



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
ROSEMARY WORKS SCHOOL**

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Rosemary Works School

Full Name of School	Rosemary Works School
DfE Number	204/6408
Address	Rosemary Works School 1 Branch Place London N1 5PH
Telephone Number	020 77393950
Email Address	learn@rosemaryworks.com
Headteacher	Mr Rob Dell
Proprietors	Ms Kate Jennings Ms Jacqueline Logue Mr Adam Vincent
Age Range	3 to 11
Total Number of Pupils	74
Gender of Pupils	Mixed (42 boys; 32 girls)
Numbers by Age	3-5 (EYFS): 39 5-7: 35
Number of Day Pupils	Total: 74
EYFS Gender	Mixed
Inspection Dates	20 May 2014 to 23 May 2014

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The school has not been inspected previously by ISI. The previous inspection by Ofsted was in November 2010

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

Inspectors

Mrs Elaine Brook

Mrs Caroline Goodsman

Mrs Kirsten Jackson

Reporting Inspector

Team Inspector (Headteacher, ISA school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Rosemary Works is an independent day school for girls and boys, situated close to Regent's Canal in London, on the borders of Islington and Hackney. The school offers education for children aged from three to eleven years; currently the oldest pupils are in Year 2. The school was founded in 2004 and is owned by three proprietors whose professional experience is in business and education. A Chair of Directors, well known to the school, was appointed in 2012 to offer strategic advice. The board is further advised by a non-executive Director whose experience is in the education of children in the Early Years Foundation Stage (EYFS).
- 1.2 The school is run on a day-to-day basis by a combined senior management team comprising one of the proprietors, the Chair of Directors and a headteacher, respectively responsible for administration and finance, strategic direction and educational matters. Since the previous inspection by Ofsted in 2010, the school has become a member of the Independent Schools Association (ISA).
- 1.3 The school aims to ensure that all pupils maximise their opportunities to achieve their full potential, both academically and socially. The development of a learning environment which is caring and nurturing, where pupils feel secure yet stimulated, is central to the school's ethos. Pupils are accommodated in a range of adjoining buildings, which have been adapted to form classrooms, administration offices and an assembly hall. The EYFS, comprising a Nursery and Reception class, is an integral part of the school and shares many of its facilities and resources. Plans for major internal refurbishment are well advanced.
- 1.4 There are 74 pupils on roll - 39 are in the EYFS and 35 in Years 1 to 2. The ability of pupils on entry is judged to be broadly average, with a wide spread of abilities represented. Most pupils come from economically advantaged backgrounds and live within a three-mile radius of the school. Three-quarters of pupils are British, with the remainder originating from Europe, America or the Far East. The school is non-denominational, welcoming pupils from all major world religions as well as those who have no religious affiliation. Six pupils have been identified by the school as having special educational needs and/or disabilities (SEND) but do not require specialist support. One pupil has a statement of SEND and receives specialist provision. Twenty pupils have English as an additional language (EAL), of whom ten receive additional learning support.
- 1.5 National curriculum nomenclature is used throughout the report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Rosemary Works is a happy, friendly school which is successful in meeting its aims. Pupils thrive in a caring and nurturing learning environment. All pupils achieve well and have highly positive attitudes towards learning. In the EYFS, children reach the expected standard by the time they leave the setting and the majority exceed the age-related standard of attainment in literacy and numeracy. From Year 1, pupils continue to make good progress. Pupils benefit from a stimulating curriculum, which covers all the requisite areas and is supplemented for pupils of all ages by specialist teaching in a modern foreign language, music and swimming. The extra-curricular programme is excellent, providing pupils with opportunities to explore new interests. Teaching is good, delivered by motivated staff. Pupils with SEND or EAL are well supported. Planning and provision meets their needs well, an improvement since the previous inspection. Systems to identify the most academically able are in place but teaching does not consistently provide appropriate challenge. The school has responded positively to the recommendation made at the previous inspection to improve assessment throughout the school. Good assessment systems monitor the attainment of children in the EYFS against external benchmarks. In Years 1 and 2, the assessment system records progress in literacy and numeracy but does not track all-round progress against age-related targets published nationally or include projected targets for future learning.
- 2.2 The personal development of all pupils throughout the school is excellent, including children in the EYFS. Pupils are confident and articulate. They are aware of the beauty in the world around them and also recognise and support (through fundraising) people who are less fortunate. Pastoral care is excellent and systems to ensure the safeguarding of pupils are effective. Relationships between staff and pupils are warm and relaxed, underpinned by effective structures to minimise bullying and inform pupils about cultures different from their own. Arrangements to ensure pupils' welfare, health and safety are sound. The decor and fittings in some internal areas of the school are only adequate and systems to monitor resources and accommodation lack sufficient rigour to ensure that these meet the highest standards of health and safety. The school is aware of the need to upgrade internal facilities and plans are well established to begin a major refurbishment process. Significant investment in the outdoor play areas has resulted in a stimulating external environment greatly enjoyed by pupils of all ages, including in the EYFS.
- 2.3 Governance by the board of directors is good. Proprietors know the school well and offer support and challenge, making sufficient investment in resources and appointing staff carefully. Leadership and management are good. Policies and their implementation are reviewed annually but with insufficient rigour. Minor deficiencies in regulatory policy and practice were all amended by the end of the inspection. Senior leaders have partially addressed the recommendation from the previous inspection to improve assessment systems to monitor progress. The implementation of a whole-school approach to SEND fully meets the recommendation from the previous inspection. Staff feel well supported and are offered appropriate training. Limited monitoring of written work results in marking of variable quality which does not ensure that pupils receive consistently clear written indicators on how to improve. The school has a strong and constructive relationship with parents, who appreciate the opportunity to be fully involved with the school.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Establish and implement robust systems to review and monitor implementation of all regulatory policies, particularly with regard to health and safety in resources and accommodation.
2. Improve the monitoring and quality of marking so that pupils are given regular guidance on how to improve their work.
3. Ensure that all teaching offers consistent, appropriate challenge to the most 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 good.
- 3.2 Pupils are well educated in accordance with the school's aim to ensure that each child maximises opportunities to achieve his or her full potential. Pupils of all ages, including children in the EYFS, are eager to learn and achieve well in all areas of the curriculum, within a happy and purposeful environment. During their time in the EYFS, most children acquire good listening skills and express their ideas with increasing confidence. The achievement of all children, including those with SEND or EAL, is good, and often excellent, relative to their individual starting points. The majority meet, and in literacy and numeracy exceed, age-related expectations. By the time they leave the Reception class, they are confident communicators who enjoy their learning, can work independently and think critically and creatively.
- 3.3 As pupils move through the school they read and write with increasing competency. Pupils in Years 1 and 2 use a wide range of vocabulary to describe their thoughts and absorb new information excitedly. They write well for different purposes and apply mathematical understanding to solve problems, thinking logically and independently when given the opportunity. Their information and communication technology and scientific skills develop appropriately. Pupils' physical skills are well developed because they take part in a range of appropriate sport and physical exercise. Their creativity is well expressed through music, art and drama.
- 3.4 The school actively encourages pupils to explore new interests in order to develop their talents and skills. Within the extra-curricular programme, the pupils widen their learning through participation in a wide range of clubs and activities. Individual achievements outside school are acknowledged and applauded in the weekly celebration assembly. Pupils experience success in science competitions, for example, receiving an award for innovation and imagination, and in instrumental examinations. Some pupils show sufficient talent in sports, such as football, to be offered external coaching in addition to lessons within school.
- 3.5 The attainment of pupils in Years 1 and 2 cannot be measured in relation to performance in national tests, but based on internal assessments, and on the work seen in lessons and in books, it is judged to be good compared with national expectations for their ages. This level of attainment reflects the good progress made by pupils of all ages. Girls perform marginally better than boys. Pupils with SEND or EAL make good progress because of the high level of planning and support given by teaching assistants, who offer individual help and encouragement well matched to the pupils' learning needs. The most able pupils do not consistently make the progress they are capable of when they are not offered work of suitable challenge.
- 3.6 The pupils' attitudes to learning are excellent. They approach their work with enthusiasm and work diligently to achieve the set task. Children in the EYFS enjoy their learning and are able to work effectively with a partner or within a small group. From Year 1, pupils listen carefully to the opinions of their peers and present their own view confidently and courteously. They work well as individuals or as part of a team. Opportunities to work independently or to take initiative are enjoyed by pupils but are infrequent. Pupils of all abilities take notice of personal targets, readily accept guidance and support and are proud of their written work and of their increasing knowledge and skills.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The school meets its aim to offer a creative and exciting curriculum by making it broad and balanced, covering all requisite areas of learning and being enriched in many ways. These include specialist tuition in French, music, swimming and science, cultural outings and an excellent extra-curricular programme. This represents a significant improvement since the previous inspection.
- 3.9 The quality and provision of the curriculum for the EYFS is excellent, fully meeting the needs of the children. Meticulous planning provides rich opportunities to work and play independently or co-operatively so all children are helped to reach at least expected levels of development. Their learning benefits from a warm and welcoming internal environment, well supplemented by the stimulating and imaginative outdoor areas. A weekly visit to the local woodland learning environment enables children to explore the natural world in a safe but exciting way.
- 3.10 From Year 1, the curriculum is well planned to meet the learning needs of the pupils through comprehensive coverage of appropriate subjects and themes. Schemes of work are generally detailed and comprehensive, with a strong focus on the acquisition of advanced skills in literacy and numeracy. The majority of subjects are taught by the class teacher, so that individual learning needs are understood and opportunities to include cross-curricular links are facilitated. Mornings are largely devoted to literacy and numeracy skills. In the afternoon, the school employs a more topic-based approach, which allows an agreed theme to be studied in a way that integrates science, humanities and creative subjects as well as personal, social and emotional skills using a broad framework based on the National Curriculum. The rich resources of the school's city location are used extensively to bring topics to life, with pupils visiting art galleries, museums, theatres and parks as appropriate. Pupils have ready access to laptops and tablet computers so that they can extend their learning effectively through easy, monitored access to the internet.
- 3.11 Provision for pupils with SEND or EAL meets their needs well, which is an improvement since the previous inspection. Detailed and thorough individual education plans identify how pupils can be helped and the careful deployment of teaching assistants ensures that they are well supported in their learning. Planning includes the provision of activities to extend the learning of the most able, but these are not always implemented successfully or sufficiently well matched to pupils' abilities. The curriculum is based on an understanding that pupils learn in different ways and is thoughtfully adapted to include activities that focus on enabling pupils to achieve the task in a way well suited to their learning strengths. Thus, some pupils are given a written version of the task to be completed, whilst others are questioned orally or encouraged to make notes on their personal whiteboards, consolidating their understanding of the set task in a way that supports their achievement.
- 3.12 The curriculum is considerably enriched by an excellent extra-curricular programme, which is well supported by all pupils, including those in the EYFS. This includes a wide range of clubs such as photography, film studies, street dance and computer programming, as well as sports and music. Competitive links with other schools are not well established so that opportunities for pupils to measure their skills against others in sport and other competitive activities are limited. A well organised after-school club allows pupils further opportunities.

- 3.13 Additional enrichment opportunities are offered by parents and other visitors who talk to the pupils about their professional lives, their culture or their involvement in fund-raising projects. This enables pupils to understand their local community and gain a rich insight into lives that are often very different from their own.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is good.
- 3.15 Since the previous inspection, the school has improved the quality of teaching significantly to promote the pupils' progress well, in accordance with its aims.
- 3.16 In the EYFS, staff promote engagement in a rich variety of learning activities, which encourage children to explore and investigate both indoors and outside. Each child's progress is monitored through observation and discussion with parents and staff so that each individual child's learning programme is tailored well to meet his or her learning needs. The teaching makes excellent use of learning resources to enable the children's creative skills, particularly in the outside play areas. Imaginative use is made of the available space to extend learning. Children enjoy playing in the mud kitchen, growing plants and vegetables in the garden allotment and using the play equipment to challenge their physical prowess.
- 3.17 From Year 1, teaching is well planned, with learning objectives clearly stated. Small class sizes and the warm relationships between staff and pupils ensure that pupils of all abilities are given a great deal of individual attention to help them achieve the learning tasks. Pupils with SEND and EAL are particularly well supported. Pupils who have a statement of special educational needs receive teaching that meets their specific learning requirements. Careful records of all meetings about their progress are stored safely. At the time of the previous inspection, more able pupils were found to mark time rather than extend their learning. Some good progress has been made in the identification of pupils who are academically able. Planning of sufficiently challenging tasks and provision of activities appropriately matched to their abilities is not as well established as for other ability groups. These pupils complete the set task efficiently but are not routinely offered different or additional challenges to inspire and motivate them to extend their learning. In the best teaching, the most able pupils are offered the opportunity to think critically and reflectively through challenging and open-ended questioning and through the provision of tasks that are just beyond their present ability. In a lesson preceding a visit to the nearby canal, pupils were invited to think of relevant questions to ask boat owners. The range of responses showed that pupils had really thought through the issues associated with living in this way. Careful probing by the teacher encouraged them to think even more deeply and to research answers independently.
- 3.18 Teachers have good subject knowledge and their passion for their subject is readily communicated to the pupils who respond with excitement and enthusiasm. Lessons are generally well paced with sufficient time given to reflect on the learning at the end of the lesson.
- 3.19 The quality of marking is variable. The work of some pupils shows no evidence of regular marking and there is no indication of the quality or standard attained. In the best examples, marking is thorough and constructive comments clearly show the pupil how the standard of work might be improved. Some excellent target setting occurs, and sometimes self-assessment provides opportunities for pupils to judge their personal achievements. The school has made good progress in its use of

assessment, a positive response to the recommendation of the previous inspection. In the EYFS, assessments of children's starting points and regular observations of progress are well used to plan their next steps. From Year 1, an effective system to track progress in literacy and numeracy is in place. A valuable bank of data is emerging that records each pupil's individual progress. The accuracy of the assessments is confirmed by external validation in the EYFS. In Years 1 and 2, information from assessments is well used to identify individual needs, but the system does not record a projected target for future learning or include formal tracking of the pupil's all-round progress against external benchmarks.

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 excellent.
- 4.2 Throughout the school, the pupils' personal development is excellent. Pupils, including those children in the EYFS, thrive in the warm and friendly atmosphere, and the school fully meets its aim to provide an environment in which every child is aware of their impact on others and develops empathy and kindness towards those around them. Significant progress in this area has been made since the previous inspection.
- 4.3 The pupils' spiritual awareness is excellent. Pupils are confident and able to communicate their thoughts and ideas effectively. They have high self-esteem yet are able to recognise when they are wrong or make a mistake. They appreciate the non-material aspects of school life through their experience of the cultural opportunities nearby. Pupils expressed their excitement and awe when returning from a trip to the local canal and museum where some had enjoyed the opportunity to steer the boat or explore the exhibits. In discussions, they offer confident and considered observations about their own and others' views, which reflect an advanced emotional maturity. Pupils explore their beliefs and values through age-appropriate activities, including assemblies and talks from visitors about their religions and cultural practices.
- 4.4 Strong moral development is evident in pupils, seen in their excellent behaviour and their clear sense of right and wrong. In the EYFS, children listen to others, and are able to share and take turns. As they grow older, pupils demonstrate a clear understanding of the norms of good conduct; they are polite and respectful, learning to listen well to each other as well as to the teacher. On the rare occasions pupils behave inappropriately, perhaps by shouting out, a courteous reminder of the school rules effects a swift change in behaviour.
- 4.5 The pupils' social development is excellent. Age-appropriate leadership roles such as being a register monitor or line leader enable pupils to understand the importance of accepting responsibility in order to offer support to the whole community. Through the opportunity to contribute to the student council, either as an elected representative or by expressing their concerns during recorded interviews, pupils gain an excellent awareness of the democratic process. Pupils have a growing understanding of the lives of those less fortunate than themselves through participation in a range of fund-raising activities, including making items to sell at the local market, donating funds to a national charity and the collection of food for the homeless.
- 4.6 The pupils' cultural development is excellent. They show respect for those with beliefs different from their own and a sensitivity towards others who may be physically weaker or have complex needs. Pupils enjoy taking part in 'International Week', where they increase their awareness by wearing a national costume, tasting foods from different cultures and listening to music from around the world. They benefit from the active involvement of parents who share their customs and traditions within the school. Events, such as a recent talk about a Buddhist festival, a trip to the local church attended by a parent as part of a fund-raising project and a visit to the nearby Chinese community, embed these experiences.

- 4.7 Pupils are well prepared by the school for the next stage of their learning. Pupils, including those in the EYFS, show self-belief and confidence within an excellent standard of personal development.

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

- 4.8 The contribution of arrangements for the pastoral care of the pupils is excellent.
- 4.9 The school fully meets its aim to create a caring and nurturing learning environment in which children feel secure and where it is safe to make mistakes as part of the learning process. This represents significant improvement since the previous inspection.
- 4.10 In the EYFS, relationships between staff and children are strong, based on courtesy and kindness. Each child has a designated key person responsible for their care, but children also turn readily to the nearest adult when they need support or guidance. They are helped to understand the importance of recognising other viewpoints and working towards compromise in a disagreement. In conversation and in their behaviour, children showed that they have a clear understanding of the importance of eating healthily, being active and remembering basic hygiene rules.
- 4.11 From Year 1, small class sizes ensure that staff can provide excellent support and guidance for the pupils. Warm relationships between staff and pupils and among pupils themselves result in them being happy, confident and friendly. The use of first names between pupils and staff promotes the family atmosphere that is central to the school's ethos.
- 4.12 Pupils are encouraged to be healthy and are given the knowledge to make well-informed choices from a good range of nutritious food at lunchtime. Exercise is encouraged and excellent opportunities are provided for pupils to participate in a wide range of physical activities both during and at the end of the school day.
- 4.13 The school takes the promotion of good behaviour seriously and staff have received training in the management of behaviour and in anti-bullying strategies. Pupils report that bullying is rare and dealt with immediately. Pupils understand that bullying is not tolerated within the school and know exactly what they should do if it occurs. Staff respond sensitively to any altercations between pupils by talking through what constitutes acceptable behaviour. Positive reward systems are well used to reinforce good behaviour and personal success is celebrated weekly in the assembly.
- 4.14 The school has a suitable plan in place to improve the educational access for pupils with SEND.
- 4.15 An effective system to seek the views and opinions of pupils is well used to inform senior leaders about any concerns. Pupils can be nominated by their peers to be members of the student council. Once elected, the members then carry out interviews and feed back to the senior leadership, who address the pupils' concerns in an assembly. The interviews are placed on the school's website so that they can be shared with family and friends, who are in turn invited to comment. This encourages a shared sense of purpose between all members of the school community, who feel involved in the decision-making process.

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

- 4.16 The contribution of the school's arrangements for welfare, health and safety are sound.
- 4.17 Although some shortcomings exist in systems to monitor and review welfare, health and safety, and in the standard of some accommodation, the school has advanced plans in place to begin a major refurbishment process which includes improvements to the premises and general resources.
- 4.18 Safeguarding procedures throughout the school are effective but are not yet subject to sufficiently rigorous annual review by the proprietors. All members of staff receive regular training in safeguarding and child protection and such training is included in the induction programme for new members of staff. The EYFS setting provides a safe, secure atmosphere for children to learn to be adventurous and to try out new skills. Staff recruitment procedures are sound, with all the necessary checks being made, but these have not always been suitably recorded in a central register. By the end of the inspection, systems fully met regulatory requirements. Local welfare agencies give support training for the designated persons responsible for safeguarding matters in the school. Good contacts have been made with local child support agencies so that any concerns related to child protection can be dealt with quickly and efficiently.
- 4.19 Fire safety procedures are thorough and good contacts have been made with local services for training and advice. Fire safety equipment is tested regularly and the results recorded and acted on promptly when necessary. Evacuation practices are conducted regularly at differing times of day and recorded carefully.
- 4.20 The school regularly updates relevant policies and seeks guidance from external agencies to ensure a safe environment overall. Electrical testing is carried out systematically. The quality of decor and fittings in some internal areas of the school is only adequate and maintenance of some areas lacks effectiveness. In-house procedures to routinely and regularly check resources and accommodation are adequate but do not promote the highest standards of health and safety practice. External play areas are of high quality and offer pupils, including those in the EYFS, a safe and stimulating environment.
- 4.21 The provision made for pupils who are ill or injured, including those with SEND, is appropriate. There is a quiet place for them to lie down, near to washrooms, where they can be supervised until parents arrive. Efficient policies exist for the storage and administration of medication, and a sufficient number of staff have a first-aid qualification. In the EYFS, a number of staff hold certificates in paediatric first aid. The policy to advise staff working in this area about the personal storage of medicines is now in the revised staff handbook. Accurate records are kept when medicines have been administered to children and for all incidents of illness or accident. Parents are kept informed of all such incidents.
- 4.22 Admission and attendance registers contain an accurate record of all pupils registered at the school. Minor administrative omissions had been rectified by the end of the inspection and suitable archiving arrangements put in place.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance of the school is good.
- 5.2 The four directors of the school, three of whom are proprietors, know the school very well and are fully committed to ensuring the success of its aims. They bring a range of appropriate expertise in education, business administration and finance, which enables effective oversight of school matters. Additional excellent support and guidance is given in matters pertaining to the EYFS, where oversight is highly effective.
- 5.3 Closely involved on a day-to-day basis with the life and work of the school, the board of directors takes its responsibility to maintain high standards for pupils of all ages, including those in the EYFS, seriously. Review meetings take place weekly between the proprietors and senior leadership so that investment in staff, accommodation and learning resources is under regular consideration. Having identified the need to upgrade the accommodation, they have responded positively by planning major refurbishment.
- 5.4 The senior leadership provides regular reports to the entire board on the pupils' achievements, ensuring they are well informed about educational standards, as well as keeping them updated regarding any emerging issues of importance, particularly with regard to safeguarding.
- 5.5 The directors of the school hold a review day before the start of every academic year to reflect on progress and plan future development. Before this meeting, they meet with parents and staff to canvass their views on the school's strengths. This enables them to devise a strategic plan that identifies and effectively prioritises the needs of the school and offers support, challenge and stimulus for growth and improvement.
- 5.6 Directors understand the importance of their role in monitoring and reviewing the safeguarding arrangements within the school, as well as other related policies regarding health and safety. All regulatory policies are presented annually to the board for scrutiny. Whilst being fully aware of their corporate responsibility for checking related policies and their implementation, amendments to some policies and practices required to ensure compliance indicate that the proprietors' current systems of monitoring are not sufficiently rigorous.

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

- 5.7 The quality of leadership in the school, including links with parents, carers and guardians, is good.
- 5.8 The school is led and managed effectively by a cohesive leadership team. They work closely together and contribute complementary skills. They provide clear educational direction and a strong sense of team spirit and common purpose, which ensures a high-quality education and excellent personal development for all pupils, including those children in the EYFS.

- 5.9 Senior leaders are united in their determination to achieve the school's aim to offer children of all ages an exciting education so that they can maximise their personal potential. Senior leaders share management responsibility for the EYFS as well as for the main school. Their success in achieving a school that is well led and managed is affirmed by parents in their responses to the pre-inspection questionnaire, which indicate an extremely high level of appreciation of the school's efforts to address the individual needs of their children. Inspectors agree. Effective policies are in place to ensure that the pastoral care of all pupils is excellent but senior leaders do not sufficiently monitor the level of challenge provided to the most able in teaching. The school's vision is formalised in a development plan which includes the EYFS. This reflects on the successes and challenges of the previous year and clearly details targets for successive improvement, including in areas of accommodation, health and safety. Future development is underpinned by appropriate policies and systems, but some of these, including those pertaining to the EYFS, are insufficiently detailed or thorough. The school acted swiftly during the inspection to amend policies and practices to ensure that all pupils, including those children in the EYFS, receive appropriate levels of welfare and safeguarding.
- 5.10 Communication between the senior leadership and the staff, so that staff feel well supported in their work, is a strength of the school. A well-organised programme of formal meetings is supplemented by informal discussion so that any concerns or issues are readily aired, allowing all staff, including those in the EYFS, the opportunity to reflect on their own professional practice. The school runs smoothly from day to day. Daily routines involving general supervision and care for all pupils work well.
- 5.11 Educational programmes are effectively monitored to ensure that programmes of study are appropriate to the ages and needs of the pupils. Regular appraisal of staff performance involves observation of lessons so that individual professional development needs are identified and appropriate training provided, which has contributed to the improvement in the quality of teaching. Scrutiny of pupils' written work is insufficiently rigorous. Some staff do not adhere to the agreed policy, which results in inconsistent quality of marking between subjects and year groups.
- 5.12 Recruitment procedures for assessing the suitability of staff and others involved in working with children are now suitable. Minor omissions were rectified by the end of the inspection. Regularly updated training and careful induction procedures ensure that all staff receive appropriate guidance in safeguarding and welfare, health and safety. Clear handbooks inform them about the school's aims, procedures and expectations.
- 5.13 The school has established excellent links with parents through the Parents' Network. Parents are highly positive about the school and appreciate the opportunities to meet with the directors regularly to discuss all matters pertaining to school life, including the strategic vision for future development. In the pre-inspection questionnaire, all parents who responded agree that their child is well looked after and happy. They express high levels of satisfaction with the progress being made by their children and by the information they receive. Inspectors agree. The school uses its website and social media to communicate with parents in a dynamic and accessible fashion and meets its aims to engage constructively and openly with parents and help them to feel fully involved in the community of the school.

- 5.14 Good quality information is provided to current and prospective parents via the website and through helpful handbooks for parents, along with frequent newsletters. Parents of children in the EYFS appreciate the family atmosphere generated by staff, which is continued through into the main school. Staff meet with parents on a daily basis to discuss any concerns, as well as to report on progress. Easy communication with staff by email is a strong element. Parents know that the staff are always available to them and they are confident that any concerns are dealt with sensitively and quickly. A very small number of parents indicated in their response to the pre-inspection questionnaire that they were concerned about the amount of homework pupils receive and by the way in which concerns are handled. The inspection team judged that staff handle any problems with homework on an individual basis and make sensitive adjustments if required. Suitable policies are implemented appropriately to deal with any concerns. If a matter is more serious, the school has a clear and appropriate complaints procedure. There have been no formal complaints in the previous academic year.
- 5.15 Children visit their new classes in the summer term and their parents receive a talk about the coming year from the senior leadership, which ensures a smooth and informed transition. When children reach the age to transfer to other schools, there is a personalised approach that ensures that each pupil is directed towards a school assessed as suited to their individual strengths and interests.
- 5.16 Parents are kept informed about their child's progress by an annual parents evening and full written report. Half-way through the year they receive a grade sheet which details levels of achievement in literacy and numeracy and gives guidance on how the school and parents can work together to support each child's progress. Invitations to attend school events throughout the year are frequent. Parents report that they especially appreciate the plays and recitals given by their children, as well as participating as families in a wide range of social events.

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