



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
OLD VICARAGE SCHOOL**

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Old Vicarage School

Full Name of School	Old Vicarage School
DfE Number	831/6002
Address	Old Vicarage School 11 Church Lane Darley Abbey Derby Derbyshire DE22 1EW
Telephone Number	01332 557130
Email Address	office@oldvicarageschool.co.uk
Headmaster	Mr Matthew Adshead
Proprietors	Mr Matthew Adshead & Mrs Jenny Adshead
Age Range	3 to 13
Total Number of Pupils	120
Gender of Pupils	Mixed (68 boys; 52 girls;)
Numbers by Age	0-2 (EYFS): 0 5-11: 90 3-5 (EYFS): 22 11-18: 8
Number of Day Pupils	Total: 120
Head of EYFS Setting	Miss Clare Rafferty
EYFS Gender	Mixed
Inspection Dates	03 Feb 2015 to 06 Feb 2015

PREFACE

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

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 and with the proprietors, 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 Jane Chesterfield

Mr Ian Griffin

Mrs Kirsten Jackson

Reporting Inspector

Team Inspector (Headmaster, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Old Vicarage School is a co-educational day school situated in a residential area on the outskirts of Derby. It was founded in 1933 as a proprietorial school in a Victorian former vicarage. The current proprietors work full-time at the school as headmaster and bursar, and bought the school in 2007. The school is a limited company of which they are the directors. An advisory body has been introduced to provide support and challenge to the school.
- 1.2 The school aims to draw pupils into a world of life-long learning which becomes a joyous and integral part of their daily existence; to unlock the potential in every child to achieve their best in every aspect of their lives, and to develop each child into a positive citizen who will become a full and worthwhile member of their local, national and international communities.
- 1.3 The school educates girls and boys aged from three to thirteen years, offering Early Years Foundation Stage (EYFS) provision in its Nursery and Reception classes. Since the previous inspection by Ofsted, the school has introduced classes in Year 7 and Year 8, so that pupils may remain at the school until they are thirteen.
- 1.4 Currently there are 120 pupils on roll, of whom 22 are in the EYFS. Results of standardised tests indicate that the ability profile of the pupils is in line with the national average, with a fairly wide spread of abilities represented. Pupils come from mainly professional or business backgrounds, and a small proportion is from a range of minority ethnic backgrounds.
- 1.5 Seventeen pupils have been identified as having special educational needs and/or disabilities (SEND), and all receive specialist support from the school. No pupil currently has a statement of special educational needs, and none has been identified as having English as an additional language (EAL).
- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Nursery 1	Nursery
Reception 2	Reception

Junior Department

School	NC name
Class 3C	Years 1 & 2
Class 3R	Years 1 & 2
Class 4A	Years 3 & 4
Class 4W	Years 3 & 4
Class 5W	Years 5 & 6

Senior School

School	NC name
6th Form	Years 7 & 8

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The Old Vicarage School is highly successful in meeting its aims to unlock the potential in every pupil to achieve their best in every aspect of their lives, and to draw them into a world of life-long learning. Children make a good start in the EYFS and they are well prepared to move into the main school. From Year 1 onwards, the pupils' achievement is excellent. The school accepts pupils of all abilities who make excellent progress from their different starting points. Their attainment is good and they have very positive attitudes to learning. Pupils benefit from an excellent, wide-ranging curriculum and an extensive range of extra-curricular activities available to all age groups. Teaching is excellent; it motivates and inspires pupils to achieve to their full potential. In a very small number of cases, marking and the use of questioning are not used to full advantage.
- 2.2 The pupils' personal development is excellent, in line with the school's aims. They look after one another and are particularly caring towards those younger than themselves. They are extremely proud of their school and happy to be part of the school community. Excellent pastoral care is founded on outstanding relationships between adults and pupils, and thorough knowledge of each pupil as an individual. Excellent attention is given to welfare, health and safety so that pupils feel secure in a family environment.
- 2.3 The quality of governance is excellent. The proprietors have a comprehensive overview of all aspects of the school's work, and they fulfil their responsibilities for oversight of legal requirements. Leadership and management at all levels are excellent. The school is led with drive, vision and determination. Parents and pupils alike are exceptionally pleased with the school and what it offers them, and are very happy to be part of the school community.

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. Apply the school's marking policy consistently and ensure that pupils are always required to respond to suggestions for improvement.
 2. In the EYFS, plan to use targeted questioning so that children are always challenged appropriately, especially in the woodland area.

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 This represents highly successful fulfilment of the school's aims. Pupils have strong basic skills in literacy and numeracy, and are able to apply these across the curriculum with ease. Older junior-age pupils used their knowledge of graphs in a geography lesson in order to interpret information about population growth. The oldest pupils thoughtfully drew on their understanding of modern English to help decode texts from the sixteenth century in a history lesson. Pupils are able to use their writing skills in different contexts and understand how to match their writing styles to different tasks. Older pupils grasp the concepts of physics, chemistry and biology with ease.
- 3.3 Pupils of all ages listen with interest in lessons and are never reluctant to express their views when asked. They are able to make logical deductions and think for themselves, and they use information and communication technology (ICT) such as tablets and touch screens with confidence. Pupils are consistently very successful in gaining places at their first choice of senior school, with significant numbers being awarded scholarships.
- 3.4 Outside the classroom, pupils enjoy being active and have considerable success in sporting tournaments and other types of competition, including chess. They develop strong physical and team-working skills. They take part in fixtures including football, netball, cricket, cross-country and rugby. Groups and individuals achieve at a high standard in the local arts festival, particularly in the performing arts where they are able to show their excellent creative skills, for example in verse-speaking and singing. EYFS children participate enthusiastically in a wide range of clubs.
- 3.5 All EYFS children make at least good progress in relation to their starting points. By the end of Reception, almost all reach the expected levels, with some children exceeding these in some areas. In isolated cases, children do not always benefit from sufficiently focused questioning to take their learning to the next level. Children quickly learn their basic letter and sound skills from Nursery onwards, and in Reception can write simple words in sentences. Their written descriptions of penguins are a good example of this. In Nursery, the children can count up to at least ten, and in Reception they can count beyond 100. They can order the numbers on a clock and enjoy adding on numbers in a game of hopscotch. Children are keen to carry out experiments and enjoy using their imaginations in the woodland area. Those who have SEND or EAL make good progress, because any child who needs extra support is quickly helped to access the whole curriculum.
- 3.6 In the rest of the school, the pupils' attainment cannot be measured in relation to average performance in national tests, but from the evidence available from lesson observation, work scrutiny and school standardised data, it is judged to be good in relation to national age-related expectations. Pupils enter the school with a wide range of abilities and this level of attainment represents excellent progress. Small class sizes and high ratios of adults to pupils mean that the needs of pupils of all abilities are extremely well met. Pupils with SEND make excellent progress as a result of tailor-made support. More able pupils also make excellent progress because they are routinely challenged and expected to reach higher levels.

- 3.7 The pupils' attitudes to learning are excellent. Younger pupils are lively, energetic and inquisitive learners, who develop a strong work ethic and mature application as they move through the school. The oldest pupils in the school are ready, willing and able to take on the challenges of senior school, and have the learning and study skills to cope with the demands this will bring.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The curriculum is stimulating and covers all the required areas of study. It is suitable for the ages, abilities and needs of all pupils and it supports the aims of the school. In the EYFS, the needs of the range of children who attend are well met. The stimulating environment created for the children enables them to gain a wide range of skills in all areas of learning. Their outdoor experiences have been greatly enhanced since the previous inspection by the creation of an exciting woodland area.
- 3.10 In Year 1 to Year 6, emphasis is placed on the core subjects of English, mathematics and science. French and classics are taught as separate subjects and the performing arts, including music, have a high profile in the school. In Year 5 to Year 8 science is taught as three separate subjects and a practical approach is evident across the school. Pupils have the opportunity to be involved in verse speaking competitions and examinations, and the school is actively seeking to encourage more pupils to learn musical instruments. Documentation and practice are monitored effectively by the senior management team and strong structures are in place to ensure success.
- 3.11 The curriculum is extended by a wide variety of trips and visits to both local places of interest and those further afield, including a local science museum and places of historical interest.
- 3.12 Learning support, for pupils with SEND, is highly co-ordinated and delivered in a way which does not impinge on other curriculum areas. More able pupils are provided with individually targeted work which is challenging and has high expectations for what they can achieve. Through its personal, social and health education (PSHE), religious education (RE) and history lessons, the school actively promotes fundamental British values in a positive and appropriate way. Year 7 and 8 pupils' are given good guidance on the choices available for the next stage in their education and their future lives. Trips such as one to the Houses of Parliament and visits to the school from agencies, such as the police and fire service, further enhance this provision. The school has introduced measures to bring the quality of girls' games in line with the excellent offering for boys. The use of ICT is embedded into all curriculum areas.
- 3.13 Pupils have the opportunity to take part in an excellent range of extra-curricular clubs and activities. Currently there is an extensive list for all ages which includes yoga, choir, football, construction club, first aid and street dance. The EYFS children are included; they enjoy clubs such as football, ballet, yoga, dance and movement.
- 3.14 The school welcomes many visitors in to speak to the pupils, including members of parliament and this adds greatly to the PSHE curriculum. Links with the local community are strong. These include support of local charities and the Derbyshire Community Foundation, whereby pupils can choose which charities to support each

year. Useful links with other schools increase opportunities for pupils, such as the skiing trip which is a joint venture with another school.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is excellent.
- 3.16 This supports the school's aims well and is particularly evident in the teaching of older pupils. Well-planned teaching takes into account the differing needs of all pupils and displays objectives which help to ensure that pupils learn quickly and cover a wide range of topics. The use of mixed-age classes is effective, and the needs of all are carefully considered. Expectations of the pupils are high and they are encouraged to take a great deal of pride in their work and achievements; this means that behaviour in class is generally excellent.
- 3.17 In the EYFS, all adults engage well with the children and help motivate them to be 'the best they can'. The staff know the children extremely well and are able to understand and provide for their individual needs. Teaching adapts demands on the children when necessary and provides challenge when they are ready for it. Effective systems exist for regular evaluation of planning and learning, and for discussion between all staff to set priorities for the children's progress. These do not yet ensure that focused questioning is always used to extend children's learning in all areas, and take them to the next level of their understanding. This is particularly evident when children are engaged in different activities, especially in the woodland area. Staff have access to a good range of high quality resources, and make good use of them.
- 3.18 In most teaching, support staff are deployed extremely well. They have a clear understanding of the tasks set and the objectives for the pupils with whom they are working. However, this is not always achieved. Most marking is of a high standard, and gives the pupils good advice for the next steps in their learning. This is often followed through and acted upon by pupils and checked by staff. However, such rigour is not consistently applied in all subjects and year groups. Much teaching shows passion, flair and excellent subject knowledge. Teachers know the pupils extremely well and they use this knowledge to set work which challenges and inspires. The pupils confirmed in interviews and in the inspection questionnaires that they are confident the staff have a very good understanding of their abilities and challenge them appropriately. The use of standardised testing to inform long-term planning for individual pupils is highly effective.
- 3.19 Teaching manages time very successfully in many lessons and staff are not afraid to change plans mid-lesson should the pupils' learning require it. In the most successful teaching, this ensures that achievement is high across all ability levels. The teaching encourages excellence in co-operative learning and independent working, allowing the pupils to develop a strong work ethic. Classroom resources are of good and in some cases excellent quality. The introduction of tablets and touch screens since the previous inspection has allowed staff to motivate pupils further in their learning.

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 The pupils' personal development fulfils the school's aims. In the EYFS, the children are happy and thoroughly enjoy coming to school. They enjoy being part of the larger school family and mix with older pupils, who are exceedingly caring and supportive of them. Children are learning to manage their own feelings and appreciate the feelings of others, with good support from staff. They know the class rules about sharing and caring, and helping to tidy up. They try hard in all they do, and work co-operatively with others when developing imaginative games. All the children enjoy exploring their surroundings and are articulate when talking to adults and to one another. Their confidence and willingness to contribute their own ideas, and their knowledge of teachers in the rest of the school help them to be ready to move into the next class.
- 4.3 The spiritual development of pupils in the rest of the school is excellent. They develop a strong knowledge and understanding of world faiths through PSHE and the RE curriculum and in faith assemblies. Younger pupils shared personal knowledge of different faiths in exploring prayer. Major religious festivals are celebrated and the school regularly visits the local parish church for services such as Remembrance, Christmas and Easter. Pupils have a strong appreciation of the world around them and the beauty of nature and the natural world. They show care for and respect for animals and the environment in their clubs, for example in the attention they give to looking after the school's chickens.
- 4.4 The moral development of pupils is excellent. Throughout the school, pupils look after one another with a particular emphasis on those who are younger than themselves. Older pupils set an excellent example for all members of the school community. Pupils have a good sense of right and wrong; they are well-mannered and behave in a respectful way towards one another. They understand the consequences of their actions and the impact these have on others. Their highly developed sense of morality and the correct way to behave is reflected in their understanding of bullying.
- 4.5 The pupils' social development is excellent. In lessons and around the school pupils work well together and this was especially noted at lunchtime and during breaks. Year 7 and 8 pupils help to serve lunch and play with younger pupils, ensuring that their peers are happy at school. A well-developed house system and the school council allow pupils at all ages to take on positions of responsibility. The school supports both local and global charities through many and varied fundraising activities which are often driven by the pupils. The school council enables pupils to make decisions about which charities to support and the ways in which this is done. A well-established link with a school in Tanzania gives a global dimension to the pupils' strong sense of social justice.
- 4.6 The pupils' cultural awareness is excellent. They clearly understand the values of the school and feel that they are all valued members of the community. They develop excellent understanding of cultures which are different from their own and this is further enhanced by the link with the school in Africa. They understand fundamental British values and are tolerant of the beliefs of others, developing both tolerance and empathy for different religions. Work in history gives the pupils a clear

understanding of the development of British culture. The school positively encourages pupils to contribute to the lives of those living locally. Debating and elections to the school council embed respect for and understanding of democracy. Theatre trips enable pupils to experience cultural performances at first hand. These include a trip for younger pupils to see Hansel and Gretel at the local theatre and a Year 7 and 8 trip to television studios in Birmingham.

- 4.7 Pupils who responded to the questionnaire were exceptionally positive about their school and everything that it had to offer them. At the end of their time at the school, pupils' personal development is excellent and they feel very well prepared to take the next step in their education.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The small size of the school means that all pupils are very well known to staff. Pupils receive the support and guidance they need as individuals. In the EYFS, each child has a key person who helps them feel well cared for and secure and staff who are new to the setting are swiftly getting to know all the children. In all parts of the school, relationships between staff and pupils, and amongst the pupils themselves, are excellent. Pupils feel readily able to talk to adults if they have a problem, and systems for pupils to obtain help operate very smoothly. Pupils may talk to their class teacher or tutor, approach the school listener, post a message in the worry box or use the 'three knock rule' system to speak to the headmaster at any time.
- 4.10 Throughout the school, staff have high expectations for the behaviour of pupils. The school's procedures for rewards promote good behaviour by motivating pupils, who are eager to gain house points for their efforts. Similarly, procedures for sanctions, involving close liaison with parents, are effective. The school has good measures to guard against bullying. All pupils and their parents who responded to the inspection questionnaire confirmed that the school handles bullying effectively. This is borne out by the school's records and its promotion of anti-bullying strategies. Pupils are proud of the fact that their school is an 'anti-bullying school'.
- 4.11 Pupils benefit from healthy, nutritious meals at lunchtime and from many good opportunities to be active, at playtime, through their games and physical education (PE) lessons, and through sports clubs. In the EYFS, children have the chance to use large play equipment and to take part in PE lessons on the artificial turf with specialist staff. They thoroughly enjoy this. Children know that PE makes your muscles strong and that fruit is healthy and fresh. They are taught successfully to be very independent in managing their own hygiene and personal needs.
- 4.12 The pupils' views on all aspects of school life are valued by staff, who seek them formally through the school council, and informally through day-to-day conversations.
- 4.13 The school has a suitable plan to improve educational access for pupils with SEND.

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

- 4.14 The contribution of arrangements for welfare, health and safety is excellent.

- 4.15 Throughout the school, including in the EYFS, safeguarding procedures are thorough and comprehensive. The school's policy for child protection provides excellent guidance, and training for all staff, including temporary staff and volunteers, is undertaken on a suitably regular basis. All form teachers and tutors give pupils termly reminders about personal safety during form time, so that pupils know how to keep themselves safe. Topics covered include fire drill procedures, e-safety, and 'what to do if you're worried'. The school diligently carries out all necessary checks on staff before employing them, including to ensure that no staff members are disqualified by association.
- 4.16 Fire prevention strategies are stringent. Fire drills take place at least once per term, equipment is regularly checked and the fire evacuation plan is known to all. Proper attention is given to matters of health and safety, so that the school provides well-maintained surroundings for its pupils and staff. The school has an appropriate risk assessment policy and risk assessments are comprehensive. Pupils are appropriately taught to take a commonsense approach to health and safety, and to be mindful of how their behaviour affects others as they move around the school. They learn how to look after the school's livestock and pets in a safe and healthy way, through activities such as the chicken club and the 'walking Bertie' club.
- 4.17 Provision for pupils who are ill or injured, or who have SEND, is good, ensuring that pupils are well cared for when they need special attention. A good number of staff are trained in first aid, and arrangements for administering this work effectively in practice. EYFS staff are appropriately trained in paediatric first aid. There is a comfortable room in which sick pupils can rest, under supervision, until they can be collected, with appropriate facilities nearby.
- 4.18 The admission and attendance registers are correctly completed and kept for the necessary three year period.

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 proprietors maintain excellent oversight of all aspects of the school's work. They ensure that the school successfully meets its aims and discharge their responsibilities in full. They make sure that the education provided is of a high standard and that pupils are very well cared for, through their wise investment in high calibre staff and resources, and their ongoing development of the school site and buildings. Carefully planned and imaginative re-development of the accommodation ensures that the needs of all year groups are met as the school develops.
- 5.3 The proprietors provide support for staff at all levels, and challenge all members of the school community to play a full role in its life. They constantly look for ways to improve opportunities for the pupils. Responses to the pre-inspection questionnaires show that the proprietors are highly regarded by pupils and parents alike. The proprietors make sure that the school meets all regulatory requirements, and review the arrangements for safeguarding at least once a year. They are effectively supported by a highly qualified advisory board and other regular advisors with relevant areas of expertise, including the EYFS.

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 Leaders and managers at all levels in the school are very successful in meeting the aims of the school and carrying out their responsibilities. They make sure that the school's policies work effectively in practice, and that EYFS children and pupils of all ages are fully safeguarded at all times.
- 5.6 Senior leaders throughout the school carry out their roles with energy and drive, setting clear expectations for staff to ensure that pupils receive a high quality education and develop excellent personal qualities. Change in the EYFS staffing has been very skilfully managed. They accurately assess the school's needs and set appropriate priorities for academic development and improvement of facilities. They have correctly identified the need to increase classroom space and specialist provision for pupils and have planned this carefully stage by stage.
- 5.7 Throughout the school, senior staff monitor teaching to excellent effect. The use of lesson observations, self-appraisal and the opinions of pupils make this a robust procedure. The appointment of a new deputy head for the lower school has been a positive move in this respect. Weekly staff meetings to discuss pupils' achievement, clear expectations set out in job descriptions for subject co-ordinators and the implementation of individual weekly targets have all been key to raising standards of teaching.
- 5.8 Senior leaders ensure that high quality staff are recruited, trained and developed to carry out their roles successfully. Checks on new staff and volunteers are

appropriate. Training in safeguarding, first aid, welfare, health and safety is given a high priority. Staff are given the chance to develop their professional practice by observing others teach, both within the school and in other settings. They have opportunities to undertake relevant professional development linked to their own needs and to those of the school. In the EYFS, effective systems are in place for staff supervision, performance management and continuous professional development. There is a strong sense of teamwork throughout the school, and staff feel well supported by senior leaders.

- 5.9 Parents are highly satisfied with the education and support provided for their children and with the quality of communication with the school. In response to the inspection questionnaire, they agreed particularly strongly with the statements that their child is well looked after, happy and safe at school, and that the school is well managed and led. All who responded would recommend the school to other parents.
- 5.10 The school has excellent relationships with parents in accordance with its aim to be a family school. Parents state that they greatly valued the family atmosphere of the school, the focus on the education of the whole child, and the relationship of senior staff with the pupils and their families. The school handles any concerns with great care and in accordance with its published policies and procedures. Parents feel welcome and know that any worries or concerns will be taken seriously and dealt with promptly.
- 5.11 There are many opportunities for parents to be actively involved in the work and progress of their children, through both formal and informal meetings with teachers, the school's open door policy and school events. They are encouraged to help on match days and with clubs and societies. In addition there are workshops which allow parents to understand teaching methods and the curriculum, enabling them to have confidence in sharing in their children's work.
- 5.12 Parents speak highly of and appreciate all the forms of communication used by the school. They welcome the personal tone of these communications whether by email or text, on the school website or through printed documents. All parents are kept fully informed about school events via regular newsletters, curriculum information and the regular 'Week Ahead'. These publications are of high quality and appreciated by parents. Prospective parents receive a prospectus which gives a full picture of the life of the school and its aims and ethos. New parents receive a welcome pack, including the family handbook which gives all the necessary information about joining the school.
- 5.13 Informative and positive reports are sent to parents each term, with a very full report at the end of the year which gives parents details of achievements and participation in both curricular and extra-curricular activities. The reports also contain helpful targets for each subject for each individual pupil.
- 5.14 Parents of children in EYFS especially appreciate the electronic profiling system which enables them to contribute information about their child's achievements at home as well as keeping them informed about their activities in school. They also maintain informal links with teachers when dropping children off in the morning and collecting them at the end of the day. Close partnerships with parents mean that any issues are quickly handled, and that if parents or teachers are concerned about a child's progress they can quickly secure appropriate support for those children. The school works closely with outside agencies in such cases.

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