



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION LANCING COLLEGE PREP AT HOVE

INDEPENDENT SCHOOLS INSPECTORATE

Lancing College Prep at Hove

Full Name of School	Lancing College Prep at Hove		
DfE Number	846/6000		
Registered Charity Number	1076483		
Address	Lancing College Prep at Hove The Droveaway Hove East Sussex BN3 6LU		
Telephone Number	01273 503452		
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Email Address	hove@lancing.org.uk		
Head	Mr Alan Laurent		
Chair of Governors	Dr Harry Brünjes		
Age Range	3 to 13		
Total Number of Pupils	245		
Gender of Pupils	Mixed (168 boys; 77 girls)		
Numbers by Age	3-5 (EYFS):	48	7-13: 155
	5-7:	42	
Number of Day Pupils	Total:	245	
Head of EYFS Setting	Miss Sasha Place		
EYFS Gender	Mixed		
Inspection Dates	10 Mar 2015 to 13 Mar 2015		

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 2009.

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.

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

Inspectors

Mrs Louise Harwood	Reporting Inspector
Mrs Frances Willacy	Team Inspector (Former Head of Junior School, IAPS school)
Mrs Krystyna Derkacz	Team Inspector (Senior Manager, IAPS school)
Mr Richard Balding	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Lancing College Prep School at Hove is a Christian foundation in the Anglican tradition and is a member of the Woodard Corporation. It educates boys and girls between the ages of three and thirteen. The school strives to preserve and promote the Christian values which lie at the heart of its foundation. It aims to instil in all its pupils a desire for excellence, to enable them to develop independent, searching minds and to realise their full academic potential. It seeks to provide a safe, welcoming, supportive and tolerant environment, in which each pupil will feel valued as an individual, experience a happy and fulfilling education and feel well prepared for their next school.
- 1.2 The school, originally known as Mowden School, was founded in 1896 at Mowden Hall in Essex and moved to Hove in 1913. In 2002, the school was taken over by Lancing College, the senior school, and since 2014 has been known as Lancing College Prep School at Hove. The headmaster reports directly to governors who govern both the preparatory and senior schools. The school occupies a site of approximately seven acres, including extensive grounds for a variety of sports and an all-weather pitch. Recent additions to the school buildings include a science laboratory and new Nursery accommodation. The school is eight miles from Lancing College and pupils have opportunities to share its facilities.
- 1.3 At the time of the inspection there were 245 pupils on roll, of whom 168 are boys and 77 are girls. Of these, 48 are in the Early Years Foundation Stage (EYFS), which comprises a Nursery class and two Reception classes. Three pupils require support with acquiring English as an additional language (EAL). The school has 41 pupils who have been identified as having special educational needs and/or disabilities (SEND), 25 of whom receive additional learning support. No pupil has an education, health and care plan.
- 1.4 The ability profile of the school is above the national average. There is some variance between the spread and average ability of each year group but three-quarters of pupils have ability that is at least above average. Pupils are mainly from business and professional families and come predominantly from the Brighton and Hove areas. The ethnicity of pupils is predominantly white British. Around four-fifths of pupils transfer to Lancing College at the end of Year 8.
- 1.5 National Curriculum (NC) 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 Throughout the school the pupils' achievements and learning are excellent. The broad, balanced and stimulating curriculum provides well for pupils of all abilities. As a result, all pupils, including those with SEND and EAL, acquire excellent subject knowledge across a wide range of study and interests, especially science, sport and the creative arts. Teaching by subject specialists enhances the pupils' learning throughout the school. As a result of well-planned cross-curricular links, pupils learn to connect ideas and build on their knowledge and understanding. They are articulate and confident speakers and enjoy opportunities to reason and debate. Teaching is excellent and employs high-quality resources to engage all pupils, including the use of information communication technology (ICT). The programme of visits and clubs is extensive and provides valued enrichment to the curriculum.
- 2.2 The quality of the pupils' personal development is excellent. They are confident and self-aware yet mindful of others' needs. The Christian values of care and respect for others, inherent in the school's foundation, are cornerstones of the school's pastoral care. Pupils describe their school as a community. They adhere to the school's own academic, behaviour and citizen code and, as a result, they consistently demonstrate exemplary behaviour, try to achieve their best efforts and think of others. Arrangements for welfare, health and safety are excellent. Safeguarding arrangements are thorough and well understood. Comfortable and effective provision meets the needs of pupils who are ill or injured.
- 2.3 Governance shows a thorough oversight of the work of the school and is rigorous in its monitoring of policies and procedures, particularly those regarding the safeguarding of pupils. The full governing body brings a range of expertise and experience to the school and those with designated responsibility for specific areas fulfil their roles with commitment. Leadership and management are excellent, enabling a talented staff to secure the pupils' high levels of achievement and personal development. Since the previous inspection, newly created roles to oversee pupils with SEND and the assessment and progress of all pupils have strengthened the academic leadership of the school. The recommendations of the previous inspection have been met. In the EYFS, the supervision support for staff, which is in addition to the appraisal system, is accessed on an informal basis with the result that it is not recorded. Astute self-evaluation drives improvement throughout the school but is not fully reflected in the written plan.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. Extend the school development plan so that it fully reflects the school's self-evaluation and includes clear time frames and success criteria.
 2. In the EYFS, establish a formal system of supervision for staff.

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 The school is highly successful in meeting its aims. From the EYFS onwards, pupils demonstrate an ability to think for themselves and to express their views clearly. In Nursery, they make careful, independent choices when selecting resources and in Reception they work with high levels of concentration, such as when they explore and predict the movements of a programmable toy. All EYFS children, including those with EAL and SEND make substantial progress in learning from a wide range of starting points. Younger children recognise their names and numbers to five. Older children confidently find pairs of numbers to make 10 and 20 and use their phonic knowledge accurately to construct words for reading and writing. Many are able to read at an advanced level in relation to age-related expectations. All children enjoy their learning, and approach each activity with enquiring and eager expectation.
- 3.3 Throughout the school, pupils demonstrate strong subject knowledge and readily transfer thoughts and ideas learnt in one lesson or set of circumstances to another. At all ages they are able to understand and explain in detail something they have recently read, using wide vocabularies to engage and inform the listener. Older, pupils were quick to see relationships among things that seem to be different in poetry, and demonstrated a mature appreciation of symbolism and imagery. The youngest pupils skilfully applied their knowledge of adjectives to produce lucid and lively newspaper reports. Pupils achieve well in mathematics and are able to apply logical and mathematical understanding to other subjects, including scientific subjects. Skills in ICT are of a high order and are used well across all subjects, such as music, in which younger pupils expertly used application software to 'paint' melodies, harmonise them and share them by turning them into exportable files. Pupils show a natural willingness to expand their ideas, justify their opinions and adapt them in the light of new evidence provided by others; they are not afraid of a spirited debate. Younger pupils argued persuasively in history over the merits of saving or jettisoning objects in role-play as crew on Ernest Shackleton's Antarctic expedition.
- 3.4 Considerable success in art, dance, drama and music competitions reflects the pupils' well-developed creative skills. High standards of creative performance are achieved in assemblies, lessons, clubs and rehearsals. A broad range of sporting activities enables pupils of all ages to acquire excellent skills in specific disciplines such as netball and rugby. Pupils are successful in individual and team sports, representing their chosen sport at district, county and regional levels, and in tennis at national level. Over three-quarters of pupils learn an individual musical instrument, achieving high grades in music examinations relative to their age; many gain merits and distinctions. They perform at notable venues such as Westminster Abbey, and succeed in music competitions run by the Woodard Corporation.
- 3.5 Pupils acquire strong communication and organisational skills as a result of the extensive extra-curricular programme. During these activities pupils demonstrate high levels of co-operation, working well together and individually. The pupils' attitudes to learning, in and out of lessons, are excellent. They have many hobbies and interests and want to be involved in a variety of activities. They bring this

curiosity to their lessons and commit themselves to producing work of a high standard.

- 3.6 The pupils' attainment cannot be measured in relation to average performance in national tests but on the evidence available from lesson observations, work scrutiny and interviews with pupils, it is judged to be excellent in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make a high rate of progress in relation to pupils of similar ability. Pupils with SEND and EAL and the more able pupils make good, and in some cases rapid, progress as a result of the excellent support that they receive. Pupils are highly successful in gaining places and scholarships to the independent secondary school of their choice.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 Throughout the school, pupils are provided with a broad, curriculum which is rich in knowledge. Its depth and range ensures that all pupils gain strong foundations in the core subjects and are increasingly challenged as they grow older. It fulfils the school's aim to give each child the opportunity to experience a wide variety of activities and to encourage an interest in sport, music, drama, and community service.
- 3.9 In the EYFS, the educational programmes fully cover the prime and specific areas of learning, ensuring that all children make substantial progress, with many exceeding the expected levels of development. These well-planned programmes consider and meet the needs of all children who attend. They are enhanced by music, physical education (PE) and swimming lessons taught by specialists, as well as regular trips to the Lancing College farm estate, which extend the children's knowledge and understanding of the natural world. The effective balance between adult-led activities and those which children create and extend for themselves, develops independent thought. Outside learning is an integral part of the curriculum. Facilities such as the adventure playground and newly designed outdoor Nursery area support children in the acquisition of physical skills and stimulate their imaginations. Dance and sports clubs add variety for all EYFS children, while, in Reception, additional activities such as football, Spanish and tennis ignite possibilities for future hobbies and interests, in line with the school's aims.
- 3.10 For older pupils, the curriculum includes increasing challenge for the more able; programmes of study include activities which stretch individuals and give opportunities for independent research. The school's highly effective use of ICT across the curriculum provides creative and innovative ways for all pupils to deepen their understanding. Older pupils used software effectively to record cyclical rhythm patterns when studying polyrhythmic music and contemporary minimalist styles. Interactive presentations are regularly used in all subjects by all ages to develop ICT skills, self-confidence and communication skills. The introduction of French from Year 1 enhances the development of the pupils' linguistic abilities, and Latin from Year 6 complements their knowledge of specialised vocabularies. The curriculum makes excellent provision for art, music and design and technology, fostering success in creative skills and performance; the large number of music ensembles and productions enable pupils to take part and perform to audiences large and small.

- 3.11 Curricular support for pupils with SEND and EAL is excellent. They receive appropriately varied and accessible work, ensuring that their needs are met. The curriculum prepares pupils well for entry into senior schools; for example, in Years 7 and 8 pupils study each of the three sciences separately.
- 3.12 Personal, social and health education (PSHE) makes a strong contribution to curricular provision and promotes the pupils' personal development throughout the school. In Years 7 and 8, a challenging and stimulating programme entitled Religion, Ethics and Philosophy (REP), actively promotes discussion and reflection on a broad and well-balanced range of issues in science, religion, politics and contemporary affairs.
- 3.13 The wide range of extra-curricular activities greatly enhances the physical, creative and thinking skills of pupils. All age groups have access to vibrant and diverse clubs, workshops and trips, all of which enrich the taught curriculum. Recent trips have included visits to European cities as part of the REP studies, team-building in the New Forest, visits to heritage sites in England, France and Belgium, and a theatre trip. In their responses to the pre-inspection questionnaire and in discussion with inspectors, pupils reported a high degree of satisfaction with the extra-curricular activities programme.
- 3.14 The school fosters strong links with the local community, most particularly with the local church where the choir often sings and the school celebrates the Eucharist each term. Pupils visit a residential home for the elderly each week and the choir regularly entertains patients in a hospice. The school recently welcomed 90 pupils from junior schools around the area to a science workshop.

3.(c) The contribution of teaching

- 3.15 The quality of teaching is excellent.
- 3.16 Throughout the school, the lively, challenging and often inspirational teaching supports the school's aims. Meticulous planning takes into account the individual strengths of the pupils. It enables teaching to actively motivate pupils to acquire skills and knowledge that they can then apply across the curriculum, creating excellent progression. Pupils confirm that they have confidence in their teachers and enjoy their lessons. In response to the pre-inspection questionnaire, a very small minority of pupils expressed dissatisfaction with the arrangements for homework. Inspectors found that the tasks are appropriate and that the clearly defined and flexible homework policy encourages pupils to complete tasks over time.
- 3.17 In the EYFS, staff have excellent specialist knowledge. Their high expectations of children and regular and close observations of their progress, together with the accurate tracking system, guide daily planning and identify the next steps for learning for each child. The learning environments are well designed and teachers use high quality resources to motivate and engage the children.
- 3.18 Throughout the school, teaching demands much of the pupils. The high standard of teaching identified at the time of the previous inspection has been strengthened by the elements of an appraisal system that has helped each member of staff to build on and improve their teaching skills. The school has improved its ICT provision and training, enabling staff to add a new dimension to their lessons. In a creative writing lesson for younger pupils, interactive software was used effectively to stimulate the pupils' ideas to set the scene for the story.

- 3.19 Most work is marked thoroughly and comments provide positive feedback. Marking takes into full account the pupil's individual ability and potential. Pupils comment that oral feedback they receive helps them to understand how to improve and that the marking system clearly identifies the progress they are making. The high standard of assessment and robust use of data for all pupils enables the school systematically to track and monitor the progress and capabilities of pupils of all abilities. This informs future planning and choice of teaching methods in a highly effective way.
- 3.20 Together with their expert subject knowledge, teachers employ exciting methods that use resources well, such as electronic devices, textbooks and materials to stimulate the pupils' ideas. This encourages pupils to be active learners, listening, thinking, reasoning and doing. The pace of teaching is brisk and purposeful. Clearly explained objectives motivate pupils to stay focused and thus achieve high levels of progress, as well as exemplary behaviour and efficient completion of work. All teaching demonstrates passion and enthusiasm for the subject. Mutual respect and trust between staff and pupils encourages pupils to try their best and approach their teachers for help when issues arise. All staff inspire confidence in all pupils to be themselves and to respect the views of others. In an REP lesson, open-ended questioning enabled an impartial and in-depth discussion to take place on the compatibility of science and religion, enabled by the wide-ranging background knowledge already acquired by the pupils.
- 3.21 All abilities are well catered for. The more able are identified and challenged with appropriate tasks matched to extend their learning. Support for pupils with SEND and EAL is excellent; carefully planned support and targeted teaching successfully secures progress for these pupils that is at least good in relation to their starting points. All pupils are given appropriate challenge to take responsibility for their own learning, and research skills are taught well. This enables pupils to extend their knowledge, either with others or independently.

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 In the EYFS, children work and play harmoniously with a strong awareness of how each is responsible for contributing to the smooth and happy flow of the day. Through sharing and listening respectfully to each other, they develop the necessary skills to consider their choices and decisions and to modify them, if they see outcomes could be improved. They carefully follow the simple rules that guide their activities, appreciating that they are necessary in order to keep everyone safe. They take pride in their own and other's success and achievements in equal measure, as seen during a team relay race, and the quiet respect and wonder they displayed during a whole-school performance assembly. They are well prepared for the transition from Nursery to Reception and, through regular visits to the Year 1 classroom this transition is also smooth and well supported.
- 4.3 Throughout the school, pupils grow in awareness of themselves both personally and socially and by the time they leave school they have an excellent standard of personal development. Pupils value and respect each other, and older pupils regard caring for younger pupils as a natural part of their responsibilities. In response to the questionnaire, and in interviews, pupils spoke of the Lancing 'community', where everyone is known to everyone else and respected.
- 4.4 The pupils demonstrate a strong sense of spiritual awareness. They understand the place of prayer in collective worship through visits to Lancing Chapel and the local church, as well as in more informal and spontaneous settings, in daily assemblies and at lunchtime. Through prayer and moments of reflection, they relate the importance of caring for others to Christian teaching, and pursue this tenet throughout their day. They enjoy feeding the hens at break time and seek ways to make a difference to the lives of others through the school council; they show compassion and empathy and, by exploring the experiences of others, deepen their self-knowledge. Pupils develop an inner belief that they can, and should, question barriers to their own developing confidence, such as bullying, and are not afraid to bring such issues to the attention of adults.
- 4.5 The pupils' moral development is advanced. Pupils adhere to the academic, behaviour and citizen code. This sets the moral standards throughout the school and as a result, pupils consistently demonstrate exemplary behaviour and a highly developed sense of right and wrong. Pupils sensitively discuss the opposing viewpoints in debates on questions such as whether it is ever right to tell a lie, and, whether faith schools should be allowed. Older pupils consider a wide range of moral and ethical issues in their REP lessons and Year 8 pupils discuss crime and punishment in their PSHE lessons and gain a good understanding of the criminal justice system.
- 4.6 The pupils' social development and awareness are excellent. This is demonstrated in their care for fellow pupils and their keen service to the school. Pupils eagerly aspire to positions of responsibility as prefects, mentors, captains and monitors. The school promotes social responsibility throughout the year groups. For example, Year 8 pupils are carefully trained to act as mentors to Year 5 and 6 pupils and successfully contribute to their well-being. Pupils show high regard and mutual respect for each other in the way they work and play co-operatively and support

each other. Pupils demonstrate astute social awareness during school council meetings, where they suggest ways in which pupils can effectively benefit others and the wider world. This natural inclination to help those in need is followed through with vigorous support for charitable activities, including sponsorship for a child's education in Kenya.

- 4.7 The pupil's cultural development is excellent. They acquire an excellent understanding and appreciation of diversity between cultures and religions, both within the local community and globally. Pupils fully appreciate the school's promotion of inclusion and tolerance for the views and beliefs of others. They deepen their understanding of Western cultures and histories through visits to France, Italy and Belgium. Closer to home, they acquire an appreciation for distinctive British institutions such as the electoral system and the role of political parties, which they learn about in Year 7.

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

- 4.8 The quality of arrangements for pastoral care is excellent.
- 4.9 The pastoral care provided by the school effectively supports its aims and ensures that strong and caring relationships are formed and maintained. Provision for the children's well-being in the EYFS is excellent. Each child has an assigned key person so that strong relationships are built between staff and children from the earliest days in Nursery, as well as a first point of contact for parents being swiftly established. The needs of all children are responded to securely and children are happy and safe.
- 4.10 In their responses to the questionnaire, most pupils indicated that there is someone they can turn to if they are anxious. All parents who responded to pre-inspection questionnaires agreed that their child is well looked after. A few pupils felt that teachers are not fair in using rewards and sanctions. Inspectors judged that the systems for recognising achievement and effort, such as the rewards assembly and the allocation of stars and merits, are appropriate and consistently applied across the year groups. The school has a clearly defined sanctions policy that moves from loss of privilege minutes through to lunchtime and after-school detentions, and interviews with pupils revealed an appreciation of its fairness.
- 4.11 A healthy lifestyle is strongly encouraged. Lunches are nutritious, well balanced and appetising and the recent introduction of the salad bar, as requested by the pupils through the school council, is popular. A full programme of PE lessons and clubs, including team and individual pursuits, underpins the pupils' appreciation of the benefits of exercise. In the EYFS, children learn the importance of keeping healthy through PE, swimming and outdoor play sessions, and are aware of the need for healthy foods that, 'build bones and muscles'.
- 4.12 The school has suitable measures to guard against bullying, including a dedicated annual anti-bullying week. Pupils report that bullying is rare and that staff deal rapidly and effectively with any disagreements. Inspectors agree. Pupils speak appreciatively of the discreet methods on offer which allow them to relay any concerns to their teacher, such as journals and a teacher's book.
- 4.13 The school council is an excellent forum that enables pupils to express their views and receive a response; they can introduce different activities and put forward helpful ideas, such as providing a clock in the boys' changing room.

4.14 The school has a suitable plan to provide educational access for pupils with SEND.

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 The school is successful in providing a safe, welcoming and supportive environment in which the care of each pupil is paramount, including in the EYFS, in line with its aims. Highly effective day-to-day attention is paid to safeguarding pupils and promoting their health and well-being. Safer recruitment procedures are implemented rigorously. Appropriate training in child protection is undertaken by all staff, volunteers and governors. Excellent relationships with external agencies and health and safety providers are maintained. Procedures have due regard to national and local requirements, including an annual review by governors.

4.17 Appropriate risk assessments are well documented and current, and the school has an appropriate policy outlining the requirement for these. All necessary actions are taken to reduce risk from fire and other dangers and detailed records are kept. Fire drills are held regularly and evacuation procedures are clear. Termly health and safety committee meetings discuss any issues and all necessary action is taken.

4.18 Arrangements for sick or injured pupils and for those with SEND are excellent. Staff are well informed about individual pupils' needs and conditions and the medical room makes comfortable provision for pupils who are ill. Medicines are securely stored and monitored. The school matron is available when needed and many staff are trained in first aid.

4.19 Registration of pupils is methodical with absence followed up quickly, and the school correctly maintains attendance registers and an appropriate admission register.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governing body includes a wide range of expertise and experience and it is deliberately and effectively structured to provide a balance of past pupils, parents and independent members. There are comprehensive induction arrangements for new governors and on-going training for established members. Through its well-ordered committee arrangements, the governing body carefully monitors the work of the school in all areas that have an impact on the safety and welfare of the pupils. Since the previous inspection an education committee has been formed; this challenges the school's leadership team on matters relating to the curriculum, and the achievements of the pupils, and ensures that governors are fully informed about educational standards. Visits to all areas of the school, including the EYFS, provide them with further insight and enable them to support staff at all levels.
- 5.3 Governors effectively discharge their responsibilities for all other standards, financial planning and investment in the school. The school is well resourced, enabling it to offer a full and rich range of subjects and activities, taught by well-qualified staff with subject expertise. Governors are vigorous in promoting the school's vision and aims through long-term strategic planning for the future of the school. The new Nursery accommodation is testament to the effectiveness of their commitment to and involvement in the EYFS.
- 5.4 Through regular formal and informal contact with the senior management team, governors support and challenge the leadership and help the school to move forward. Those with designated responsibility for specific areas of the school's work fulfil their roles with much valued enthusiasm. Checking procedures for staff appointments are correctly applied and recorded, and the full governing body takes part in the annual review of safeguarding policy and procedures.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians is excellent.
- 5.6 The school's leadership team benefits from representation from all sections of the school, including the EYFS. Together they ensure that the school's aims and its Christian ethos are central to the organisation, planning and implementation of all aspects of the education and pastoral care of the pupils. Love of neighbour underpins the school's work within the classroom and in the wider community. This is evident in the way in which each individual knows they belong to a community, and accepts the responsibility for caring for one another
- 5.7 The school is highly successful in recruiting talented and dedicated staff. Following a comprehensive induction programme, new staff quickly become part of this enthusiastic, cohesive and committed team. At all levels of management, including in the EYFS, staff understand their respective responsibilities and successfully oversee the implementation of policies and procedures necessary to ensure the safeguarding of pupils. All staff are appropriately trained in safeguarding, welfare,

- health and safety. Leadership ensures that members of staff, volunteers and governors undergo suitable recruitment checks and that these are correctly recorded.
- 5.8 The EYFS setting has made excellent progress since the previous inspection. Staff support each other well and leaders employ highly effective systems to oversee the progress of the children and the success of the educational programmes, ensuring that policies, planning and assessment meet the needs of the children. An effective appraisal system sets targets for staff to improve their practice and provides guidance for their future professional development. Staff undertake regular training to benefit the children's learning. A system of supervision for staff is available but it is not embedded as a formal and regular practice.
- 5.9 Leadership allows the teachers licence to experiment and innovate within the clear parameters of the school's aims and ethos. This results directly in lively teaching and the high levels of the pupils' achievement, as well as their excellent personal development. Heads of departments and academic leadership meet regularly to discuss progress and attainment, and to ensure that teaching methods meet the needs of all pupils in all subjects. .
- 5.10 Leadership and management have well-defined systems and processes in place to ensure that self-evaluation drives improvement, including in the EYFS. Constant review of developments across all subjects, and all aspects of provision and policy-making, takes place through ongoing consultation with all members of the school community. This meets the recommendation of the previous inspection. An effective system of performance management for all staff also informs developments. The written development plan does not fully reflect the outcomes of this excellent practice making monitoring and accountability less robust. Since the previous inspection, a wealth of additions and adaptations to the school's provision and practice are manifest across all areas. This is symptomatic of the manner in which leadership consistently seeks to improve academic standards and pastoral support. For example, appointments to new roles have resulted in closer monitoring of tracking data, and greater support for pupils requiring extra help. The school acted swiftly to upgrade the showering and changing facilities, in response to the recommendation from the previous inspection.
- 5.11 From the EYFS onwards, the school has excellent links with parents. Parents who responded to the questionnaire indicated that they strongly appreciate the supportive, caring and happy environment provided by the school, and the wide range of subjects covered both in lessons and by clubs and activities. All expressed full confidence in the leadership of the school.
- 5.12 Communication with parents is strong. In the EYFS, parents have daily contact with staff and the reading diary provides effective two-way written communication. All adults and agencies who are involved in the learning and care of the children collaborate and share information so that appropriate help is arranged as required.
- 5.13 All parents are welcomed to a wide variety of school events, including services at the local church when pupils participate, such as the commemoration of Mothering Sunday. Parents appreciate the fortnightly newsletters, which describe and celebrate activities and achievements, as well as the daily planner and the published menus. All these communications keep them well informed about their child's experience at school. In addition to the daily greeting from the headmaster, parents welcome the encouragement to ask questions, and address problems or concerns

with staff and management at any time. This environment of collaboration is characteristic of the school. In response to the questionnaire, a very large majority of parents felt that the school handles any concerns well and almost all reported that they receive timely responses to their questions. Parents are aware of the suitable complaints' procedure should a serious problem occur; this has not needed to be used recently.

- 5.14 Reports provide detailed information about each pupil's progress that is clear to both parents and pupils. Full reports are issued at the end of the year and interim grade information is supplied several times throughout the year so that parents receive regular updates on achievement and progress.
- 5.15 A detailed website and school prospectus provide all current and prospective parents with the required information about the school which is supplemented by taster days and welcome booklets

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