



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
GIGGLESWICK JUNIOR SCHOOL**

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Giggleswick Junior School

The senior school was inspected at the same time and a separate report published, which includes the provision for those junior school pupils who are boarders.

Full Name of School	Giggleswick Junior School
DfE Number	815/6011
Registered Charity Number	1109826
Address	Giggleswick Junior School Mill Hill Lane Giggleswick Settle North Yorkshire BD24 0DG
Telephone Number	01729 893100
Fax Number	01729 893150
Email Address	juniorschool@giggleswick.org.uk
Headmaster	Mr James Mundell
Chair of Governors	Mrs Heather Hancock
Age Range	3 to 11
Total Number of Pupils	73
Gender of Pupils	Mixed (39 boys; 34 girls)
Numbers by Age	3-5 (EYFS): 19 5-11: 54
Number of Day Pupils	Total: 69
Number of Boarders	Total: 4 Full: 4 Weekly: 0
Head of EYFS Setting	Miss Julie Middleton
EYFS Gender	Mixed
Inspection Dates	13 Oct 2015 to 16 Oct 2015

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI second cycle inspection was in November 2009.

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with governors, including the chairman of governors. They 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
Mr Martin Stott	Team Inspector (Head, IAPS school)
Mrs Val Holloway	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Giggleswick Junior School is a rural day and boarding school for boys and girls aged from three to eleven. It is situated in the Yorkshire dales near the market town of Settle. Established in 2007 within the campus of Giggleswick School, it occupies a purpose-built building. This houses a dedicated unit which includes the Early Years Foundation Stage (EYFS) for three to five year olds. In addition to this, the school has a separate art room, library, science laboratory, sports pavilion and music centre, as well as shared use of the senior school playing fields, grounds and facilities. Boarding pupils in Years 5 and 6 are accommodated in one of the senior school boarding houses, Catteral. The report on the senior school includes inspection of this boarding provision.
- 1.2 The school aims to provide a supportive and stimulating independent education that prepares young people to meet the opportunities of the adult world with confidence. It promotes this aim through its core values of participation, respect and excellence. In addition, it seeks to develop in its pupils a range of personal qualities and characteristics for life and learning. These include attributes such as resilience, confidence and independence, as well as skills of creativity and acquisitive curiosity.
- 1.3 A governing body oversees both the senior and junior schools. The school is a charity and the governors are its trustees. The headmaster of the junior school was confirmed in post in September 2015 following a period as acting headmaster. Financial and health and safety matters are organised centrally and managed by the headmaster of the senior school, to whom the headmaster of the junior school reports on other matters. Since the previous inspection of 2009, the school has moved to a five-day week. The school appointed a deputy head in 2011.
- 1.4 There are 73 pupils on roll: 19 in the EYFS, 15 in Years 1 and 2, and 39 in Years 3 to 6. Four pupils are full-time boarders and two board on a flexible basis. A significant proportion of pupils join the school at times after the start of the Reception year. Standardised test results and discussion with the school indicate the ability profile of the school to be in line with the national average, with a few pupils having ability that is above or well above average. The range of ability is fairly wide in all year groups. Most pupils are of white British heritage and come from local professional and rural families. The school has identified seven pupils as having special educational needs and/or disabilities (SEND), and provides specialist learning support to three of these. One pupil has English as an additional language (EAL) and receives language support. No pupil has an education, health and care plan.
- 1.5 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 The school successfully achieves its aim to provide a supportive and stimulating education that instils confidence in its pupils. Throughout the school, whether in the classroom or on the field, the school nurtures self-belief and this is reflected in the good progress made by pupils, including in the EYFS. Pupils achieve at a good level in all their subjects and activities when tasks are suited to their individual needs. The broad and balanced curriculum supports the needs of all pupils, including those with SEND or EAL. The quality of teaching is consistently good and is characterised by mutually respectful and caring relationships between staff and pupils. In response to the questionnaire, a few parents expressed the view that more able pupils are insufficiently challenged; inspection findings confirm this to be true occasionally. In these instances, teaching does not include the range of activities necessary to challenge all pupils, especially the more able, to make rapid progress. Marking does not always help pupils to improve their work. All pupils experience success and collaborative enjoyment in a variety of stimulating activities through the wide-ranging extra-curricular programme, greatly appreciated by pupils and parents.
- 2.2 From an early age in the EYFS, children demonstrate strong bonds with staff and classmates as they share, co-operate and listen respectfully. Throughout the school, pupils develop a strong understanding of how their own role within the school community can affect others, and they take this social responsibility seriously. Pupil leaders, playground 'buddies' and committee representatives all work hard for the benefit of others. Pupils respond wholeheartedly to the school's guiding principles of respect, participation and excellence. This is reflected in their high standard of behaviour, their enthusiastic involvement in activities and their willingness to try their best. The pastoral care of the pupils is excellent. It promotes a listening culture and guards against harassment and bullying. Pupils feel well cared for and they appreciate the help, support and guidance given by all staff. Many pupils were keen to report that theirs is a trusting and friendly school. The provision for the welfare, health and safety of the pupils is excellent.
- 2.3 The governance of the school is excellent. Governors have a clear vision based on detailed knowledge of the school. They discharge their statutory responsibilities with care, including a comprehensive annual review of safeguarding arrangements. The school is well led and managed. School leaders and managers, including in the EYFS, provide the school with clear educational direction and are effective in the evaluation of initiatives and developments. Under the new leadership, academic policies and procedures have recently been subjected to a thorough review and some are not yet fully implemented. The school responded to the recommendation of the previous inspection regarding the sharing of responsibilities at management level as it had increased in size, and appointed a deputy head in 2011.

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. Ensure the consistent implementation of the marking policy.
2. Make better use of information about pupils' progress and potential to provide tasks suited to their individual needs, particularly those of more able pupils.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 Throughout the EYFS children greatly enjoy their learning. By the end of Reception all have made good progress across all areas of learning in relation to their starting points, including those with SEND. Some exceed the Early Learning Goals. Children in Reception can match letters with their sounds and are beginning to use this knowledge to write simple words independently. They understand simple addition and subtraction. Children in the Nursery are attempting to write their names and some can identify written digits up to nine. Throughout the EYFS, children demonstrate strong communication skills in conversations with each other and with staff during activities. They are extremely motivated, confident and independent learners, who respond to all creative activities with great enthusiasm.
- 3.3 Communication skills are strong throughout the school. Pupils are able to explain their views and preferences, and maintain conversations by giving reasons and explaining choices. They use language well for different purposes, for example to persuade, negotiate or question. Older pupils create stories and play scripts that use vibrant detail and contain much information about characters and plot. Pupils are confident in their individual knowledge of mathematics and can often make connections between previously covered information and new skills as they are taught. They confidently use information and communication technology (ICT), both as a research tool and to present their work.
- 3.4 Pupils readily mix drama, dance, music and visual art in assemblies, lessons and formal productions, and they perform with confidence. They can establish a character with control over movement and voice in drama, and sing tunefully and expressively. In art and design they reflect on and evaluate their own and other pupils' work and suggest improvements using correct terminology. An excellent standard is achieved in physical education (PE).
- 3.5 All pupils participate well in a wide variety of sporting activities. This reflects the prevailing spirit and commitment throughout the school. Rugby, football, cricket, and hockey teams enter local tournaments and compete strongly and successfully in matches against other schools. Boys and girls consistently qualify for the finals of an annual area cross-country event, achieving high placements. Individual pupils have achieved success at a national level in events such as long jump and martial arts. About a third of pupils recently passed lower grade examinations in speech and drama, the majority with distinction. A similar proportion of pupils passed examinations in a range of musical instruments. Most pupils transfer to the senior school at the age of 11, many achieving sports and academic scholarships. Other pupils gain entry into maintained selective and independent senior schools.
- 3.6 Pupils' attainment cannot be measured in relation to average performance in national tests, but on the evidence available it is judged to be above national age-related expectations. This level of attainment, as judged, indicates that pupils make good progress in relation to pupils of similar ability. This is confirmed by pupils' work in lessons, their written work and responses in interviews, and by analysis of the standardised systems to measure progress which the school employs. Pupils with SEND or EAL achieve well. They make good progress in

relation to their starting points because they receive strong additional support. Their progress is confirmed by improvement in their reading, spelling and numeracy skills, as well as their high levels of self-esteem. More able pupils and those with particular talents make good progress in lessons when they are given high level challenges. However, this is not always consistent in all year groups and subjects.

- 3.7 The pupils' successful achievement is enabled by a positive attitude to learning and the highly nurturing environment. When pupils are given tasks specifically tailored to their ability, they show good levels of concentration. They are proud of their work, strive hard to do their best, and work well individually and in pairs or groups.

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

- 3.8 The contribution of curricular and extra-curricular provision is good.
- 3.9 The effective curriculum in the EYFS is carefully structured so that all children, including those with SEND, are supported to reach their expected levels of development. The curriculum includes provision for children to develop their learning from their different starting points, building on what they can already do. Planned and purposeful activity provides stimulating and challenging experiences for teaching and learning in the classroom and to a lesser degree in the outdoor area. The characteristics of effective learning are embedded in the curriculum, which is enhanced by French, music, PE and swimming lessons.
- 3.10 The school provides a broad curriculum for all year groups, in support of its aims. Due weight and importance are given to acquiring literacy and numeracy skills. French and German are taught from Year 1. Provision within the curriculum for art, music, design, drama, PE and games greatly enhances the pupils' experience, as does highly effective use of the extensive school grounds and facilities.
- 3.11 A comprehensive programme of personal, social, health, citizenship and economic education (PSHCEE) successfully reflects the school's ethos. The pupils are provided with carefully structured opportunities that prepare them for life in British society and that do not undermine fundamental British values. A strong sense of the importance of equality, fairness and balance shapes the pupils' attitudes and actions.
- 3.12 Tablet computers are used in the teaching of ICT. This relatively new initiative has already begun to enhance learning and motivation. There are regular opportunities to use tablet and other computers across a wide variety of subjects, including mathematics and phonics. For the oldest pupils, design and food technology teaching takes place in the senior school. As the pupils move through the school, the curriculum provides for increasing development of scientific enquiry. This culminates in a day in the senior school where the oldest pupils are introduced to more advanced aspects of science, technology, engineering and mathematics.
- 3.13 The needs of pupils with SEND or EAL are well recognised and they benefit from strongly effective support. Able and gifted pupils mostly follow the same curriculum as other pupils, with suitable extended challenge dependent on tasks provided within teaching. The curriculum is not always consistent in sustaining appropriate levels of challenge for all pupils. Talented pupils are provided with good opportunities to develop their strengths, particularly in sport.

- 3.14 The range of extra-curricular activities has improved since the previous inspection and pupils can participate in a wide variety of educational and sporting pursuits. All pupils and parents who responded to the pre-inspection questionnaires were positive about the range of activities provided. These include science, film, cookery and art clubs, as well as an excellent variety of sports clubs. The younger pupils participate in Mini Fiddlers, a strings group, and every pupil in the school sings in the choir. A world drumming ensemble is a highly popular lunchtime activity. A varied range of trips and visits enhances the pupils' understanding of curricular subjects. Older pupils take part in a residential trip to the Lake District to support their personal development. The curriculum is further enriched by visiting speakers: recent visits from a local policeman, a cultural storyteller and a local author have all broadened the pupils' horizons.
- 3.15 Links with the local community are strong. The school enjoys highly positive working relationships with local primary schools, with which they co-ordinate joint sporting and educational visits, to the benefit of all pupils.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is good.
- 3.17 In the EYFS, staff are well informed by a thorough knowledge of how children develop and learn. They have a clear understanding of possible next steps in the children's development and learning, gained from effective observations and relevant assessments. Teaching engages, motivates and extends children's understanding through appropriate questioning, intervention and the imaginative use of good quality resources. High expectations ensure that children are suitably challenged, as exemplified by the task given to Nursery children to follow a recipe to make 'cloud dough'. In Reception, staff skilfully extend the children's interests by introducing new challenges to an activity. For example, a craft activity was followed by the children launching their model rockets in the playground and counting down from 20. On a few occasions, adult-led activities are overly structured and children's contributions are not taken into account.
- 3.18 Teaching is effective throughout the school in supporting pupils' progress, and enables them to develop their skills and learn with enthusiasm and enjoyment. This in turn enables the school to successfully meet its aims. The strongest teaching is briskly paced and well planned, and includes thoughtfully devised learning challenges that further develop pupils' current skills and understanding. This teaching ensures that pupils benefit from a collective enthusiastic approach allied to high expectations. It enables all pupils to achieve at levels appropriate to their ability or better. Occasionally, teaching lacks sufficient variety of method and is over-directed. This leads to pupils, the most able in particular, being offered too few tasks that require extended independent exploration, reasoning or challenge. As a result, pupils' achievement is limited and progress is stalled.
- 3.19 All teaching demonstrates strong relationships between pupils and teachers which are founded on mutual trust and respect. In all interactions, teaching promotes tolerance and is non-partisan in the coverage of political views. Pupils readily ask for help and do so confident in the knowledge that they will receive support, encouragement and praise for their perseverance. Consequently, their classroom behaviour is excellent.

- 3.20 Pupils with SEND or EAL have well-devised learning and management profiles. In most lessons, effective use of these profiles ensures that pupils with specific needs receive consideration and support in their learning from both teachers and teaching assistants.
- 3.21 Regular ongoing assessment is carried out by teachers in lessons, which yields a comprehensive amount of information about the progress of each pupil. This information is not always used to its full advantage to plan teaching that is matched to pupils' different levels of ability. This was evident when, given similar tasks, some pupils found it difficult to begin without support and more able pupils finished quickly and received no additional work.
- 3.22 Teaching is greatly enhanced by recently refurbished resources for science and physical education. Teaching makes imaginative use of these facilities, such as in a discussion about the physics associated with streamlining with older pupils, which used swimming as an example.
- 3.23 The overall quality of marking and written feedback is good. The best marking gives explicit feedback on how pupils can improve and this is combined with encouraging oral feedback, following the completion of tasks. In some subjects, marking lacks both consistency and constructive written feedback. This results in pupils being uncertain about what they must do in order to improve, as they confirmed in conversations with inspectors.

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 In the EYFS, children rapidly acquire key learning skills such as co-operation and an ability to share. Fundamental British values are actively promoted. Children express their thoughts and feelings in full confidence that they will be valued. In turn, they listen with great respect to others. The 'thumbs-up apple tree' and 'golden rules' actively promote the children's understanding that they all play a part in making the school a fair, kind and happy place to learn. Through stories and topics they develop tolerance and individuality, and fully embrace positivity in people's differences. As a result of the secure introduction of these skills and attitudes, children are well prepared for their transition to their next class.
- 4.3 The spiritual awareness of pupils is excellent. At all ages, the pupils demonstrate confidence. They approach tasks cheerfully, complete them with assuredness and take delight in discovering unexpected connections. Art and music, as well as the beauty of the landscape around them, inspire them to be creative, and pupils' conversations and work show well-developed imaginations. They value the strength they receive from others through friendship, respect and collective effort, and fully appreciate the significance of reciprocating. The school chapel promotes Christian values and spiritual reflection. Through assemblies and visits to the chapel, pupils thoughtfully consider these values and understand how their own code of conduct mirrors them.
- 4.4 The pupils' moral awareness is excellent. They develop a mature understanding of the differences between guidance, rules and law, and express, with conviction, why it is important to have them in society. At a personal level, they appreciate that actions and choices have consequences. They confidently debate moral dilemmas, such as what to do if they were to see a friend stealing, and consider that individuals require a moral code to abide by, and ultimately, laws to observe. They thereby acquire a respect for the civil and criminal law of England.
- 4.5 Pupils display excellent, mature social development. They collaborate with ease and have a highly developed sense of belonging. Team spirit and trust thrive within the school's friendly community. Through their participation in sport, drama productions and music ensembles, pupils of all ages appreciate teamwork. The weekly Achievers' Assembly reinforces this message, and pupils show genuine and generous support for their peers. They demonstrate altruism by regularly supporting those in need through fund-raising activities for local, national and international charities. Pupils are elected to many posts of responsibility by their peer groups, such as school council members and pupil leaders. They understand the purpose and workings of English public institutions and services. This is reflected in the manner in which pupil representatives fulfil their roles with pride, enthusiasm and a sense of duty.
- 4.6 The pupils' cultural awareness is well developed. From an early age, pupils show an interest and curiosity for different cultures through their French and German lessons. They engage positively in celebration of festivals from other cultures. School trips to cultural centres and museums extend the pupils' breadth of cultural understanding, including different religions, such as Islam. Respect for others is deeply rooted in the school's ethos, and pupils strongly believe in the principles of fairness and

tolerance, including respect for those with protected characteristics. The new PSHCEE programme is already deepening the pupils' understanding of equality, social justice and diversity in British and other Western cultures.

- 4.7 The school successfully develops in its pupils the core traits of participation, respect and excellence by the time they leave the school. It allows pupils to participate in a broad range of experiences and to develop self-awareness. Pupils are motivated to succeed and to be unperturbed by setbacks as they seek to try their best. Their high levels of resilience provide excellent preparation for their transition to senior school.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 In the EYFS, staff provide a happy and caring environment in which all children feel safe and able to express themselves. Staff are excellent role models for children. Each child is assigned a key person before joining the school, and staff work with parents to ensure a smooth transition from home to school. Close and trusting relationships are quickly established and the needs of children are fully met. Courtesy and kindness prevail throughout the setting and behaviour is exemplary. Children enjoy the many opportunities to be active and to develop healthy lifestyles. These opportunities include swimming lessons and regular exploration of the extensive school grounds.
- 4.10 The excellent standards of care, highlighted at the previous inspection, have been maintained and further developed, for example through increasing the number of form times throughout the day. Pupils appreciate these reassuring interludes of contact with staff, and relationships between staff and pupils and amongst the pupils themselves are good natured and helpful. All staff are committed to guiding and supporting the pupils to acquire the personal attributes defined in the school's aims. Excellent communication systems are in place regarding pastoral matters; concerns are carefully recorded and monitored.
- 4.11 Pupils are encouraged to be healthy, and advice to promote healthy eating is provided through PSCHEE lessons. The quality of food in the school dining room is healthy and nutritious; choices include vegetarian and salad alternatives. Pupils participate in an extensive programme of games and activities. Fresh air and exercise are intrinsic to their daily experience.
- 4.12 Staff consistently implement the school's well-defined policies and procedures to promote good behaviour and to guard against bullying and harassment, including cyber-bullying. The pupils abide by their mutually agreed code of conduct. Appropriate measures are taken to deal with any unacceptable behaviour, taking due account of any difficulty or disability. The school keeps relevant records of behaviour and includes the pupils in its review of the efficacy of its policies and procedures. Consequently, pupils' behaviour is excellent and characterised by respectfulness and courtesy. Pupils say that bullying is not a concern. They believe that when it is identified it is dealt with constructively.
- 4.13 The school has a comprehensive and effective plan to improve access for pupils with SEND.
- 4.14 The school council represents the opinions of fellow pupils with vigour and conviction. Pupils complete questionnaires that check the effectiveness of the school's anti-bullying policy. During interviews, pupils expressed staunch

confidence in the care and attention given to them by staff and said that the need to use the 'worry boxes' is rare. In questionnaire responses and discussions, the overwhelming majority of parents said that their children are happy at school and well cared for, and all pupils said that they like being at school.

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 promotion of the welfare of the children is central to the work in the EYFS. This is demonstrated through all its practices and its rigorous training schedule for staff in areas such as first aid, safeguarding and the prevention of radicalisation or extremism. The setting actively promotes full attendance.
- 4.17 Throughout the school safeguarding arrangements make a significant contribution to the pupils' sense of security. Pupils are encouraged to make the right choices to stay safe and to appreciate that a safe environment is everyone's responsibility. Measures to safeguard pupils have regard to official guidance and are given a high priority. Safer recruitment procedures are rigorously followed, and apart from minor clerical errors the single central register has been accurately maintained. Staff receive training in child protection, including to prevent radicalisation. They are clear in their understanding of school policies and procedures. Excellent relationships with external agencies and health and safety providers are maintained, and records are meticulously organised.
- 4.18 Appropriate actions have been taken to reduce risk on the school premises, and particularly with regard to the undulating site. Risk assessments are comprehensive and closely reviewed. Evacuation procedures from the school building are practised at key times and are recorded appropriately. Suitable health and safety procedures are in place, including six-hourly checks of the school's private water supply. Accident records are regularly monitored for trends. A high proportion of staff have appropriate training in first aid, including paediatric first aid. The medical room provides comfortable and well-appointed accommodation, with secure storage of medication. The senior school medical centre is open throughout the school day for more serious ailments and there is appropriate provision for pupils with particular medical needs.
- 4.19 The school's attendance and admission registers are correctly kept. The checking of pupil attendance and procedures for following up absence are effective.

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 governors maintain a thorough oversight of the work of the school, including the EYFS, through meetings with groups of staff and regular visits to the school during the working day to observe lessons. This keen insight provides them with an opportunity and proficiency to provide excellent support and challenge to leadership and management in the areas of teaching and learning. They have meticulously analysed the school's strengths and priorities. Their perception is reflected in the detail of the school's strategic plan, which establishes a clear vision for the future and provides the stimulus for growth and improvement.
- 5.3 Governors are fully aware of their responsibilities for standards and financial planning, including investment in staff. They are dedicated to enhancing the teaching and learning in all subjects through investment in accommodation and resources. The refurbishment and design of a new junior school science laboratory and enhanced ICT provision are testament to the success of this resolute commitment.
- 5.4 The formation of the governing body is carefully considered and governors are selected for their specific expertise. Induction is thorough, and many governors attend courses in, for example, safeguarding, trusteeship and charity law provided by professional bodies. The governors are highly effective in discharging their statutory responsibilities and in actively promoting the well-being of pupils. The governor nominated for safeguarding liaises closely with staff designated to lead on such matters. The annual review by all governors of the effectiveness of safeguarding arrangements is comprehensive and includes close scrutiny of the school's safer recruitment procedures, and those relating to welfare, health and safety.

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 good.
- 5.6 A well-established culture of vigilance and care in the EYFS results in the active promotion of the children's safety and welfare. Educational programmes are constantly monitored, and regular meetings provide good opportunities for thorough and ongoing self-evaluation. The EYFS development plan clearly highlights priorities for the future. A strong system of staff appraisal and supervision encourages continuous professional development. Good management actively promotes equality and diversity through carefully selected books, stories, resources and classroom displays. The setting has made good progress since the previous inspection by improving its assessment procedures.
- 5.7 The new school leadership and management team has a clear vision and the trust and commitment of staff to ensure its realisation. It considers that involvement of both staff and parents is critical to success. It emphasises the significance of communication as essential to ensuring effective co-ordination and continuity; this

takes place formally through weekly staff briefings, regular subject reports and reports to the governors, and informally through daily discussion. The weekly staff meeting offers the opportunity to raise educational issues, co-ordinate planning, and explore curriculum initiatives and resourcing implications. The role of subject manager has significantly increased since the appointment of new senior staff, and the leadership and management team now includes staff with effective oversight of learning support. Since the previous inspection, and in response to its recommendation, a deputy head was appointed in order to address the sharing of responsibilities at management level as the school had increased in size. These changes ensure that successful strategies are considered effectively and all areas of the curriculum are reviewed constructively. This has already had an impact on the quality of the pupils' education although the full effects have not yet been felt. Consistent with the school's aims and ethos, leadership and management promote high levels of co-operation and respect for others and for democracy, including in the EYFS, and build self-esteem in all members of the school community. This contributes significantly to the achievement of the excellent standard of the pupils' personal development.

- 5.8 School development is a key priority and self-evaluation is continual and effective. The whole-school strategic plan is comprehensive and sets out clear requirements and targets for improvement. An annual subject-specific audit is carried out with reference to the priorities for improvement in the strategic plan. Leadership carefully monitors progress towards meeting these and this is beginning to prove beneficial. The new leadership has identified the need to review the systems for the monitoring of pupils' potential and progress, in order to provide a clearer and more accessible overview of their attainment and to plan next steps in teaching. The leadership and management team has recently reviewed and revised whole-school policies. These provide good guidance for staff and are, with the exception of the marking policy and the able and gifted policy, consistently implemented. Monitoring of teaching takes place and measures to improve practice have been implemented. These improvements exemplify the determination of the leadership to improve standards of education and to provide the appropriate support and learning experience for each and every pupil.
- 5.9 School policies promoting pupils' safety and welfare are implemented rigorously. Robust systems ensure that the safeguarding and welfare requirements are met. Staff are suitably trained in their roles with regard to safeguarding, welfare, health and safety. The school's leadership ensures that members of staff and volunteers are suitably checked and that the checks are correctly recorded. Staff are well qualified and appointments pay close heed to subject development and the thorough implementation of the strategic plan. As a result, all pupils benefit from a broad curriculum, skilled teaching and a wide range of clubs and activities to stimulate a love of learning for life. This is in full accordance with the school's aims.
- 5.10 Links with parents, carers and guardians are excellent. The school, including the EYFS, greatly values and nurtures its partnership with parents. It recognises importance in facilitating swift familiarisation with school routines and expectations, particularly with regard to families joining the school at different stages. Staff establish a strong bond between home and school through their preparedness to listen and respond to parents on a daily basis. In the EYFS, effective links with parents ensure that appropriate interventions are made when necessary.
- 5.11 The overwhelmingly positive response by parents to the pre-inspection questionnaire confirms the success of the school's links with parents and its

successful fulfilment of its published aims. All parents who responded expressed satisfaction with the school's handling of concerns and its strategies to encourage them to be involved in events and aspects of its work. The recent numeracy workshop, for example, was commented upon favourably by many parents. They all expressed a readiness to recommend the school to another parent. A few parents expressed a view that more able pupils are not given sufficient challenge. Inspectors found that teaching does not always provide sufficient challenge for these pupils, particularly through a lack of suitable activities to extend their thinking.

- 5.12 Information about pupils' academic progress in all subjects is clearly set out in reports to parents. Core subjects include individual targets for improvement. A new report format has recently been introduced which gives targets across all subjects. Parent evenings take place regularly and parents are invited to contact staff at any time. In the EYFS, information is available for parents on notice boards and in written reports; it is communicated at the beginning and end of the school day, and during formal consultations. A series of briefings to parents provides relevant academic and pastoral information as their children move across the phases of their education.
- 5.13 Parents receive helpful information about the school and details about their children's programmes of study. A diary of events and weekly newsletters, as well as the use of social media, keep them well informed. Parents of current and prospective pupils are provided with clear and detailed information about the school. A comprehensive parents' handbook is given to all families on joining the school, and the school website provides appropriate access to the required policies and procedures.

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