



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

TOWER HOUSE SCHOOL

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Tower House School

Full Name of School	Tower House School
DfE Number	318/6009
Registered Charity Number	1068844
Address	188 Sheen Lane East Sheen London SW14 8LF
Telephone Number	020 8876 3323
Fax Number	020 8876 3321
Email Address	admissions@thsboys.org.uk
Headmaster	Mr Greg Evans
Chair of Governors	Mr Jamie Forsyth
Age Range	4 to 13
Total Number of Pupils	187
Gender of Pupils	Boys
Numbers by Age	4-5 (EYFS): 19 5-11: 125 11-13: 43
Head of EYFS Setting	Mrs Vesna Maguire
EYFS Gender	Boys
Inspection Dates	08 Mar 2016 to 11 Mar 2016

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 standard inspection was in March 2010.

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

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

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

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

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

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

INSPECTION EVIDENCE

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

Mr Ian Newton	Reporting Inspector
Mr Chris Davies	Team Inspector (Headmaster, IAPS school)
Mr Brian Melia	Team Inspector (Former Headmaster, IAPS school)
Mr Chris Manville	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Tower House School is a one-form entry day preparatory school for boys between the ages of 4 and 13. It was founded as a proprietorial school in a residential area in East Sheen in 1932, and has been a charitable school with a board of governors since 1997. In addition to its main site, the school uses a nearby sports ground for games. Since the previous inspection, a new junior school has been built to provide improved classroom space, together with indoor toilets and space for art and design technology. The present headmaster has been in post since 2009.
- 1.2 The school aims to provide a happy and stimulating environment in which high quality teaching enables pupils to achieve the highest academic standards, whilst placing a high priority on treating them as individuals. In addition, it seeks for pupils to gain the personal skills and confidence to be able to shape their own futures in a rapidly changing world, and learn to be self-disciplined, well-mannered and responsible members of the school and wider communities who value the contributions of others. It sets out to ensure the fullest development of pupils' spiritual, social, moral, cultural and physical dimensions.
- 1.3 At the time of the inspection, the school had 187 boys on roll, of whom 19 were in the Early Years Foundation Stage (EYFS), consisting of a single Reception class for children aged 4 and 5. The junior school includes pupils in Reception and Years 1 to 3; the senior school comprises pupils in Years 4 to 8.
- 1.4 Pupils are drawn from nearby areas in south west London, with many living near enough to walk or cycle to school. They come from families with mainly business or professional backgrounds. Most pupils are of white British origin, with others reflecting the mix of ethnicities in the local area.
- 1.5 The ability profile of the school is judged from inspection evidence to be above the national average. Thirty-five pupils have special educational needs and/or disabilities (SEND), mainly related to their language skills, and one has an education, health and care (EHC) plan. Forty-one pupils have English as an additional language (EAL), but none require support for their language development.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils are extremely well educated in accordance with the school's aims. In the EYFS they achieve high standards in all areas of learning. They enjoy working independently and creatively, are articulate and reason carefully. Older pupils develop an excellent grasp of language, show considerable creativity, develop a strong grasp of key ideas, and achieve high standards in art, drama, sport and music. Their attainment is excellent, and they are very successful in entry to selective senior schools. The pupils have excellent attitudes: they are enthusiastic and committed in lessons, work very well together and are sensitive in discussion.
- 2.2 The pupils' excellent progress is supported by a wide-ranging curriculum, a very broad range of activities and an exceptionally wide programme of visits and residential trips. Excellent teaching reflects the high quality of planning, the lively manner in which almost all lessons are conducted and the emphasis on pupils working collaboratively as well as independently. Support for pupils' differing abilities has improved since the previous inspection, but is not yet fully consistent. Pupils with SEND benefit from excellent support. The most able pupils are well supported in many lessons, but not in all, though they have considerable opportunity to develop their talents outside the classroom. An overwhelming majority of pupils and parents who responded to the pre-inspection questionnaires were pleased with pupils' progress, and pupils were similarly highly positive about the teaching they receive.
- 2.3 The pupils' personal development and the quality of pastoral care are excellent. From the EYFS onwards, pupils show considerable self-awareness, self-confidence and self-esteem, learning to provide care and support for others. They are sensitive to those of different faiths and cultures, aware of their responsibilities for the environment and enjoy the roles they play around the school. Throughout the school, high quality care is provided, and relationships and behaviour are excellent. Arrangements for safeguarding, welfare, and health and safety are excellent. Both pupils and parents are very positive about the way the school cares for its pupils.
- 2.4 The school's excellent governance and leadership are based on a clear vision of its aims and priorities, supported by careful financial management. This has enabled substantial investment in high quality facilities since the previous inspection and improvements in provision for pupils with SEND, though such improvements for the most able are less consistent. This clear sense of educational direction is reflected in pupils' high standards of academic achievement and excellent personal development. All staff are fully committed to the well-being and care of the pupils. Parents are extremely positive about the school's leadership, as they are about all aspects of the education and care their children experience.

2.(b) Action points

(i) Compliance with regulatory requirements

2.5 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

(ii) Recommendation for further improvement

2.6 The school is advised to make the following improvement.

1. Ensure that the excellent practice in meeting the needs of the most able pupils evident in many lessons is extended to all teaching.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Throughout the school, pupils are well educated in accordance with the school's aims for the highest possible academic standards to be maintained. An overwhelming majority of pupils and parents said in response to the pre-inspection questionnaires that pupils make good progress.
- 3.3 In the EYFS, children achieve extremely well in all areas of learning and development, particularly in communication and language, and in understanding the world. In mathematics, they recognise three-digit numbers and solve simple addition and subtraction problems. In physical education (PE), they move with increasing agility and control. From their individual starting points, all children, including those with SEND, make very strong progress. The most able children read a wide range of simple and more difficult words. By the end of Reception, almost all children achieve, and many exceed, all of the Early Learning Goals and are very well prepared for the next stage of their education.
- 3.4 Children in the EYFS enjoy their learning and listen attentively. They show considerable imagination. They are highly confident communicators, with well-developed reasoning and critical thinking skills. Children become active and independent learners through the ample opportunities they have to explore and experiment with a rich array of imaginative resources. These opportunities are very good within the classroom, but occasionally missed at other times.
- 3.5 Throughout the rest of the school, pupils continue to achieve high standards. They show an excellent grasp of language. Younger pupils use a wide variety of adjectives and structure sentences well. Older pupils show creativity and technical skill when writing poetry. Pupils are fluent in discussion, use sophisticated vocabulary and listen carefully to each other. They speak confidently in French, using excellent accents and extensive vocabulary. Younger pupils apply their excellent understanding of multiplication and division when calculating fractions; older pupils apply their understanding of transformations to problems of shape and space. Pupils have a good understanding of key concepts in science, history, geography and religious studies. They use a wide range of skills in information and communication technology (ICT) to support work across the curriculum, for example when writing up fieldwork in geography. In sport, they demonstrate considerable skill, coupled with commitment and enthusiasm. Support for pupils with SEND ensures that they achieve well, both in class and in specialist lessons; when challenged fully, the most able pupils achieve high standards. In personal, social, health and economic education (PSHEE), pupils show that they understand feelings and emotions, and think logically about difficult moral issues. Pupils are very successful in obtaining places at senior schools, some of which are highly selective.
- 3.6 The pupils produce imaginative and well-executed work in art. They show considerable powers of expression in film and on stage, and sing confidently from an early age; many learn musical instruments, and the swing band plays with skill and verve. A number of pupils win art, drama and music scholarships to senior schools. Sports teams are particularly successful for the size of the school, often beating teams from larger schools. The rugby team had an unbroken record during a recent tour of Italy, beating the national champions in this age group.

- 3.7 Pupils' attainment cannot be measured in relation to average performance against a fixed national norm, but results in standardised tests of attainment indicate that their performance in English and mathematics is higher than worldwide norms. On the evidence available, including lesson observations, the scrutiny of work, discussion with pupils and displays, attainment is judged to be high in relation to national age-related expectations.
- 3.8 This level of attainment indicates that pupils make excellent progress in relation to pupils of similar ability. Those with SEND progress rapidly in their language skills as a result of the support they receive. The most able pupils make rapid progress in many lessons, producing work of a higher standard than their peers, though this is not universally the case. They achieve particularly high standards in creative areas.
- 3.9 In almost all lessons, pupils are enthusiastic and committed to the work they are doing. They enjoy their work and are actively involved. They work well together, listen carefully to each other and share their ideas in class. The pupils respond well to challenging tasks. Almost all work is very well presented, showing thought and care.

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

- 3.10 The contribution of curricular and extra-curricular provision is excellent.
- 3.11 Throughout the school, the broad and balanced curriculum is well suited to the pupils' ages and abilities. It supports the aim to provide a stimulating environment in which pupils can excel. All parents who responded to the questionnaire said that their children are offered an appropriate range of subjects, and almost all pupils and parents expressed in their responses that there is a good range of activities.
- 3.12 In Reception, carefully planned activities ensure that all aspects of the EYFS curriculum are covered effectively through an appropriate balance of adult-led and child-initiated activities, enabling children to meet, or often exceed, the expected levels of development. A variety of projects and themes, reflecting children's own interests, is used very well to explore topics such as space, the past or the natural world. The vibrant, colourful classroom and outdoor area promote highly effective, purposeful learning. Flexible timetabling allows planning to be adjusted effectively to reflect children's changing needs and interests. Specialist teaching for games, music, PE and French further enhances the curriculum. Provision for the independent use of ICT is not yet fully developed.
- 3.13 From Year 1 onwards, the curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. In addition to the National Curriculum subjects and religious studies, French is taught from Reception and Latin from Year 5. The excellent provision for creative development includes art, pottery and sculpture, individual music tuition and many opportunities to perform in concerts, bands and plays. Since the previous inspection, new facilities have been provided for the junior school, art and support for SEND, and ICT resources have been much improved; all these have improved the educational experience offered to pupils. The school uses outstanding facilities at a nearby sports ground. Curricular planning is generally excellent.
- 3.14 The school has developed a stimulating and comprehensive PSHEE programme, supported by assemblies and talks from visiting speakers. These have included talks by parents on a variety of careers, including medicine, law, journalism and industry. The curriculum supports an understanding of fundamental British values,

such as democracy and tolerance for those with different faiths and beliefs. It ensures a balanced presentation of political views. The school actively promotes a love of reading, through visits from authors, a book week and regular sessions for all year groups in the amply stocked library.

- 3.15 Support for pupils' differing needs has been improved. In the EYFS, thoughtful adaptations and individual support help those with SEND, including EHC plans, to participate fully. For the most able children, extra challenge extends their knowledge and skills. As a result, all children are very well supported in their learning and reach the expected levels of development for their age.
- 3.16 Provision for pupils from Year 1 onwards who have SEND is now highly effective in identifying and meeting their individual needs, through well-managed systems and suitable action by staff. Carefully tailored support, either in class or individually, is reviewed regularly to ensure that targets are appropriate and challenging. Close liaison with parents, local agencies and other professionals ensures a co-ordinated approach. Although at the time of the inspection no pupils needed support for EAL, appropriate arrangements exist should it be required. The most able pupils benefit from split classes, from opportunities to develop special skills in art, music, sport and drama, and, in many lessons, from activities well matched to their needs. An overwhelming majority of parents feel that able pupils are well supported.
- 3.17 The school offers a very wide variety of extra-curricular activities and clubs. In the junior school, these range from art to tennis and drama to Mandarin. In the senior school, they range from fitness and sport to debating and ICT, and from art to orchestra and choir, and, for the oldest pupils, include Greek. The school also provides a very wide offering of trips to support the curriculum. Pupils visit museums and art galleries, and attend a citizenship day at the local council. Every senior year group benefits from residential trips, such as the Year 5 history trip to York, the Year 6 French trip and the Year 8 activity holiday to Devon.
- 3.18 Links with the community are strong: pupils support a range of charities, perform music in local care homes and undertake voluntary work in improving the local environment. This includes clearing river-bank weeds and securing rafts for nesting swans.

3.(c) The contribution of teaching

- 3.19 The contribution of teaching is excellent.
- 3.20 Staff in the EYFS have high expectations, are very knowledgeable about how children learn and understand how to meet their needs. Skilful questioning stimulates conversation and helps children develop their understanding through making links in their learning. Very occasionally, questioning is less effective when children are given insufficient time to consider their answer, or when questions are not related to the task at hand. Imaginative and varied activities promote high levels of participation through an excellent balance of adult-initiated and self-directed purposeful play, using resources which are carefully matched to children's needs and interests. The wide variety of open-ended resources, such as wooden blocks, car tyres and cardboard boxes, helps children to develop very effective learning habits through exploration and experimentation.
- 3.21 Detailed observations of the EYFS children's activities and achievements provide a comprehensive record of their learning, and are used very effectively to inform planning and to identify the need for additional support. This support, provided

through carefully timed and focused action by adults, reflects children's individual needs and provides challenge for all. Unobtrusive support for children with SEND, including EHC plans, is very effective in enabling progress, as is additional challenge for the most able.

- 3.22 The excellent quality of teaching throughout the school enables pupils to achieve the high standards for which the school aims. All pupils who responded to the questionnaire said that teachers help them to learn and provide individual help when needed, and that they are encouraged to work independently.
- 3.23 For pupils from Year 1 onwards, teaching continues to promote their excellent progress, and thus provide an environment conducive to learning. Almost all lessons are well planned, using a wide variety of carefully prepared resources to support pupils' learning and making excellent use of the time available. Lessons are well organised, and they usually proceed with a rapid pace and lively manner that engages pupils' attention fully; in questionnaire responses, almost all pupils said that they find work interesting. Only occasionally is there too little focus on learning new ideas and too much on unproductive activity. Teachers use technology effectively, both in whole-class teaching and to support pupils' individual work. In the great majority of lessons, teachers show excellent subject knowledge, enabling them to give clear explanations of key points.
- 3.24 Teaching provides frequent opportunities for pupils to work in pairs and groups, whilst also giving opportunity for individual work; lessons are less dominated by the teacher than at the time of the previous inspection, and there is less reliance on worksheets. Pupils are encouraged to think carefully when they are posed challenging questions, and excellent use is made of plenary sessions to test understanding.
- 3.25 Relationships between teachers and pupils are excellent and behaviour almost always good. Sensitive teaching enables personal issues to be explored in PSHEE. Teaching promotes tolerance and respect for others, and is non-partisan in the discussion of political issues.
- 3.26 Provision for pupils' differing abilities has improved since the previous inspection, though it is not yet consistent. A few pupils responding to the questionnaire felt that they do not always have the right amount of work to do. In the best teaching, work is carefully matched to pupils' differing needs but, in a minority of lessons, pupils of all abilities are treated similarly, restricting the progress the most able make. Elsewhere, teachers are quick to identify pupils who need assistance, or provide varying degrees of support in a common task. Provision for pupils with SEND is highly effective in specialist sessions. Teaching assistants are deployed very effectively, both to support groups of pupils within a class and to contribute to pupils' education in other ways, such as in the library. Teachers make a very important contribution to activities outside class, which provide significant additional opportunities for pupils with particular talents.
- 3.27 Work is marked regularly and thoroughly and, in the great majority of cases, it indicates how pupils may develop their ideas further. Almost all pupils who responded to the questionnaire think that homework supports their studies well. Since the previous inspection, the school has developed assessment by pupils of each other's work. The school uses a variety of assessment procedures throughout to monitor the progress of both individuals and groups effectively.

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 The pupils show excellent personal development by the time they leave the school, in line with the aim that they should develop the personal skills and confidence to shape their own futures, and value the contributions of others. This also reflects the aim to ensure the fullest development of pupils' spiritual, social, moral, cultural and physical dimensions.
- 4.3 In the EYFS, children's personal and social development is very strong due to the many opportunities for them to develop self-awareness, independence and imagination. They respond very positively to teachers' expectations and co-operate very well, for example when tidying up enthusiastically at the end of a session. They work happily together when moving large equipment, and exhibit high levels of independence and responsibility. Their relationships with older pupils are excellent. Reception children mix with older pupils at lunchtime, during assemblies and at events such as Sports Day, preparing them to move into the wider school community.
- 4.4 Throughout the school, pupils' strong personal values are shown in their self-confidence, self-knowledge and self-esteem, meeting the school's aim for them to become able to shape their own futures. They can empathise with others, for example when conveying reactions to war while acting in a film. They show initiative, take responsibility for their own behaviour, are polite to one another and are keen to contribute to their communities, both inside the school and more widely. They are especially proud of their involvement with conservation and sustainability, with a pupil addressing a world forum on sustainable development. Many walk or cycle to school to show their own commitment to these ideals. In this way they demonstrate a strong sense of ethical responsibility and consideration for others.
- 4.5 The pupils' moral foundations are highly developed. They have a clear sense of right and wrong: for example, in class they have drawn up their own rules. Pupils are aware that their actions affect others, and understand the role of the civil and criminal law. They raise money for local, national and international good causes, such as a schools' charity in Kenya. They are very aware of the needs of others, for example discussing migrant issues with sensitivity.
- 4.6 From the EYFS upwards, pupils develop an excellent understanding of fundamental British values, and of public institutions and services in England. Year 6 visit local magistrates' courts, which contributes to their understanding of the rule of law and the importance of freedom, liberty and justice. They also enjoy a junior citizens' day, when they meet local fire and police services. Pupils learn to appreciate democracy, for example by electing form captains who then act as their representatives on the school council. They show a good appreciation of broader economic and political issues.
- 4.7 The pupils' excellent social development enables them to be at the heart of a strong and supportive community, which nurtures an enjoyment of learning. They enjoy the many responsibilities they have, such as becoming school prefects or house captains in Year 8, or playground monitors and form captains in the lower years. When participating in residential trips, they develop a sense of care and

responsibility for their peers as well as for themselves. The pupils' mutual warmth, friendship, respect and good humour are very evident, for example when older pupils care for younger ones by helping them with their reading or assembly preparation.

- 4.8 The pupils develop tolerance and an understanding of other faiths through discussion in lessons and visits to places of worship, such as a local synagogue, Hindu temple and mosque. They appreciate both Western and other cultures, and value non-material aspects of life as well. From the EYFS upwards, they show respect for those with different views to their own, or whose experience of life is different, and understand the need to oppose discrimination.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 In the EYFS, key people develop very positive relationships with the children in their care. The secure and supportive atmosphere, where all contributions are valued, encourages children to take risks in their learning and helps them to become increasingly responsible. For example, they learn to be safe through carefully managed but challenging activities in a local woodland. Outdoor activity throughout the Reception year lays a strong foundation for a healthy lifestyle.
- 4.11 The school provides a happy, stimulating and secure environment, with excellent relations between staff and pupils, in which pupils show outstanding support for one another. Members of staff know pupils of all ages very well. Pupils appreciate their teachers' unfailing support, guidance and encouragement, and the wide range of rewards available for their efforts. Staff liaise carefully together to share pastoral information about the pupils.
- 4.12 The overwhelming majority of parents who responded to the questionnaire felt that the school achieves high standards of behaviour, and a very large majority considered that the school deals well with any incidents of bullying. In interviews, pupils said that bullying incidents are very rare and well handled if they occur. Pupils are given important advice on how to stay safe on the internet or how to report any cyber-bullying if it were to take place. A very small minority of pupils responding to the questionnaire felt that the use of sanctions is not fair but inspection evidence showed, from both records and interviews with pupils, that sanctions are used appropriately.
- 4.13 The school has a suitable plan to improve access for pupils with SEND and has made excellent adaptations to meet pupils' individual needs. School lunches are nutritious and provide plentiful choice. Pupils are very aware of the importance of a healthy, balanced diet and the advantages of maintaining physical fitness. Both in the EYFS and for older pupils, regular use of the extensive facilities of a local sports centre help develop an appreciation of the benefits of exercise.
- 4.14 In questionnaire responses, the overwhelming majority of pupils felt that the school asks for their opinions and responds to them, as was evident in the way that suggestions by the school council have been accepted by the school; these include the installation of a soft safety surface on the playground. Pupils also suggest suitable book purchases for the library.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 Procedures for welfare, health and safety within the EYFS are fully effective; they are given a high priority and rigorously implemented. Daily checks of equipment and facilities, based on comprehensive risk assessments, promote a safe, secure and stimulating environment where every child can flourish. Attendance is carefully recorded and staff are prompt in investigating any unexpected absence. Tolerance, inclusion, diversity and other characteristic British values are actively promoted, and appropriate arrangements are in place to protect children from extremist views and radicalisation.
- 4.17 From the EYFS onwards, the safeguarding of pupils is given the highest priority; policies and procedures have regard to official guidance and support pupils' well-being extremely well. Regular training ensures that all staff are very aware of the need to be vigilant about safeguarding, and to take appropriate action if necessary. Pupils, likewise, are made aware of what to do if a concern arises, and of the risks associated with electronic technology. Staff are particularly alert to matters of welfare, such as the amount of food pupils eat at lunchtime. They have frequent opportunities to discuss minor issues affecting pupils at regular briefings and meetings.
- 4.18 The school has taken appropriate action to guard against the risk of fire, and has established suitable procedures to follow should one occur. Equipment checks are carried out regularly, as is staff training. Regular fire drills are conducted and any issues that arise resolved.
- 4.19 Arrangements for health and safety are robust. Detailed risk assessments are carried out where necessary, and safe practices were observed during the inspection. A high proportion of the staff are trained in first aid, and the school has effective procedures for dealing with and recording any incidents. The medical room provides appropriate facilities. Pupils with SEND are very well supported, both in lessons and around the school. They are well supervised at breaks and lunchtimes. A very large majority of parents said in response to the questionnaire that their children feel happy and safe at school.
- 4.20 Records of attendance and admissions are maintained and stored in accordance with requirements.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Governors provide excellent oversight for the school from the EYFS onwards, ensuring that it meets its aims of enabling pupils to achieve high standards whilst becoming self-disciplined and responsible members of society. Since the previous inspection, careful financial management has enabled them to develop much improved accommodation and resources, alongside continued investment in staff, in order to improve the pupils' educational experience. The governors share a clear vision of school priorities, which provides them with a sharp focus for decisions about school development, so that key principles are maintained whilst improvements are made. They understand the importance of recruiting, developing and retaining high quality staff, and create opportunities to meet them for professional discussion.
- 5.3 Detailed reports from the leadership, informal discussion with staff and attendance at school events enable governors to develop a good insight into the school, to monitor its work and to provide the necessary challenge and stimulus to school leaders. They support the work of the EYFS effectively, taking its needs into account. Detailed annual audits, and discussion at board meetings, enable governors to give the required oversight to matters of safeguarding, welfare, health and safety. They ensure that the safeguarding policy is reviewed annually and that procedures and implementation are updated and reviewed regularly.

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 excellent.
- 5.5 In the EYFS, excellent leadership is highly successful in providing a safe, secure and nurturing environment where learning is fun. Self-evaluation and reflective practice are particularly strong, based on an ambitious vision for what children can achieve. Clear priorities inform the school development plan. Characteristic British values, such as tolerance, respect and consideration for others, are consistently promoted through a wide range of classroom activities, assemblies, visitors and outings.
- 5.6 Staff in the EYFS work closely as a team, and have forged links with other settings to share good practice. Weekly staff meetings enable discussion of concerns and areas for development, and are supported by regular supervision and performance management meetings. In addition, comprehensive induction and ongoing professional development ensure that staff continually develop their knowledge and skills. The capacity for continued improvement is very strong.
- 5.7 The EYFS setting has made good progress since the previous inspection. More effective procedures for evaluating the quality of the provision have been introduced, and much enhanced indoor and outdoor space has been provided. Staff and senior managers monitor outcomes for children very effectively through taking part in the external moderation of assessments at the end of the EYFS. This information is

used to support children as they move in to Year 1, but is used less effectively to identify areas for development within the EYFS.

- 5.8 In the school as a whole, structures for leadership and management have developed well since the previous inspection, so that the school meets its aims successfully and its ethos promotes respect for others and for democracy. The school's accommodation is well maintained and has been developed extremely well in recent years to meet pupils' needs. Appropriate steps have been taken to protect pupils from the influence of radical views, and to promote respect for others and for democracy. Responses to the questionnaire showed that an overwhelming majority of parents are satisfied with the leadership and management of the school.
- 5.9 Throughout the school, selection and appointment procedures are rigorous and effective. New staff and governors receive appropriate induction in safeguarding, welfare, health and safety, with subsequent retraining as required. Strict adherence to safeguarding and welfare policies ensures that pupils' well-being and safety are a high priority. Both teaching and non-teaching staff are fully committed to pupils' welfare.
- 5.10 Members of the school's senior management team have well-defined roles, which reflect their complementary skills effectively and which are executed well. Most teachers enjoy a role as a head of year, or as subject leaders in the senior school; these leadership roles are implemented effectively, with staff receiving appropriate support from senior leaders. In addition, the strong liaison between teachers at different levels of the school means that all staff feel involved in the development of policies and procedures. Meetings amongst staff are regular and effective, and policies are implemented fully.
- 5.11 The clear educational direction in the school is reflected in the high standards of academic education and the pupils' excellent personal development. The school has a clear strategic vision, and the development plan contains appropriate priorities for achieving its aims; development planning has been improved since the previous inspection. The school is devoting increasing attention to the pupils' individual needs in lessons, though practice in this area is not yet consistent.
- 5.12 The annual staff appraisal and review process is linked very effectively to both whole-staff training and continuous professional development for individuals. Staff are encouraged to attend courses and an increasingly generous budget allowance is available for this. Other innovations, some still at an early stage, include peer observation and the scrutiny of pupils' work, to ensure that the pupils' needs are equally well served across the year groups.
- 5.13 Links with parents, carers and guardians throughout the school are very strong. In response to the questionnaire, most parents expressed satisfaction with all aspects of the school, and all were happy with the information available to them.
- 5.14 Partnership with parents is a strength of the EYFS. Taster days and a comprehensive welcome booklet help children and their families prepare effectively for joining the school. As a result, the transition from home to school is very smooth. Information evenings and parents' workshops provide a detailed introduction to the EYFS curriculum and how learning can be supported at home. Staff maintain a constructive dialogue with parents through a weekly newsletter, and parents help to celebrate children's achievements away from the classroom. This close partnership with parents, together with strong links with local agencies, ensures that appropriate support is secured for children with additional needs.

- 5.15 Across the whole school, communication between the school and home is highly constructive, based on mutual trust and respect. Information regarding events and other school activities is conveyed very effectively through the school website, weekly newsletters and email. Other information and video clips are sent to parents through social media. Staff are readily available by email, and parents report that they receive prompt and helpful replies to any query. The required information, including details of school policies, is readily available to the parents of current and prospective pupils through the school's website or from the school office.
- 5.16 A very small minority of parents responding to the questionnaire were critical of the school's response to concerns. Inspection of a sample of correspondence showed that on the very rare occasions when parents have complaints, these are resolved quickly and sensitively in line with the published procedures.
- 5.17 Parents are welcomed into the school for a wide variety of events such as concerts, sports fixtures, drama performances and assemblies, enabling them to be involved with and supportive of their children's learning; all of these are very well attended. Two parents from each year group act as parent representatives to disseminate information between the school and the parent body. Parents also support their children's learning through social, fund-raising and charitable events run by the parents' association.
- 5.18 Parents appreciate the opportunities they have to speak to form tutors and other teaching staff. Parents have good opportunities to discuss their children's work at meetings with staff. Comprehensive reports provide valuable insight into progress, current attainment and targets for improvement. Parents are also invited to give their views on all aspects of their children's experiences at school, and on the school's communications with them, in a survey conducted by independent analysts every three years.

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