



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

BICKLEY PARK SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Bickley Park School

Full Name of School	Bickley Park School		
DfE Number	305/6002		
EYFS Number	EY395469		
Registered Charity Number	307915		
Address	Bickley Park School 24 Page Heath Lane Bickley Bromley Kent BR1 2DS		
Telephone Number	020 84672195		
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Email Address	info@bickleyparkschool.co.uk		
Head	Mr Patrick Wenham		
Chair of Governors	Mr Mandeep Hansra		
Age Range	2½ to 13		
Total Number of Pupils	326		
Gender of Pupils	Boys		
Numbers by Age	0-2 (EYFS):	3	5-11: 193
	3-5 (EYFS):	68	11-13: 62
Number of Day Pupils	Total:	326	
Head of EYFS Setting	Mrs Jo Read		
EYFS Gender	Mixed		
Inspection Dates	19 to 22 May 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 November 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 and with the chair of 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

Mr Richard Johnson

Mr Timothy Cannell

Mr Stephen Lea

Mrs Amanda Stables

Mrs Bridget Forrest

Reporting Inspector

Team Inspector (Head, IAPS school)

Team Inspector (Director of Music, IAPS school)

Team Inspector (Assistant Head, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Bickley Park is a day school for pupils aged from two-and-a-half to thirteen years. It is primarily a school for boys, although the Early Years Foundation Stage (EYFS) is co-educational to the age of four. Founded in 1918, it occupies two sites in Bickley, near Bromley in Kent. It is a registered charity, overseen by a board of governors. The current head was appointed in 2014.
- 1.2 The school aims to deliver a balanced, challenging and quality curriculum that equips pupils with the skills and attributes to thrive in later life, well-adapted to the requirements of a globally inter-connected world. It seeks to provide an education tailored to the needs of boys, which enables them to learn effectively and motivates them to achieve.
- 1.3 The school is divided into two departments, located close to each other, with a nearby sports field. The pre-preparatory department provides accommodation for the younger pupils, from Nursery to Year 2. This has recently been developed to provide both new and refurbished classrooms, a library and specialist teaching facilities for art, technology and performing arts.
- 1.4 The preparatory department comprises pupils from Years 3 to 8. Its facilities include a sports hall, swimming pool and a theatre, as well as specialist teaching areas for science, music and technology. Recent additions have enhanced the dining, library, technology and sports provision. The curriculum has been developed in line with the school's aims, and seeks to link creative learning opportunities with an understanding of world cultures, providing an effective balance between personal and academic development. It is based upon 'four quadrants of learning', which help to ensure pupils are exposed to a variety of challenges and life skills.
- 1.5 At the time of the inspection there were 326 pupils on roll: 317 boys and 9 girls. In the EYFS there are 71 children, the majority attending full time; 66 receive Nursery funding. Twenty-six pupils are identified as having special educational needs and/or disabilities (SEND) and 22 of these receive additional learning support. There are no pupils with an educational, health and care plan or statement of educational needs. Thirty-two pupils have English as an additional language (EAL). Of these, 13 require, and receive, learning support for this.
- 1.6 The ability profile of the school is above the national average overall. Pupils demonstrate a wide spread of abilities. Pupils mostly come from professional and business families in the local area, and reflect the diverse cultural and ethnic backgrounds to be found there.
- 1.7 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 Bickley Park School is successful in meeting its aims, most notably in providing a broad-based education tailored to the needs of boys. In the EYFS, provision for meeting the needs of all the children that attend is outstanding; all children are helped to achieve the expected level of development for their age. The provision for the children's well-being is outstanding, and there are excellent relationships and behaviour within the setting. The leadership and management of the setting, and the overall quality and standards are also outstanding. The children work well together and there are strong relationships with parents. Supervision meetings, contact with parents and the children's next steps in learning are not formally recorded. The areas for improvement in the EYFS from the previous inspection have been addressed.
- 2.2 Pupils' achievements are excellent, and they are very successful in gaining entry into selective senior schools. They have a highly positive approach to their learning, and their co-curricular successes are exceptional. They benefit from an excellent curriculum, which provides many opportunities for personal development. It includes visits to a woodland learning environment for younger pupils. Teaching is good, and the pupils benefit from teachers' specialist knowledge. The school's policies in this area have recently been strengthened. In a small number of cases these are not followed by all staff. Provision for the needs of those pupils with SEND and EAL has been improved in line with the recommendation of the previous inspection.
- 2.3 The personal development of the pupils is excellent. They demonstrate a strong appreciation of the spiritual and cultural aspects of the wider world, possess outstanding social skills and a strong moral outlook. The pastoral care provided is good and there are strong relationships throughout the community. There are some inconsistencies in the use of rewards and sanctions. The procedures to ensure the welfare, health and safety of the pupils are good. Safeguarding arrangements, and potential risks are carefully monitored. Staff recruitment checks are carried out correctly. However, the single register of appointments does not allow easy access to this information.
- 2.4 The governance of the school is excellent; it provides excellent support and challenge, and has a clear oversight of the education provided for pupils. The leadership and management of the school are also excellent. There is clear vision for the development of the school. This can be seen in the many recent changes which have improved the curriculum and enhanced the facilities. All the areas for improvement highlighted in this inspection have already been recognised, and suitable plans are in place to address them. Links with parents are excellent and they are highly satisfied with the education provided. They benefit from the highly active parents association which draws together all sections of the school and the local community.

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.
- 2.6 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.7 The school is advised to make the following improvements.
1. Ensure that all staff adopt a uniform approach to the implementation of the school's rewards and sanctions policy.
 2. Improve the quality of teaching further by ensuring that lessons are planned to address the needs of all pupils, and that marking consistently indicates ways in which future work can be improved.
 3. Streamline the central register of staff appointments to enable more effective monitoring of the information it contains.
 4. Formalise the procedures for recording and monitoring the outcomes of supervision meetings, next steps in learning and meetings with parents within the EYFS setting.

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 Pupils are very well-educated in accordance with the school's aim to equip them with the skills and attributes to succeed in later life. In their responses to the pre-inspection questionnaires almost all parents and pupils felt that they were making good progress in their work.
- 3.3 The pupils have excellent literacy skills. They write clearly, show an awareness of their reader and use spelling and grammar accurately. They are highly numerate, and can apply this knowledge effectively when solving problems in other subjects. Pupils listen well, and are quick to ask for clarification if they do not understand a point. They display an excellent knowledge of the world around them in subjects such as history and geography, and they have a very secure understanding of scientific concepts.
- 3.4 Their linguistic skills are well-advanced for their age; a number of older pupils have successfully entered GCSE Spanish examinations. They reason well, and apply their knowledge logically. They have good computing skills, which they use to good effect in their independent learning. Their physical skills are well-developed for their age, and many have a highly enthusiastic attitude towards sport. The school has an exceptional record of individual and team success in regional and national co-curricular competitions, demonstrating their abilities in science, general knowledge, history and geography.
- 3.5 Standards in music are high, and pupils have achieved excellent results in individual music examinations. The quality of choral performances and ensemble playing is good. They show high levels of creativity in their artwork. Achievements in sport are excellent; school teams have a successful record in football and cricket matches and competitions. Rugby is particularly strong, with teams performing well in national competitions. Standards of drama and public speaking are also excellent, with many pupils displaying fluency and confidence. This could be seen in individual performances during the school's 'soap box' competition. Pupils have enjoyed success in a range of extra-curricular activities, including the school's cycling team and the groups of older pupils who have undertaken the Offa's Dyke walk.
- 3.6 Pupils' attainment cannot be measured in relation to national age-related expectations but is judged to be excellent. This is supported by evidence from lesson observations, a scrutiny of pupils' work and discussions with staff. This level of attainment indicates that pupils make excellent progress throughout the school in relation to pupils of similar ability. On leaving the school, most pupils proceed to independent schools, some of which are highly selective. A small number are successful in gaining places in selective maintained schools at the age of 11. They have achieved many awards, ranging from academic scholarships to those that reflect their abilities in other areas, such as sport and music.
- 3.7 Progress for pupils with SEND and EAL is excellent; their learning needs are efficiently identified, and effective support is provided. The most able pupils also achieve high standards, and make excellent progress. This can be seen in their excellent achievements in scholarship examinations.

- 3.8 Pupils show highly positive attitudes to learning; these are a significant factor in their overall achievement. They are highly attentive in lessons and conscientious in completing tasks, showing considerable independence and perseverance. Standards of handwriting, presentation and their personal organisation are good. Behaviour in lessons is usually exemplary, and pupils show strong co-operative learning skills.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 Throughout the school, pupils are provided with a curriculum which covers all areas of learning and is suitable for all ages and abilities. The curriculum supports the school's aim by offering a balanced, challenging and quality curriculum that equips pupils with skills and attributes to thrive in later life. In the pre-inspection questionnaires, parents indicated they are highly satisfied with the wide and varied curricular and extra-curricular provision and the pupils are very appreciative of the range of activities in which they can participate.
- 3.11 A new curriculum has recently been introduced. This supports the school's 'four quadrants of learning'; helping to ensure all pupils are exposed to a variety of challenges and skills, preparing them for life in a globally inter-connected world. The introduction of French from Reception, Spanish from Year 6 and an innovative world culture programme, which replaces French for pupils in Year 3, enhances the development of the pupils' linguistic abilities and their understanding of other cultures. For the younger pupils, it includes more creative aspects, specialist teaching in subjects such as design and technology (DT) and the opportunity to use a woodland learning environment for the younger pupils. Games and sport provision is excellent and all older pupils have the opportunity to represent the school in sports fixtures.
- 3.12 The personal, social, health and economic education (PSHE) programme makes a valuable contribution to curricular provision and promotes the pupils' personal development very effectively. This is enhanced through assemblies, workshops and visiting speakers, such as a 'Coppers Night', where pupils learn about the philosophy behind policing in Britain. Pupils are given good opportunities to develop an understanding of British values and a balanced view of political issues through activities such as talks from local representatives of political parties seeking election to Parliament and all pupils take part in an annual public speaking competition.
- 3.13 Curricular planning is thorough, and links between subjects are evolving in order to develop cross-curricular learning skills. Provision for pupils with SEND and EAL is strong; individual educational plans are developed and the dedicated learning support staff work effectively with pupils, their families and liaise with other teaching staff. The provision for the more able pupils is good and the school has made progress in this area since the previous inspection. The newly refurbished and restocked libraries and the introduction of a new reading scheme have had a significant impact on the development of reading throughout the school.
- 3.14 The extra-curricular provision is excellent and significantly enhances pupils' physical, creative and thinking skills. They have many opportunities to enter competitions, supporting their academic, vocational and economic development. There are numerous trips and visits, including personal development and outdoor activity

courses and a choir trip to Venice and Verona. These enrich and support specific areas of the curriculum.

- 3.15 The school fosters excellent links with the wider community. These include links with a local church and a recent invitation to a local war veteran to share his experiences with pupils and their parents. Since the previous inspection pupils are given more responsibility to initiate and organise community events and fundraising for charity. They support many different organisations, developing their understanding of those less fortunate than themselves.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is good.
- 3.17 The teaching is effective in supporting the school's aim of providing an education tailored to boys' learning and motivating them to achieve. There are positive relationships between the pupils and their teachers. In their responses to the questionnaire, parents and pupils indicated that they appreciated the learning opportunities that teachers' provide, including support for more able pupils. A very small minority of pupils raised concerns over the amount of work they are given and that their homework does not help them learn. Inspection evidence indicates that homework tasks are usually well-matched to their needs and the requirements of senior school entry. In interviews, the older pupils expressed their appreciation for the thorough preparation they receive for the entrance exams into their future schools.
- 3.18 Almost all teaching has clear learning objectives and is well-matched to the abilities and needs of all the pupils. A recent focus on strategies related to how boys learn has made a very positive impact on teaching. These include practical, challenging activities, the effective management of time and an element of competition to foster the boys' interest and application. Teachers' excellent subject knowledge contributes greatly to the pupils' academic progress.
- 3.19 Teachers' planning is detailed and lesson plans correlate well with the schemes of work. It usually identifies strategies to meet the specific needs of individuals. Since the previous inspection, provision for SEND and EAL pupils has significantly improved and teachers show an increased awareness of their requirements. However, in a small proportion of lessons, the needs of all learners are not clearly identified or fully addressed.
- 3.20 Teachers' questioning is good and used effectively to assess understanding. In many lessons, teachers use questions effectively to challenge the pupils' thinking. Pupils are encouraged to work co-operatively, to listen to others' ideas and views and to express their thoughts and ideas sensitively. They are taught the importance of valuing other people. In a religious education (RE) lesson, for example, the younger pupils, on hearing the story of The Good Samaritan, decided, without any prompting from the teacher, that it was all about respect and kindness towards other people. Teaching effectively promotes tolerance and respect and is non-partisan in the coverage of political issues.
- 3.21 Literacy and numeracy skills are developed across the curriculum. However, in a small number of lessons for older pupils, opportunities for extended writing are limited by the overuse of worksheets that require limited responses from the pupils. Opportunities for pupils to be creative are developed through subjects such as art, music and drama. Independent work is encouraged through research, often using

the school libraries and internet. In their woodland outdoor learning area the younger pupils can develop independence and practise their communication, practical and fine motor skills.

- 3.22 Regular assessments give teachers a good understanding of the pupils' attainment and their progress is rigorously tracked in English, mathematics and science to ensure that they are making appropriate progress. Support is provided when required. Marking is carried out conscientiously and normally includes encouraging comments. However, it does not consistently conform to the school's marking policy by indicating how pupils can improve. Teaching is supported effectively by a wide variety of resources, including those for information and communication technology (ICT). The refurbished libraries are used well to develop the pupils' interest and achievement in reading.

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 Pupils have an excellent level of personal development in line with the school's active promotion of its aims. They are confident, display strong social skills and show an excellent awareness of the wider world and the needs of others. They are highly-motivated, and recognise the need to take responsibility for their own behaviour.
- 4.3 The spiritual development of the pupils is excellent. They show a respectful understanding of the major faiths in their RE lessons. In their collective worship, during school assemblies and Harvest and Christmas services in the local church, they sing enthusiastically, and they are reflective during prayers. They have a growing sense of self-esteem and increasing confidence in their own capabilities.
- 4.4 Pupils demonstrate excellent moral awareness. In discussions in PSHE and RE lessons, and in their written work, pupils show tolerance for the beliefs and opinions of others and the need to respect all members of society and avoid discrimination. They have a highly developed sense of right and wrong, seen in their concerns about inequalities in the use of rewards and sanctions in the school. Discussions during a visit from serving police officers showed their increasing understanding and respect for English civil and criminal law.
- 4.5 The pupils' social development is excellent. They have well-developed social skills, greet visitors warmly, make polite conversation and show excellent manners. Pupils from different year groups were seen to integrate well in clubs and other activities. They are very keen to take on positions of responsibility. In the pre-inspection questionnaire, a very small minority of pupils indicated they did not have sufficient opportunity to do this. Inspectors found there is good provision, including serving on the school council and being chosen to be head of house. Nevertheless, the school recognises this desire and is in the process of increasing such opportunities. Pupils show their concern for those less fortunate through a large number of charity initiatives. They have raised funds for a variety of causes, including a local hospice and sponsoring a guide dog. Pupils value being part of a strong house system, which provides excellent links across age groups, taking part in the house competitions.
- 4.6 Pupils have an excellent awareness of the values of British society. They know about the public institutions and services of England and understand the country's political systems; the local Member of Parliament has visited the school and pupils have toured the Houses of Parliament. Pupils see examples of democracy within the school through the election of representatives for each form to voice their opinions on the school council. In an assembly, a pupil effectively highlighted the value of free speech and the need to respect the opinions of others.
- 4.7 Pupils show an excellent cultural awareness. They display a growing understanding of many different cultures during their innovative world cultural awareness lessons. This is enhanced through RE and PSHE lessons. They enjoy visits to a local synagogue and a mosque. A recent project on India included sampling traditional foods. All older pupils are involved in residential trips abroad. They also visit many museums and art galleries and are exposed to a wide range of musical influences

which broaden their cultural outlook. Excellent examples of the pupils' response to famous artists can be seen in displays in the art department.

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

- 4.8 The contribution of arrangements for pastoral care is good.
- 4.9 Positive relationships exist between staff and pupils throughout the school, providing effective support and guidance that helps the school to meet its aims. Form teachers are the main point of contact and pastoral issues are communicated efficiently through frequent staff meetings and email communication. Secure processes are in place to support pupils during transitions, and they are prepared well for senior school. The school strongly promotes healthy eating and physical exercise through the PSHE programme, healthy menu choices at lunch and excellent opportunities to be involved in sport.
- 4.10 In the pre-inspection questionnaires, parents were highly satisfied with the care provided by the school. The pupils indicated that they are happy and positive about school and feel that teachers are generally supportive and approachable.
- 4.11 The school has effective processes to promote good behaviour. In general, pupils maintain high standards of conduct and they are very polite and well-mannered. Behaviour records show that serious incidents are rare and are managed effectively in accordance with the school's procedures. A minority of pupils felt that there was unfairness in the teachers' use of rewards and sanctions and that there was a lack of somebody to turn to with their concerns. Inspection evidence from records and discussions supports this view. The school is already taking steps to address this situation; it has recently appointed a school counsellor and is currently training staff to act as 'listening ears' in order to deal with concerns.
- 4.12 A very small minority of parents and pupils raised concerns over the way in which the school responds to incidents of bullying. Evidence from interviews with pupils and staff, and a scrutiny of behaviour records, indicates that occurrences have reduced and are now rare, indicating that these are dealt with effectively. There is no evidence of cyber-bullying, and pupils are well-informed about how to stay safe online.
- 4.13 In addition, a small minority of pupils felt that the school did not listen to their views or respond to them. Inspectors do not agree with this view. A school council has recently been established, and there are numerous examples of the impact this has had on school life, including the provision of playground equipment, and significant input into a new rewards and sanctions system.
- 4.14 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

- 4.15 The arrangements for welfare, health and safety are good.
- 4.16 The school has detailed policies that are implemented effectively in order to provide a secure environment for pupils and fulfil its aims. Safeguarding arrangements follow official guidance. All staff and volunteers are suitably trained, including the two senior leaders appointed as child protection officers. Those staff interviewed showed a strong awareness of good practice and recent developments in this area. The school has established effective links to local child protection agencies. A nominated governor liaises with the school and provides regular reports, contributing to the annual formal review of safeguarding. The school follows secure procedures for the recruitment of new staff. The central register of staff appointments contains the correct information. However, it currently does not allow straightforward access in order to check and monitor the necessary entries.
- 4.17 Procedures to ensure the health and safety of staff and pupils are excellent. Risk assessments are completed for all activities, including visits off-site. The school grounds and buildings are secure and well-maintained. Strong procedures are in place to identify and address potential hazards. The arrangements to reduce the risks from fire are also excellent. Fire practices take place frequently; equipment is tested regularly, maintained well and exit routes are clearly signed.
- 4.18 Provision for pupils that are injured or become unwell is outstanding. In addition to the school nurses, 38 staff are currently trained in paediatric first aid, including 15 at a higher level. There are suitable facilities to care for pupils, and accidents are recorded and reported conscientiously. Procedures for the safe administration of medicines are secure. Information regarding the medical needs of pupils is shared efficiently amongst staff, including those responsible for trips and visits. First-aid boxes are located throughout both sites, and checked regularly.
- 4.19 Admission and attendance registers are maintained and stored correctly.

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 are highly effective in maintaining an oversight of the school, and ensuring that it is successful in meeting its aims. The board has a wide range of skills, enabling it to meet its educational, legal and financial responsibilities. Recruitment of new members has increased its knowledge in specific areas linked to the development process. Many are parents of former pupils, giving them an additional understanding of the school and its ethos.
- 5.3 Governors provide excellent support and challenge for the senior leaders. They are fully involved in the creation of the school development plan and monitor its delivery with care. Prudent budgeting in staff and resources has allowed the completion of numerous projects to enhance the educational experience for pupils, as well as the current development to improve Nursery provision.
- 5.4 The governors maintain close links to staff and parents through regular visits to the school that give them an excellent insight into the educational experience. They visit lessons and hold meetings with senior staff, as well as attending many school functions. Since the previous inspection, the governors have carefully overseen the recruitment and induction of the new head. He is appraised regularly, ensuring he is able to carry out his role successfully.
- 5.5 Governors are effective in discharging their responsibilities for safeguarding, welfare, and health and safety. Committees and link governors report to the full board and relevant policies are scrutinised to ensure that secure procedures are in place throughout the school. This includes the annual review of the safeguarding arrangements, which is carried out by the full governing body.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.7 The strong and highly committed leadership team ensure that the school is successful in meeting its aims. This can be seen in the excellent achievements of pupils, the outstanding curriculum and the high quality of their personal development. Parents are highly satisfied with the education and support provided for their children; almost all those who responded to the questionnaire felt that the school is led and managed well, and would recommend it to another parent.
- 5.8 Leaders have a clear vision for the school, most notably in providing a distinctive education that is tailored to the needs of boys. There has been recent, rapid progress in school development, notably the enhanced curriculum and improved facilities on site, to the benefit of all pupils. The school has a very effective process of self-evaluation, which draws upon the opinions of all members of the community. The development plan is clear, effectively prioritised and accurately costed, and reflects an ambitious vision for the future of the school.

- 5.9 In those areas identified for further development, there is a strong awareness of what needs to be achieved and plans to address these are well-advanced. These include the implementation of improved pastoral systems, particularly a new policy for rewards and sanctions, and the creation of additional positions of responsibility for older pupils. The school has also forged excellent links with other schools in order to share curriculum development ideas and good practice, and also to ensure that its pupils are prepared well for life in their senior schools.
- 5.10 The recommendations of previous inspection have been fully met, including those for the EYFS. The provision for pupils with SEND and EAL has been strengthened through the appointment of a new co-ordinator, the production of comprehensive new policies and appropriate training for staff.
- 5.11 Leaders provide clear guidance on how to fulfil the aims of the school. They have produced many detailed policies covering all aspects of school life, which act as a valuable reference point for all staff. There are frequent staff meetings, which always include opportunities to discuss individual pupils and potential safeguarding issues. These, combined with much informal communication, ensure that all staff are highly informed about school routines and the needs of the pupils. A new information management system is used effectively to record and monitor the academic progress of pupils and the relevant pastoral information.
- 5.12 The school is successful in recruiting and developing high quality staff. Subject specialist teachers make a strong contribution to pupils' overall achievement. The monitoring of teaching takes place through regular visits to classrooms and a scrutiny of pupils' written work. There are regular opportunities for staff to share good practice and attend training courses, often well-linked to school development priorities. All staff are appraised annually, and appropriate targets are set as a result of this process. Although there remain a few inconsistencies with regard to the implementation of the school's teaching policies, there is clear evidence that leaders are planning effective ways to address these. Senior staff are all involved in implementation of aspects of the school development plan, providing them with excellent professional development opportunities.
- 5.13 The senior leaders are effective in the discharge of their responsibilities for safeguarding pupils and all staff are well-trained in their roles in safeguarding, welfare, health and safety. There is a high level of awareness with regard to potential risks, and leaders are conscientious in ensuring that school policies are followed. There are good arrangements for checking the suitability of staff, governors and volunteers, and there is a suitable plan in place to improve the clarity of the central recruitment register. The procedures for the induction of new staff are detailed and thorough, and include appropriate safeguarding training.
- 5.14 The school ethos encourages mutual respect and an understanding of democratic values. Both the headmaster and governors have visited the school council to discuss developments and hear the pupils' views on school life, and the staff act as good role models. All buildings and facilities are very well maintained, so that they provide a safe setting in which pupils can learn and develop. The highly committed administrative and support staff help to promote high standards of care for pupils.
- 5.15 The quality of links with parents, carers and guardians is excellent and the school maintains a highly positive and effective relationship. Parental questionnaire responses show that parents believe their children are happy and safe, and they receive timely responses to their queries. School leaders are readily accessible, and

responsive to ideas and concerns. The school has a suitable complaints policy, and records show these are diligently followed up in the few instances where they arise.

- 5.16 A very small minority of parental responses to the questionnaire indicated that they are unhappy with information given about their child's progress. Parent consultation evenings take place twice each year. These are supplemented by effort grades each half term and termly achievement grades. A detailed report is provided in the summer term, which includes comments about progress and indicates ways in which to improve. Staff are responsive to requests for additional meetings. Therefore, inspection evidence does not support this view.
- 5.17 Almost all parents believe there are good opportunities to be involved in school life. Regular parent forums provide excellent opportunities to discuss current issues and influence future developments. The parent association is highly active, with a wide range of events catering for all sections of the school. These include sponsored walks and numerous social events, some of which are held jointly with the local community groups.
- 5.18 Communication with parents is excellent; they are kept well-informed through regular emails and a weekly newsletter. In addition, there are numerous information evenings, including curriculum information, transitions to senior schools and e-safety. The school has a comprehensive website that provides substantial information on school life and further information is provided to the parents of prospective pupils in the school prospectus.

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

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) How well the early years provision meets the needs of the range of children who attend

- 6.1 The setting makes outstanding provision in meeting the needs of the range of children who attend. Every area of the curriculum is covered in the carefully and imaginatively planned educational programmes. All children reach the expected levels of development for their age. Adults provide a wide range of stimulating adult-led and child-initiated activities in the well-resourced indoor and outdoor areas. They respond to children's emerging needs and interests. For example, older Nursery children decide to create a toy shop in their child-initiated role play and adults guide them to think about which items they may need, and why.
- 6.2 All children are strongly supported by adults who understand their individual needs. They adapt teaching strategies to motivate, engage and enthuse pupils, helping them acquire the skills to learn effectively and be ready for the next stage in their learning. Adults know when to intervene with questions and how to embed new vocabulary and make their sentences more interesting, for example when older children learn about life-cycles of butterflies and frogs. The youngest children were guided to develop their fine motor skills when making models of igloos. The recent introduction of a more creative curriculum has helped to introduce exciting and challenging topic work.
- 6.3 The EYFS staff are a strong and dedicated team, who plan thoroughly together and use observation and assessment procedures effectively. Next steps are identified accurately. However, these are not consistently recorded. Children with SEND or EAL are quickly identified and given the support they need to make progress. All children's progress is now rigorously monitored and tracked. Adults celebrate the achievements of pupils and reward good behaviour.
- 6.4 Links with parents are excellent. Parental questionnaires and a meeting with parents showed that they are very satisfied with the education their children are receiving. Key people gain detailed information from parents resulting in children generally settling well. Parents stated that they appreciate the accessibility of staff and feel that they listen to their concerns and act quickly upon them. However, these meetings are not always recorded. Reports to parents are detailed and normally contain areas for improvement.

6.(b) The contribution of the early years provision to children's well-being

- 6.5 Provision for children's well-being is outstanding. Children form strong and secure relationships with key people, who give high priority to their welfare and safety. This results in positive, friendly learners who are very confident in social situations. They have many opportunities to develop their independence, for instance two-year-olds are able to wash their hands thoroughly with guidance from staff.
- 6.6 Staff have very high standards and expectations of behaviour within a very calm and caring environment. In Reception, circle time is used to address any issues and reinforce positive behaviour. Staff guide children in taking turns and learning to share. Older Nursery children are proud to explain how they have been kind to a

friend or when they have shared a toy. Children enjoy healthy lunches and snacks. They understand the importance of physical activity and enjoy outdoor play. They have many opportunities to explore the exciting and imaginative outdoor resources. Staff prepare children very well for the next stage of their education.

6.(c) The leadership and management of the early years provision

- 6.7 Leadership and management are outstanding. An EYFS governor takes a close interest in the setting, understands the school's responsibilities, and is kept informed of developments. Safeguarding and welfare requirements are met and implemented well, creating a caring and safe environment. Leaders have a secure understanding of the learning and development requirements and their implementation. Appraisal is well established, although the outcomes of supervision meetings, which support and enhance the role of key people, are not recorded formally. Staff have many opportunities to further their professional development which contribute positively to their teaching and consequently to children's learning and development. Recruitment procedures meet requirements, ensuring that children are kept safe. Risk assessments are thorough and kept up-to-date.
- 6.8 The recommendations of the previous inspection have been fully met; the EYFS development plan focuses on outcomes for children, and staff work together to evaluate and share good practice. Practitioners in the EYFS work extremely well with parents and external agencies, such as speech therapists and medical staff, so that children receive the support they need and all key people have current paediatric medical training.

6.(d) The overall quality and standards of the early years provision

- 6.9 The overall quality and standards of the EYFS provision are outstanding. Children are extremely enthusiastic and motivated learners who make excellent progress in relation to their starting points. Language skills are a particular strength throughout the setting. Children are very articulate and speak confidently to adults.
- 6.10 Reception children can describe the life-cycle of a butterfly as they proudly show adults the butterfly that has just emerged from its chrysalis. They write sentences independently and make accurate attempts to spell words using their phonics skills, as they write a letter of apology from the fictional frog who has just eaten the butterfly. They add and subtract numbers up to 20 and record them. They enjoy filling containers with water as they learn to make a fair estimate and are able to use and understand the word 'capacity'. They are excellent salesmen in their garden centre role-play, selling plants and giving advice on the importance of watering and putting them in the sun.
- 6.11 Older Nursery children know their sounds and are very pleased to have a special word sticker to take home. They play games co-operatively, taking turns and sharing equipment, and are able to match objects to numbers up to five. The youngest children enjoy observing and talking about different types of house. They mix colours independently and choose their own books to take home. They share books together in the quiet environment of the library. Children begin to count as they sort objects into coloured sets. Children are kind friends to one another. Older children in the setting are able to open their own milk cartons independently. They understand the importance of hygiene routines and a healthy diet. Behaviour is exemplary.

- 6.12 Children's needs are at the heart of the setting. All requirements for health and safety have been met and staff work together as a dedicated team with a shared responsibility and understanding of how to protect their pupils. Those leading the EYFS have a strong vision for securing continuous improvement to benefit and enhance the life chances of those children in their care.

Compliance with statutory requirements for children under three

- 6.13 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.