate strong communication skills and speak clearly and enthusiastically about a range of subjects. Numeracy skills are excellent throughout the school and reasoning skills are well advanced in the prep school. Music and drama performances are lively and accomplished. In the EYFS, children enjoy their learning and are keen to explore, although their teachers do not always capitalise on those opportunities such as enthusiasm presents. By the end of Reception, nearly all children achieve, and some exceed, the expected goals, making at least good progress in relation to their starting points. Across the school, the curriculum is broad, challenging and interesting and engages pupils' enthusiasm. Many pupils express appreciation for the range of subjects on offer to them, including the good variety of clubs and activities that enhance the learning experience for all.
- 2.2 The quality of the pupils' personal and social development is excellent. The pupils show personal responsibility, compassion and pride. By the time they leave school pupils are confident and thoughtful, and happy to contribute to the community. They have a concern for others and an understanding of a diversity of cultures. All staff know all pupils well and this underpins the high quality of pastoral care.
- 2.3 Leadership is good. It monitors pupil progress meticulously to ensure all are achieving well. It has responded successfully to recommendations from the previous inspection by developing the roles of the subject co-ordinators and allowing best practice to be consistently applied across the school, including in the EYFS. Leadership promotes close communication between all members of this family-centred school, although this strength sometimes clouds the need for formal school evaluation in place of the current informal group discussion. The school development plan, which includes the EYFS, has not been recently updated. Systems for pre-inspection recruitment checks for staff have not been rigorously implemented and staff training relating to the most recent statutory guidance has not been carried out. Governance fully supports the fulfilment of the school's aims. However, governors' oversight and monitoring of safeguarding policies and procedures have not been sufficiently rigorous. Links with parents are excellent. Parents are extremely positive about almost all aspects of the school's educational and pastoral provision.

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:

- ensure that the governors conduct a thorough review of the safeguarding procedures and that all staff receive suitable training in child protection relating to the most recent statutory guidance [Part 3 paragraph 7.(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 changes to regulatory requirements are monitored and acted upon effectively and consistently.
2. Extend school improvement planning for 2015 and beyond, in order to provide vision and strategic direction.
3. In the EYFS, plan and encourage open-ended questioning by staff in order to develop creative thinking.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils learning and achievement is excellent.
- 3.2 Pupils are well educated in accordance with the school's aims, developing skills that will prove useful later in their education. Throughout the school, pupils demonstrate strong communication skills, speaking articulately and enthusiastically about a range of subjects. They pay close attention to their teachers and express their thoughts and ideas clearly and respectfully. Their literacy skills are highly developed and pupils in the prep school use an extensive range of vocabulary when writing or discussing issues, giving well-formed reasons for their views. In the EYFS, Nursery children can recognise their own name and some phonics, while in Reception children can read simple text and write sentences, some of them independently. Numeracy skills are excellent across the school. The youngest children can count to at least 10, many in more than one language. Older pupils are able to apply their firm grasp of mathematical concepts to other areas of the curriculum such as science, ICT and geography. All pupils are competent computer users and can access their work and save it from an early age.
- 3.3 Pupils' reasoning skills are well advanced, especially when they are challenged to think critically. They enjoy the stimulus of investigation and research. Emergent skills of analysis and comparison are evident in the EYFS as children discuss their various languages, and compare the different vocabulary for colours and numbers in French lessons. Creative work is of a high standard. Drama performances are lively, confident and accomplished. Pupils sing and play their instruments with skill and enthusiasm; many achieve certificates in external examinations in music and drama. They display strong physical skills across a range of sports, including gymnastics. Pupils are also successful in a particularly wide range of extra-curricular activities that in the EYFS includes Spanish, and in the prep school includes creative arts, such as a film-making club where they demonstrate a mature sense of innovation and teamwork.
- 3.4 Standards in the EYFS are good. Nearly all children achieve, and some exceed, the expected goals, making at least good, and in many cases, rapid progress in relation to their starting points. Throughout the school, pupils with SEND and EAL achieve strongly as a result of well-chosen activities and excellent use of in-class and discrete support. Pupils who are recognised as being highly able respond successfully to the challenging content of the curriculum and extension activities, both within and outside the curriculum, which develop their talents further.
- 3.5 Pupils' attainment cannot be measured in relation to average performance in national tests because they are not undertaken, but on evidence available from lesson observations, work scrutiny and interviews with pupils, it is judged to be high in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make rapid progress as they move through the school in relation to pupils of similar ability. The progress of pupils with SEND is closely monitored and supported by their individual education plans; these systems make the best and most appropriate provision for all ages and abilities. Pupils' attitudes to learning are excellent. Across the school pupils are highly motivated, apply themselves well and persevere in their tasks, working effectively in groups, in pairs or as individuals. Pupils transfer to secondary schools with a highly developed

awareness of their own skills and interests giving them the confidence to face the challenges ahead. Many succeed in gaining entry to highly selective schools.

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

- 3.6 The quality of the curricular and extra-curricular provision is excellent.
- 3.7 The school offers a broad curriculum that is highly effective in its coverage of all required areas of learning and actively promotes pupils' understanding of fundamental British values. It is challenging, interesting and accessible to all pupils. Its design and planning successfully supports the development of the talents and interests of each individual, in line with the school's aims. It provides pupils of all abilities and ages with a range of academic and personal skills to meet the requirements for a smooth transition to the next stage of their education.
- 3.8 The carefully crafted curriculum includes a highly effective personal, social, health and cultural education (PSHCE) programme. This successfully supports the emotional development of each pupil and increases their confidence, resilience and self-esteem. There is a strong focus on English and mathematics, that offers clear progression across the school, and science is given prominent status in the curriculum from an early age, thereby encouraging inquiring and open minds. From Nursery age, pupils benefit from French, ICT, music and drama lessons. This wide-ranging curriculum, with its carefully considered progression of experiences and skills, engages and inspires pupils of all ages to develop a broad subject knowledge and a strong sense of achievement.
- 3.9 In the EYFS, a broad and varied programme, supplemented by specialist teaching, provides good opportunities to develop natural talents and interests and ensures all children, including those with SEND and EAL, participate fully and are helped to reach at least expected levels of development. In response to a previous inspection recommendation, the external area has been extended to enable children to access more outside learning resources.
- 3.10 Pupils requiring supplemental tuition are identified through meticulous tracking procedures, on-going assessment arrangements, and dialogue between staff, pupils and families. They are then well supported through clear target setting, an effectively varied curriculum and an extensive range of extra-curricular activities. After-school clubs are well-attended and reflect the pupils' own interests as well as those of the staff. Clubs such as *Little Artists* and a craft club extend the art and design in the curriculum, while the singing and violin clubs, choirs and orchestra supplement the provision for music learning. The physical education (PE) provision, which includes weekly timetabled swimming lessons for Years 1 to 6 and PE for all age groups, is extended by the popular ballet and netball clubs. These activities richly enhance the curriculum and make an excellent contribution to the all-round achievement of pupils. In their responses to the pre-inspection questionnaire, the pupils were unanimous in their appreciation of the good range of activities, and report that they enjoy the breadth of experiences available.
- 3.11 The pupils benefit from many links with the local community, including the school's association with a local church. The choir regularly performs at a nearby home for the elderly and recently entertained shoppers in the local shopping centre with their carol singing. Visits to a wide range of London museums and exhibitions bring class topics to life.

3.(c) The contribution of teaching

- 3.12 The contribution of teaching is good.
- 3.13 Throughout the school the quality of teaching makes a strong contribution to the pupils' attainment and progress. In the EYFS, children are keen to do well and try hard due to the high expectations and caring support of all staff. In this close school community, all pupils are well-known to all the teachers and this level of knowledge and understanding of their individual needs and abilities forms the bedrock of the teaching. It is characterised by a considerate and encouraging approach.
- 3.14 Teaching shows a commitment to meeting these individual needs through thorough planning, and draws upon a suitably wide range of activities and approaches to learning in order to realise this planning. Often, the teaching incorporates opportunities for independent learning and, where this is encouraged, pupils demonstrate their competence in organising their own work, thoughts and ideas. Teaching generally makes good use of time, maintaining the pupils' interest and focus. In the least successful lessons, progress is limited by slow pace, a lack of challenge and unimaginative tasks. Open-ended questioning in the prep school often prompts lively discussion and allows pupils to consolidate skills and acquire new ones; the best teaching allows time for discussion to take unexpected turns in the pursuit of knowledge and the exploration of ideas. In the EYFS, teaching is mostly good and sometimes excellent. Staff seek ways of developing the children's vocabulary and they ask questions that ensure full participation of all members of the group, including those with SEND and EAL. They do not always challenge children to think creatively in order to extend their learning.
- 3.15 Procedures for referrals, provision and monitoring of pupils with SEND are highly effective and ensure that these pupils achieve strongly. The school is currently extending these procedures for the more able pupils. The school has a flexible approach to teaching strategies that suits the mixed ability classes, where pupils learn from each other as well as the teaching staff.
- 3.16 Resources are used effectively across the school. The two well-stocked libraries are used to encourage research and recreational reading. Good use is made of the interactive whiteboards but ICT in general is an under-developed tool for teaching, recording and fact-finding across the curriculum. In the EYFS resources, including the garden, are used effectively to support the children's imaginative development.
- 3.17 Since the last inspection, the school has successfully sought to raise standards of achievement by introducing an effective range of monitoring techniques and more specialist staff. Assessment systems and target setting are used well to promote learning. Pupils' progress is rigorously monitored. The recording of formal assessments is thorough, and is used constructively to track pupils' attainment in order to inform future targets; these are both realistic and challenging. This stimulates the pupils' efforts and motivation at all levels. Pupils' work is marked with varying degrees of positive and informative comments. In the EYFS, children's progress is carefully recorded and shared with parents through the electronic profiling system.

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 pupils is excellent.
- 4.2 Throughout the school, pupils show personal responsibility, compassion, and pride. By the time they leave, pupils are confident and thoughtful; they are happy to contribute to the community, and have a concern for others and an understanding of a diversity of cultures. They are well prepared for their next schools.
- 4.3 In the EYFS children happily contribute to the smooth running of the day by helping to gather resources and assisting each other, without prompts from the staff. They co-operate readily and patiently take turns, for example, when they counted the spoonfuls of sand required to fill a jug. They respect one another and work in harmony, delighting in those things that differentiate them, such as language, as much as the discovery of similarities that connect them. They are well prepared for the next step in their learning.
- 4.4 Pupils' spiritual development is excellent. They are extremely self-aware and their high levels of confidence are developed through the many opportunities they have to express and clarify their own ideas and beliefs. They appreciate the non-material aspects of life, such as the satisfaction from working together as a team, the creative exhilaration from participation in music and drama performances, and the happiness derived from a sense of belonging. Empathy for others is strong: in a religious education (RE) lesson pupils listened with sorrow to the plight of *Hannah and Samuel* and were united in their appreciation of God's kindness in sending them a baby. Pupils appreciate and respect the diversity of the natural world, as was seen in a geography lesson where pupils expressed wonder for Madagascar's distinctive ecology.
- 4.5 Strong moral awareness is evident, based on the pupils' excellent behaviour and their mature sense of right and wrong. Pupils are kind and co-operative and they communicate positively with each other and with their teachers. The older pupils are proud ambassadors for the school and act as excellent role models for the younger pupils. Moral dilemmas and their solutions are explored in RE and PSHCE lessons as pupils debate and discuss different scenarios; this was demonstrated by pupils sensitively putting forward different rationales for a character's aberrant behaviour. All pupils respect the right to agree and disagree on matters of personal belief and understand and respect the fact that British laws exist to ensure the safety and well-being of all who live in the country.
- 4.6 Pupils develop excellent social skills and a deep social awareness. They are willing to take responsibility from a young age and fully appreciate the importance of their place as individuals in the collective whole. Through their support of a local soup kitchen, their fund raising for the restoration of a local church and their regular visits to entertain the elderly in a nearby residential home, pupils demonstrate an understanding of how they can contribute meaningfully to the lives of those in the locality. Pupils enjoy and benefit from roles of accountability, successfully performing their various duties as head girl and deputy, as well as house captains. They show a good understanding of British values, such as democracy and freedom of speech, through election to, and participation in, the school council.

4.7 The pupils' awareness of their own culture and that of others is well developed. They have a strong understanding of and respect for the different cultures and faiths that are represented in their multi-cultural community. Special menu days, an international meal representing all the ethnicities of the families in the school, together with the pupils' strong appreciation of art, music and literature from around the world, all contribute to their excellent cultural awareness.

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

4.8 The contribution of arrangements for pastoral care is excellent.

4.9 The school's arrangements for the pastoral care of its pupils, from the EYFS onwards, are highly successful and make a significant contribution to their personal development. They fully reflect the school's aim to prepare them for life after Harvington Prep. In this close-knit school community, all adults support all pupils. They serve as excellent role models and give pupils extremely effective support and guidance. Relationships are excellent, ensuring that all pupils feel cared for, respected and valued by staff and peers alike.

4.10 In the EYFS, children form strong bonds with all those who teach and look after them. They behave well, exhibit good manners in the dining room, and are willing to take turns and co-operate. They are becoming fully independent in managing their own personal needs. They enjoy being active in PE, and music and movement lessons, and understand that being fit is good for you and that fruit and milk help you to grow.

4.11 Older pupils have a comprehensive knowledge of how to live healthily. Through PSHCE and science lessons they gain an awareness of food groups and a balanced diet. At lunch time and snack time they appreciate the healthy and nutritious food prepared in the school kitchen. They know that regular exercise keeps them fit and enjoy the many opportunities to do so.

4.12 All pupils are polite and courteous. They understand the need for the golden rules and for the sanctions, if and when they contravene them. There is an effective anti-bullying policy which includes advice on internet safety. All pupils say that bullying is unlikely to happen but, should it occur, they are confident that it would be dealt with swiftly, and pupils thrive in this atmosphere of safety and trust. Inspectors' scrutiny of records of sanctions confirmed that occurrences of bullying are rare and dealt with appropriately.

4.13 There are excellent formal and informal arrangements for pupils to express their views, including the school council and the worry box, but the most effective method is the everyday dialogue between staff and pupils.

4.14 The school has a plan to improve educational access for pupils with SEND. This was modified during the inspection to bring it into line with statutory guidance.

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

- 4.15 The contribution of arrangements for welfare, health and safety is sound.
- 4.16 The required policies for safeguarding did not have regard to official guidance until the time of the inspection and procedures outlined in them have not been rigorously implemented. Although staff receive regular training in safeguarding matters, it has not been in line with the most recent statutory guidance.
- 4.17 In day-to-day practice, strong systems for monitoring all areas of welfare, health and safety are carefully considered and implemented. Any maintenance matters are dealt with promptly and the site is well maintained by vigilant staff. Suitable arrangements are in place to reduce risk from fire. Fire equipment and other emergency equipment are routinely checked and staff undertake annual training in fire safety. Fire drills take place regularly and effective measures are taken to ensure the pupils' safety during an evacuation of the school in case of fire and other hazards. Pupils move safely and carefully around the school buildings. Risk assessments, which are regularly reviewed, are expertly prepared for the school premises and for activities.
- 4.18 Staff take every opportunity to promote health and safety matters. For example, in the EYFS children discover how to steer their scooters with caution around the playground and are taught to follow hygiene instructions. Staff throughout the school reiterate important messages for ensuring the safeguarding of pupils through PSHCE and circle time. Staff are well-informed about individual pupils' needs and conditions, including any relating to SEND. A suitable room has been identified and equipped for pupils who become ill during the day. All relevant staff have received first-aid training including, where relevant, paediatric first-aid training.
- 4.19 Admission and attendance records are appropriately maintained and stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 The governors are wholeheartedly committed to ensuring that the school provides a happy and caring environment where all pupils can flourish, in accordance with the school's aims. They provide strong support to the leadership on any matters arising on a day-to-day basis and are kept well informed by reports, and contact with staff and parents. They receive reports on the EYFS through the leadership, but otherwise their involvement here is limited. They exercise sound financial control and the resources and accommodation are suitably maintained.
- 5.3 Formal systems to oversee and evaluate the work of the school are in place but not always effective. The five-year strategic plan expires in 2015 and there was no evidence of a rolling update. The governors' oversight of policy review has failed to ensure that they reflect up-to-date guidance and current practice within the school. Most significantly, the governors' recent annual review of the safeguarding policy and procedures identified areas requiring attention, but remedial action was not forthcoming; this included the updating of safeguarding training for the designated safeguarding lead and the completion of all safer recruitment checks on new teachers. The latter point was swiftly addressed by the school during the inspection.

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

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.5 The leadership and management of the school take the well-being, happiness and success of the pupils as its guiding principles, and it is highly successful in the realisation of these objectives. The strengths in leadership are reflected in the pupils' high academic standards, in response to good teaching, and their excellent personal development, in response to the attentive pastoral care provided.
- 5.6 The leadership and management of the EYFS are good. Daily and weekly meetings ensure staff monitor activities and plan effectively, assess daily outcomes, and respond appropriately to children's changing needs. Nursery and Reception staff liaise regularly and this ultimately results in the children's smooth transition between the stages. A regular system of supervision and performance management for all staff informs their future training needs. Children are cared for in a welcoming, happy and safe environment.
- 5.7 Subject co-ordinators are a strong team, united in their pursuit of raising academic standards and providing the best support for the pupils and the school. The successful implementation of these roles meets a recommendation of the previous inspection report. Leadership monitors progress data effectively to ensure all pupils are achieving well, in line with the school's aims. Any anomalies in rates of progress are quickly identified by senior leaders and then discussed and addressed by all relevant staff. The swift and close communication between all members of this family-centred school is an undeniable strength. However, there has been neglect

of a formal school evaluation in favour of informal group discussion, and the school development plan, which includes the EYFS, has not been recently updated.

- 5.8 The leadership team has been strengthened by the appointment of a director of studies. In response to a previous recommendation, the team has successfully evaluated and monitored teaching methods and introduced peer review to allow for the most effective practice to be consistently applied across the school, including in the EYFS.
- 5.9 The school is successful in recruiting and retaining suitably qualified staff. As at the time of the previous inspection, inspectors found that not all required checks had been carried out on newly appointed staff. This was immediately addressed during the inspection and all required checks and records are now in place. Staff training in matters of safeguarding, welfare health and safety has not included recent changes to statutory safeguarding guidance. Policies relating to safeguarding required revision during inspection in order to make them compliant.
- 5.10 Leadership provides an environment where pupils can learn and play safely. It places appropriate emphasis on the deployment of staff to monitor the premises for any deficiencies or hazards to health and safety and responds immediately should any be identified. For example, when evidence that urban foxes were venturing into the grounds at night, the boundary fences were quickly adapted to deter them successfully. The school runs efficiently due to the combined efforts of all staff who support the pupils, including the administration, catering and maintenance personnel and technicians.
- 5.11 Links with parents are excellent. Parents are highly supportive of the school. The parents' views, as expressed in the pre-inspection questionnaires, are overwhelmingly positive about the school and its care of the pupils. All parents who responded feel that their child is happy, safe and secure, and all agree that pupils demonstrate a high standard of behaviour. Parents of children in the EYFS expressed unanimous satisfaction with the school's provision. Parents' confirmed that their concerns were handled in a timely fashion and in accordance with published procedures. Excellent daily contact between staff and parents successfully ensures that minor concerns are quickly addressed and therefore less likely to escalate.
- 5.12 Parents express satisfaction with the many opportunities to be involved in school events and the progress of their children. The school website, electronic newsletters and social media all serve to inform parents and include them in the ebb and flow of school life. Parents and prospective parents have access to all the required information. Each term, parents meet the staff to discuss their child's progress towards identified targets and receive full, informative reports. The excellent curriculum booklets in the prep school, and the homework diary in the EYFS, provide parents with good opportunities to follow and support their child's progress and achievements. Parents share directly in the celebration of the diverse cultural backgrounds of the pupils by organising events such as the international food evening, as well as other social events which bring families together, such as discos, film nights and the Mad Hatter's tea party.

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