



**INDEPENDENT SCHOOLS INSPECTORATE**

**HIGHFIELDS SCHOOL**

**INTEGRATED INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Highfields School

Full Name of School	<b>Highfields School</b>
DfE Number	<b>891/6000</b>
Registered Charity Number	<b>528261</b>
Address	<b>Highfields School London Road Newark Nottinghamshire NG24 3AL</b>
Telephone Number	<b>01636 704103</b>
Fax Number	<b>01636 680919</b>
Email Address	<b>office@highfieldsschool.co.uk</b>
Head	<b>Mrs Claire Fraser</b>
Chair of Governors	<b>Mr Andy Dyson</b>
Age Range	<b>3 to 11</b>
Total Number of Pupils	<b>111</b>
Gender of Pupils	<b>Mixed (58 boys; 53 girls;)</b>
Numbers by Age	0-2 (EYFS): <b>0</b> 5-11: <b>92</b> 3-5 (EYFS): <b>19</b> 11-18: <b>0</b>
Number of Day Pupils	Total: <b>111</b>
Number of Boarders	Total: <b>0</b>
Head of EYFS Setting	<b>Mrs Amanda Jones</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>23 Apr 2013 to 26 Apr 2013</b>

## 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 March 2010.

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) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website [www.legislation.gov.uk](http://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.

Ofsted monitors the work of independent inspectorates, including a sample of inspections, and you can find the latest evaluation of the work of ISI on the Ofsted website.

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', 'satisfactory' 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 Stuart Thackrah

Mrs Caroline Birtwell

Mrs Ann Richards

Reporting Inspector

Team Inspector (Head, ISA School)

Co-ordinating Inspector for Early Years

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Highfields School is set in fourteen acres of parkland on the outskirts of Newark, approximately one mile from the centre of the city. The school was founded in 1945 and moved to the present building in London Road in 1947. A Nursery was started in 1987 with its own new building opening in 1989. The school is run as a charitable trust and a board of governors, including a number of parents, administers the school. The current head was appointed in 2011.
- 1.2 The school aims to nurture the confidence of every child to discover their talents and fulfil their potential within a caring environment. It seeks to give pupils an enjoyable and stimulating education within which they acquire the knowledge and skills that enable them to tackle the next phase of their educational, physical, spiritual, social and emotional lives with confidence and success.
- 1.3 The school caters for boys and girls from the age of three to eleven. Standardised tests show that the ability profile of the school is above the national average. Most have a white British background, with a few from minority ethnic backgrounds. One pupil has English as an additional language (EAL). The majority of pupils are from families in professional or business occupations in Newark and surrounding villages.
- 1.4 The Early Years Foundation Stage (EYFS) provision consists of a Nursery with nine children aged three to four attending part-time, and a Reception class of ten full-time pupils. In Years 1 and 2 there are 28 pupils, of whom 15 are boys and 13 are girls. Sixty-four pupils are in Years 3 to 6, of whom 36 are boys and 28 are girls. Twelve pupils are identified as having special educational needs and/or disabilities (SEND) and one child has a statement of special educational needs. Since the previous inspection the school has increased the time spent at school by the older pupils and is in the process of enabling the Nursery to open for 51 weeks of the year.
- 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 Pupils throughout the school achieve good standards in relation to their ages and abilities in accordance with the school's aims to give the pupils the knowledge and skills required for the next stage of their education. All pupils, including those with SEND or EAL are well educated, especially in numeracy and literacy. Pupils are competent in their use of information and communication technology (ICT) which is being used well within the curriculum. Pupils benefit from a good curriculum and have positive attitudes to their learning and activities outside the classroom. There is a varied programme of extra-curricular activities catering for a wide range of pupils' interests from Nursery to Year 6. Teaching is good throughout the school but is not monitored sufficiently carefully to ensure that all lessons fully utilise the time available to best effect. The standard of presentation of written work is not as high as pupils' oral presentation. All pupils are successful in their external examinations and in gaining entry to a wide range of senior schools.
- 2.2 Throughout the school the pupils' personal qualities are excellent. The friendly and caring atmosphere in the school results in pupils who are well-mannered and polite. Pupils reported that they are happy to be at the school. Parents and pupils were overwhelmingly positive in their responses to the pre-inspection questionnaire, demonstrating strong satisfaction with the education their children are receiving. All staff, both teaching and non-teaching, provide excellent pastoral care and their example leads to confident and happy children.
- 2.3 The governance of the school is good with members of the board having a clear oversight of the school. Governors' committees oversee the school's finances; curriculum and child protection and governors often visit the school. An ambitious school development plan is in operation and the governors are very involved with its implementation. The quality of leadership and management of the school is also good. The school has made good progress in moving the school forward since the previous inspection and responding to most of its recommendations. Whilst much improved from the time of the previous inspection, procedures for the safe recruitment of staff still fail to meet requirements and although curriculum leaders and senior management now have time to oversee their areas, it is still not enough to allow for regular lesson observations to ensure a consistency of teaching standards throughout the school.

**2.(b) Action points****(i) Compliance with regulatory requirements**

- 2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:
- carry out appropriate checks on all new staff [Part 4, paragraph 19(2) under Suitability of staff, supply staff and proprietors].

**(ii) Recommendations for further improvement**

- 2.5 In addition to the above regulatory action points the school is advised to make the following improvements.
1. Ensure that the standards of presentation for written work are made clear and are applied consistently throughout the school.
  2. Ensure that the quality of all teaching reflects the best work already evident in the school, drawing upon a rigorous programme of staff appraisal.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 Pupils' achievements and learning are good.
- 3.2 The pupils are educated well in line with the school's aims. The educational programmes in EYFS for language and communication, and for personal, social and emotional development, give children many opportunities to express themselves clearly, confidently and with enjoyment. The Wild Outdoor Learning Forever (WOLF) programme has transformed the children's learning in the EYFS, widening their vocabulary and, with activities such as pond dipping, their environmental awareness. In the junior school pupils achieve high standards across the curriculum and some excellent examples of work were seen. Pupils display strong factual knowledge and are able to apply their skills in the creative areas of the curriculum; outcomes for children in the EYFS are excellent.
- 3.3 From EYFS onwards pupils are able to express themselves fluently orally and on paper. Many older pupils display a wide vocabulary for their age and read well from a wide range of literature. Nursery children recognise their names, rhyming words in a story and are learning their initial sounds. They can count how many children are present in Nursery, whilst in Reception, children can say what is one more and one less than numbers to 20 and beyond, and can write simple sentences independently.
- 3.4 Older pupils display a good level of independent thinking from writing and performing their own plays to the use of the internet for investigative work. However, the presentation of work in their books falls short of the standard of their oral work in class, in part because there is no whole-school approach to this area. Pupils' skills in the use information and communication technology (ICT) are applied effectively to a range of subjects and for individual research. Mathematics is applied well in all areas of the curriculum with pupils demonstrating a good level of computation and problem-solving skills.
- 3.5 Throughout the school high standards are achieved in the creative and performing arts, for example when pupils perform their own plays and play their musical instruments in assemblies, whilst artwork of a high standard is displayed throughout the school. Physical education has a high profile with most children representing the school in matches against local opponents in a wide range of sports and games. The majority of the children gain a lifesaving and safety award for swimming before leaving the school. Notable successes for the school include success in sports fixtures and pupils representing the county and the Midlands in chess. Individual pupils and groups have been awarded first place in a range of music and drama competitions and the school features regularly in national tournaments.
- 3.6 The following analysis uses the national data for the years 2009 to 2011. These are the most recent three years for which comparative statistics are currently available. In tests at the ages of seven and eleven, results are well above the national average for maintained primary schools. The 2012 results showed further improvement, although national comparators are not available. Pupils are successful in gaining places at selective grammar schools and also in achieving scholarships to local independent schools.
- 3.7 Progress is good at all levels of the school. All children in EYFS make at least good progress relative to their ability and needs. Older pupils of all ages make good

progress in relation to their initial attainments, as can be seen by the results of regular tests and assessments, and from the evidence seen during the inspection. Pupils with EAL and SEND receive appropriate assistance from the school's generous provision of support staff, and by the use of targeted work in class. Those who are gifted and talented also benefit from their needs being identified and met.

- 3.8 The pupils' attitude to learning is good and they get obvious satisfaction from their work. They are keen to discuss their endeavours, listen carefully to the views of their peers, and enjoy being challenged. Pupils work well together on projects, for example evaluating each other's work in class and offering opinions on how improvements could be made. When given the chance to do so, they work well on their own.

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

- 3.9 The contribution of the curricular and the extra-curricular provision is good.
- 3.10 The curriculum meets the needs of all pupils and supports the aims of the school to enable the pupils to tackle the next phase of their educational, physical, spiritual, social and emotional lives with confidence and success. Since the previous inspection the school day has been lengthened to allow subjects other than literacy and numeracy to be taught during the early morning. Following the recommendations from the previous inspection, the provision for art, design technology and music has improved. In addition, the library has been refurbished and the ICT facilities have been upgraded; these are now used well by pupils of all ages.
- 3.11 Curriculum planning is good, particularly so for pupils with SEND, whose individual education plans are comprehensive and reviewed regularly. Targets for pupils identified as gifted and talented are also included in teachers' planning. The curriculum covers all the required aspects of learning and is augmented well by the use of the extensive outdoor space and performing arts provision. In EYFS, a wide variety of indoor and outdoor activities in all areas of the excellent curriculum, together with an effective range of adult-led and child-initiated tasks, give both breadth and excitement. Throughout the school, cross-curricular themes are incorporated into the planning with a good example being the 'Pirates' project recently undertaken by Year 4.
- 3.12 A suitable range of extra-curricular activities is offered both during and after school. These include multi-sports, chess, music, judo and drawing. Clubs are well attended and popular. Drama is enjoyed throughout the school and children are rightly proud of their productions. Film nights and a camping event in the school grounds add to the opportunities for social interaction. The children benefit from residential trips, such as activity weeks away. Many varied day trips offer visits to interesting places such as local historical sights and symphony concerts. A new minibus has been purchased to allow for more trips and for activities to occur further away from school. Links with the community are extensive. Locally the children have been involved with a street party for the elderly, the Rotary Club, and singing together with choirs from other local schools. The children are also engaged with the wider community in India where they are sponsoring two children.

### **3.(c) The contribution of teaching**

- 3.13 The quality of teaching is good.
- 3.14 Teaching makes a significant contribution to the achievements of the pupils in line with the school's aims to nurture the confidence of every child to discover their talents and fulfil their potential within a caring environment.
- 3.15 At all levels, teachers have a good knowledge of their subjects and are keen to pass on that knowledge to the pupils. In EYFS, teaching is excellent, and staff support children extremely well, ensuring that they are happy and enjoy what they are doing. Teaching in the EYFS demonstrates high expectations, and engages and enthuses children. In the junior school, teaching is good. Most lessons contain a suitably wide variety of methods, and the best teaching sees pupils encouraged to evaluate their own work and question the propositions put to them. In a minority of junior school lessons, it takes too long to settle the children at the start, with the result that pupils take time to focus fully and longer to complete their tasks. There is also only limited opportunity for independent learning and individual challenge at this level. Across the school, teachers know the pupils extremely well and are sensitive to their needs. They plan carefully so that the needs of the individual are taken into account, enabling all to make progress. Extra support is offered both within and outside the classroom to ensure that pupils with EAL or SEND have their needs identified and met. Gifted and talented pupils are stretched, particularly when writing and performing their own plays. Teaching assistants are used effectively within the classroom for extra support where necessary. Learning resources are of generally good quality but some textbooks and worksheets are dated and lacking in excitement.
- 3.16 Assessment is good. The school makes good use of standardised tests and teachers in all subjects are aware of the targets set for each pupil. However, marking is too variable in quality, ranging from none at all to marking that contains detailed and clear informative comments. Within lessons, almost all teachers give good oral feedback to pupils about the standard of their work and how to improve upon it.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The personal development of the pupils throughout the school supports the school's aims for pupils to acquire knowledge and skills that enable them to tackle the next phase of their education, develop as individuals and respect and care for their own and others' property. In EYFS the children are happy and enjoy what they are doing. Close links between Nursery, Reception and the junior school ensure a smooth transition between each phase. Pupils are friendly, enthusiastic and develop a secure moral framework.
- 4.3 Pupils have a good sense of the spiritual. They show respect for others in all aspects of school life. They have a clear sense of identity and self-worth, drawn from their experience of enriching activities such as playing with a professional orchestra and singing in mass choirs. They develop a set of values which underpins their behaviour and how they treat others.
- 4.4 The pupils' moral development is excellent. From the EYFS onwards they demonstrate a clear understanding of right and wrong, reflecting on their own behaviour with the guidance of the staff. They know, understand and respect the rules that guide their behaviour and accept that there are sanctions for behaviour which contravenes them. Pupils show a commitment to supporting those less fortunate than themselves and they are keen to do what is morally right.
- 4.5 Social development is excellent. In the EYFS pupils learn to behave well, play co-operatively, develop independence, use their imagination and talk and play well with adults and each other. Older pupils are eager to accept a range of responsibilities, which they undertake conscientiously. Pupils have a strong commitment to supporting the school and to helping other pupils through a strong sense of community. Links with the outside community are strong and the pupils have held a street party for the elderly. Pupils are very proud of the school council and keenly discuss items for consideration. By the end of Year 6 pupils are aware of various political structures and have a sound perspective on financial matters. A number of charities are supported each year including national and local initiatives. The school also sponsors two children in India.
- 4.6 The cultural development of the pupils is good. They demonstrate a sound understanding and appreciation of faiths other than their own in religious education lessons and some assemblies. Pupils are aware of the cultural differences between countries, through their links with schools in Ethiopia and India, and between ethnic groups by participating in multi-cultural events. Excellent artwork demonstrating the pupils' knowledge of the aborigines and the rainforests were displayed around the school.

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

- 4.7 Pastoral care is excellent.
- 4.8 The school successfully achieves its aim to nurture the confidence of every child. In EYFS, each child has a 'key person' who ensures each child's needs are met, and that children are helped to develop positive relationships, behave well, feel safe and learn to lead healthy lifestyles. In the junior school, form teachers have pastoral

responsibilities and liaise regularly with parents and other staff to ensure that the pupils receive effective support and guidance.

- 4.9 The excellent relationships between teachers and pupils, and amongst pupils themselves, add significantly to the quality of pastoral care. Small class sizes ensure that teachers know their pupils very well. Teachers throughout the school provide highly effective support. Pupils value the opportunities to share any worries or concerns with their teachers. There is a 'worry box' into which children may put concerns and just as often this is used to share positive experiences.
- 4.10 A healthy lifestyle is promoted through the good range of active playtimes and a wide availability of sports clubs. The lunches are of a good standard and the children enjoy the food with healthy choices and drinking water provided. The curriculum is augmented, for example, by a visiting dental nurse explaining about and encouraging oral hygiene.
- 4.11 Pupils' behaviour around the school is good and towards each other it is excellent, reflecting the very positive atmosphere created by the school's high expectations. The school deals constructively with unacceptable behaviour and acts swiftly when alerted to any pupils' concerns. Pupils expressed no concerns about bullying and indicated that they knew where to seek help if they had any friendship concern.
- 4.12 The school has an effective plan for improving educational access to pupils with SEND. Pupils are able to express their views effectively, concerning the running of the school, through their form representatives on the school council and more directly through the 'worry box'. The school council allows ample opportunity for representatives to make suggestions and develop their leadership skills. Many examples demonstrate the effectiveness of this conduit, including changes to the school uniform and, following a suggestion by Year 6, a change to the queuing system for lunch.

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

- 4.13 The contribution of arrangements for welfare, health and safety is good.
- 4.14 All staff are appropriately trained to the required level in child protection and three members of staff are trained as designated persons to take responsibility for child protection matters. Throughout the school, including the EYFS, safeguarding and pupils' safety are seen as priorities. The pupil's welfare, health and safety are assured through the consistent implementation and regular review of policies and procedures. Close and effective relationships are maintained with children's services locally. However, the regulations in relation to staff recruitment are not fully met. This was also raised as a concern in the previous inspection, since which time some members of staff have started work at the school before all the required checks have been carried out. The single central register of staff is now well structured in its format and clearly laid out with all entries being accurately recorded.
- 4.15 All necessary measures are taken to reduce the risk of fire and other hazards. Risk assessments, which were not in place at the time of the previous inspection, are now thorough and cover all areas of school life. Risk assessments for school outings are also comprehensive. Staff receive clear guidelines on fire safety with regular fire drills held and suitable records kept. The head of maintenance ensures that regular maintenance checks are carried out throughout the school and that day to day problems are quickly remedied. Electrical testing is regular and is recorded appropriately.

- 4.16 The governors regularly review the health and safety policy and ensure that it is effectively implemented. Pupils who are sick or injured are very well cared for in suitable accommodation and appropriate records are kept. All staff are qualified in first aid, and within the EYFS there is always at least one member of staff with a paediatric first aid qualification.
- 4.17 The admission and attendance registers are suitably maintained and correctly stored.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is good.
- 5.2 The governing board meets regularly. It receives reports from its own governors' committees, as well as from senior managers and curriculum co-ordinators. These, together with school visits by all governors and an annual drop in clinic for parents, enable the governors to have a good insight into the working of the school. The governors have an appropriate range of skills and backgrounds to give them an understanding of the school's finances, regulatory issues, safeguarding issues and the general educational direction of the school.
- 5.3 Governors have an effective view of the strengths and areas for development within the school and all governors have received appropriate training for their roles. The governors have the capacity to ensure that the school continues to improve and make good progress in line with its aims. In this respect they have been instrumental, alongside the senior leadership team, in creating a strategic development plan with an ambitious building project at its heart. The school buildings and grounds are well maintained. The governing body has a keen involvement in the EYFS and has helped to improve the resources in that area.
- 5.4 Oversight of procedures, health and safety matters and annual review arrangements for child protection is good; however the board has not been diligent enough in overseeing the implementation of arrangements for the recruitment of staff, in that some staff started work before all required checks had been undertaken.

### **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 overall.
- 5.6 Leadership and management are successful in promoting the aims of the school, and their success is mirrored in the pupils' achievements across a broad range of curricular and extra-curricular provision. Good progress has been made since the previous inspection. In particular, the pupils' excellent personal development is a direct consequence of the exceptional quality of pastoral care afforded to them all. A new Nursery manager has recently been appointed and is working closely with staff to develop the Nursery. The role of subject co-ordinators has been developed further since the previous inspection.
- 5.7 Self-evaluation is secure. Policies and schemes of work are reviewed periodically; these are created, with the help of the form teachers, for all areas of the curriculum and are implemented across the school effectively. Although time is allocated for subject co-ordinators to monitor the quality of teaching and learning, and to support the development of good practice within each subject area, this is taking place inconsistently throughout the school. The supervision of the curriculum is generally well managed and regular reviews of pupils' work are beginning to be undertaken. There is a clear and detailed system for tracking the progress of the pupils entailing both teacher assessments and written tests and these results are used for planning and setting future targets.

- 5.8 A system of appraisal is in place setting general targets for all staff but at present it is not rigorous enough with respect to classroom management and teaching methods, which are inconsistent throughout the school. Lesson observations by the leadership team, subject co-ordinators and by peers are appreciated by the teachers, but are not an integral part of the appraisal process.
- 5.9 The school leadership team has a good vision for the future of the school, and the school development plan sets out clear goals with time frames and approximate costs. The entire staff works extremely hard to ensure that the school is making progress with implementing this plan.
- 5.10 The school is successful in attracting suitable staff and at least one member of each interview panel has undertaken safe recruitment training. However not all the necessary checks have been in place before new staff have started work. A good system of induction and mentoring is in place with staff trained in first aid, child protection and in appropriate health and safety procedures. New staff state that they are confident that they understand the procedures of the school following this process. All staff are encouraged to further their training in areas of interest to them which may also benefit the school. For example, one member of staff has recently undergone woodland learning environment training enabling excellent use of the outdoor space in the school, thus responding to a recommendation in the previous inspection.
- 5.11 Links with parents, carers and guardians are strong. Throughout the school, there exists an open and easy communication channel. Staff are readily available to speak to parents and aim to deal with any concerns as soon as they arise. In responses to pre-inspection questionnaires, a very small minority of parents felt the school was slow to respond to concerns and complaints but the inspectors found that policies and procedures for handling complaints were secure and well implemented. There are many opportunities for parents to get involved with the life of the school. In EYFS the “stay and play” facility ensures that parents can play an active part in their child’s early education, and throughout the school parents help in class, accompany pupils on outings and take extra-curricular activities. A committed parents association puts on a number of events for both parents and children to involve them socially with each other and the school as well as raising significant amounts of money for the school.
- 5.12 Detailed information is readily available to parents of pupils and prospective pupils through the prospectus and school website. Parents are very well informed about events and issues by detailed and good quality termly and weekly newsletters and home-school learning logs. New parents and children are welcomed to the school at any age. Although a small minority of parents thought otherwise in their questionnaire responses, inspectors judge that the school provides appropriate information on pupils’ progress. Informative reports are sent out annually and parents’ evenings give them the opportunity to discuss their child’s progress formally. The vast majority of parents are overwhelmingly supportive of the school and its family atmosphere.

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