



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
THE DAIGLEN SCHOOL**

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The Daiglen School

Full Name of School	The Daiglen School
DfE Number	881/6014
Registered Charity Number	273015
Address	The Daiglen School 68 Palmerston Road Buckhurst Hill Essex IG9 5LG
Telephone Number	020 85047108
Fax Number	020 85029608
Email Address	admin@daiglenschool.co.uk
Head	Mrs Mary Bradfield
Chair of Governors	Mr John Wilson
Age Range	3 to 11
Total Number of Pupils	152
Gender of Pupils	Mixed (88 boys; 64 girls)
Numbers by Age	3-5 (EYFS): 47 5-11: 105
Number of Day Pupils	Total: 152
Head of EYFS Setting	Miss Shelley Daltrey
EYFS Gender	Mixed
Inspection Dates	18 Mar 2014 to 21 Mar 2014

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 September 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, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, 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 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 Adrian Palmer

Mr Ian Griffin

Mrs Susan Rix

Reporting Inspector

Team Inspector (Headmaster, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Daiglen School is a co-educational day school, which takes pupils from the ages of 3 to 11 and is built around a Victorian house, situated on the edge of Epping Forest in Essex. The school was founded in 1916 and it moved to its present premises in 1950. It was established as a charitable educational trust administered by a board of governors in 1977. The governing body meets regularly and has a number of sub-committees, each responsible for a specific aspect of the school. A Nursery class for three-year-olds was opened in 2005, when the school also began to admit girls for the first time since the war. Since the previous inspection, the school has become fully co-educational.
- 1.2 At the time of the inspection, there were 152 pupils on the roll, of whom 88 were boys and 64 were girls. There were 47 children in the Early Years Foundation Stage (EYFS) for pupils up to the age of five. Thirty-eight pupils were in Years 1 and 2, and 67 pupils were in Years 3 to 6. Fourteen pupils have been identified as having special educational needs and/or disabilities (SEND), and none of these has a statement of special educational needs. Twenty-two pupils use English as an additional language (EAL) and two are at an early stage of learning English. Pupils come from a wide range of ethnic and other backgrounds and most of them live within a few miles' radius of the school. From the results of standardised tests, the ability profile of the school is above the national average.
- 1.3 Through its motto 'Perstare et Praestare' (persevere and excel), the school aims to enhance and enrich pupils' personal, social, creative, academic and physical development in order that they become confident, independent and responsible citizens who show kindness and consideration to others and contribute positively to society. The school endeavours to maintain the highest academic standards in a happy, stimulating and purposeful environment by providing a broad and balanced education that prepares the pupils for life in the 21st century. It seeks to encourage pupils to take pride in themselves and develop a sense of right and wrong, fostering teamwork and co-operation.
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils achieve very well and make excellent progress in their learning, in accordance with the aims of the school. Pupils throughout the school, including those in EYFS, are articulate and talk enthusiastically on a range of topics. They listen to their teachers carefully and happily share ideas and listen to each other's point of view. Their literacy skills are very well developed. Their excellent behaviour in lessons and positive relationships with each other and the teachers enables high quality learning to take place. The curriculum is suitably broad and balanced and is supported by an excellent range of extra-curricular activities. Teaching is excellent, but, in a few lessons, practice is not as strong. Good progress has been made in meeting the needs of more able pupils since the previous inspection and provision for those pupils with SEND and EAL is very good.
- 2.2 The personal development of the pupils and the arrangements for pastoral care are excellent throughout the school, including in the EYFS. Pupils are polite and courteous and show a strong sense of right and wrong. They show respect for one another and have a very well developed cultural understanding of both their own cultures and those of the variety of different ethnic groups in the school. They demonstrate their strong understanding of supporting other communities around the world by participating in various outstanding activities linked to charitable fund-raising, and by taking responsibility within the school community. A strength is the support older pupils give to younger ones. The arrangements for welfare, health and safety are good. At the time of the inspection, a very small number of staff had begun work at the school before the correct clearance checks were completed.
- 2.3 Governance is good. The governors are all well known in the school by both staff and pupils. Each governor has a curriculum subject or aspect of the school that they are responsible for and at the start of every board meeting a curriculum co-ordinator makes a presentation about their subject. The governors have recently reviewed their own performance and made some changes to their practices which are already having a positive impact. They have a clear vision for the school, to which the head and the staff all contribute. However, systems for reviewing the content and implementation of regulatory policies and procedures are not sufficiently robust. The quality of leadership and management is good. The roles of senior leadership and curriculum co-ordinators have been enhanced since the previous inspection, and the latter are now much more accountable for achievement within their curriculum areas. Links with parents are excellent and, in their responses to the pre-inspection questionnaires, parents were overwhelmingly positive about the education and care provided by the school. Whilst information about the curriculum in the EYFS is given to parents of children in that section of the school, the whole-school parent handbook has not yet been updated to reflect the current areas of learning and development.

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:

- ensure the necessary recruitment checks, including barred list and qualifications checks, are carried out on all staff before they begin work at the school and that they are all accurately recorded on the central register [Part 4, paragraphs 19.(2)(a), (b)(iv), 19.(3) and 22.(3)(c), under Suitability of staff and proprietors; and, for the same reason, Part 3, paragraph 7.(a) and (b), under Welfare, health and safety].

(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. Devise robust systems for the review and implementation of all regulatory policies.
2. Ensure all information to parents of children in the EYFS is updated in the whole-school parental handbook.
3. Develop a process whereby the excellent practice evident in the majority of lessons is reflected in all teaching.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 Pupils are very well educated in accordance with the school's aims of maintaining the highest academic standards in a happy, stimulating and purposeful environment. During their time in the EYFS, most children achieve extremely well. In the Nursery class, children can recognise and write numbers to ten and beyond, write their own names, independently use phonic knowledge to write simple words and use equipment and tools effectively, such as when using construction toys. In Reception they can perform simple addition, write simple sentences with independence and read simple texts with fluency. They develop confident skills on the computer, independently accessing educational games and using handheld computers to take photographs. Pupils throughout the school are articulate and talk enthusiastically on a range of topics. They carefully pay attention to their teachers and they happily share ideas and listen to each other's point of view. Their literacy skills are very well developed and they use an appropriate range of vocabulary when writing or discussing issues, giving reasons for their views. Their numeracy skills are excellent and they are able to apply them well to other curriculum areas such as science. Throughout the school many opportunities exist for the pupils to express their creativity in subjects such as art and music. Pupils' reasoning skills are well advanced especially when being challenged to think critically.
- 3.3 The following analysis used the national data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of eleven have been good in relation to the national average for maintained primary schools. This level of attainment indicates that pupils make good progress in relation to pupils of similar ability. When they leave the school, all of the pupils transfer to appropriate local secondary schools, including a number with high standards of entry. This process is well supported by the advice, guidance and particularly preparation given to the pupils by the school. A number of pupils each year are awarded academic scholarships to their senior schools. Although performance in the writing elements of the national tests in English has been slightly below the levels achieved in other areas, the school has actively investigated the reasons and corrective measures have been undertaken.
- 3.4 The pupils have opportunities to compete against other schools in a variety of sports and take part in regional competitions, in which they acquit themselves well, as was seen during the inspection when a cross-country team proudly returned having won gold medals in a race involving a number of other local schools. Pupils have achieved very well in a number of general knowledge quizzes both at a local and national level. Individual successes have been achieved in county and national chess competitions, in the Independent Schools Association regional arts competition and in a local singing competition. The Daiglen Singers take part in local music festivals, winning several awards.
- 3.5 During their time in the EYFS, all children are extremely well cared for and supported in their learning so that all make excellent progress according to their various needs. Carefully designed class routines, consistently implemented, help the children to develop confidence and independence. Throughout the school, pupils with SEND often achieve strongly through well-chosen activities and excellent use of in-class and out-of-class support. The clear lesson plans the teachers write

show that they are generally aware of those pupils who need extra support, for example those with EAL, and this is provided either through the use of classroom assistants or through ensuring the work set is appropriate to the ability of the children. Those pupils who are recognised as being highly able are often challenged by the content of the curriculum. Their progress in the vast majority of lessons is excellent due to appropriately challenging activities being set, and the school has recently been awarded an accreditation for the way it supports the more able.

- 3.6 Pupils' attitudes to learning are excellent. Their exemplary behaviour in lessons and positive relationships with each other and their teachers enable high-quality learning to take place. They apply themselves extremely well to their learning and persevere in their tasks, as was clearly demonstrated in a mathematics lesson where they were creating a variety of challenging shapes out of paper. They work very well together both on individual tasks and when working in pairs and small groups, as seen in a number of lessons across a range of subjects. In EYFS the children show excellent attitudes in shared learning. In the Reception class a group of children negotiated the art of taking turns and, having resolved a problem, proceeded to learn very well together.

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

- 3.7 The curricular and extra-curricular provision is excellent.
- 3.8 The curricular provision effectively supports the schools aims of providing a broad and balanced education that enables pupils to develop appropriate knowledge, skills, attitudes and values for the 21st century. The curriculum is well supported by excellent extra-curricular provision. The curriculum is effective in its coverage of the requisite areas of learning and it is enhanced by the inclusion of subjects such as Latin and Spanish, with the latter starting in the Nursery. Planning for continuity across the school is strong as each curriculum co-ordinator is responsible for the curriculum from Nursery to Year 6. A personal, social, health and citizenship education (PSHCE) programme encourages all pupils to gain understanding about themselves, other people and the wider world, and reflects the school's aims and ethos. In the EYFS, staff plan a careful balance of stimulating activities around a central half-termly theme which encompass all the areas of learning for children of that age. This enables the children to play and explore, to investigate, persevere and concentrate, and to be creative. Staff know the children very well and have high expectations for them. As a result they devise activities well-suited to the children's individual interests and needs. Specialist teaching in music, physical education (PE) and Spanish and a variety of after-school clubs such as French, cooking and ballet ensure excellent breadth to the children's learning.
- 3.9 In the rest of the school, curriculum documentation contains some excellent examples. The best shows continuity and progression, and includes information on assessment, reporting, provision for those pupils with SEND and elements of development planning. Since the previous inspection, effective progress has been made in meeting the needs of the more able pupils; training has taken place for teaching staff and this has had a positive impact. Provision for learning support is of a very good quality with robust direction from co-ordinators. Support groups before school, occasionally during assemblies, and subject setting in the later years mean that this provision does not clash with pupils' entitlement to all curriculum subjects. Pupils with SEND and EAL have IEPs with targets which are reviewed regularly. Throughout the school, classrooms are equipped with interactive whiteboards and the school has invested in tablets which are also used well in many year groups.

- 3.10 The extra-curricular provision is excellent throughout the school, including in the EYFS. The academic curriculum is enhanced by a wide range of extra-curricular activities. The current programme which is appreciated by pupils, includes short tennis, cookery, board games and orchestra. The curriculum is further enhanced by visits that supplement the work undertaken in the classroom; recent trips include visits to London Zoo, Stanstead Mountfitchet and the Natural History Museum. The school also welcomes visitors in to talk to the pupils, from charities, from the local community and also from groups running workshops, for example considering life in the time of the Vikings.
- 3.11 The school has many strong links with the local community that benefit the pupils. Pupils in Years 3 to 6 make good use of the local swimming pool and all use the playing fields. Pupils work is regularly displayed in the community library and they enter the local art exhibition. They make good use of the local church and the vicar visits the school to lead assemblies. The school also supports a number of local charities.

3.(c) The contribution of teaching

- 3.12 The quality of teaching is excellent.
- 3.13 The high quality of teaching makes an effective contribution to the pupils' excellent achievement and learning, enabling them to make excellent progress. The school is successful in achieving its aim of encouraging pupils to take pride in themselves and their school, their efforts, achievements and aspirations. Adult-led learning in EYFS is reinforced by related activities in more informal sessions where children are free to explore and investigate independently. For example, in a mathematics session on capacity, children carried out a planned investigation in pairs to discover which containers held the most water and later went on to investigate this independently with the minimum of adult support. The importance of exercise is effectively promoted by outdoor play, sessions in the well-used outdoor jungle gym and PE lessons. Further up the school, the key features of the best lessons are an excellent pace of activities, especially evident in a very lively Spanish lesson where pupils were discovering Spanish words for fruit and vegetables, and imaginative use of resources, such as the playground burning of a model Pudding Lane in a history lesson to demonstrate how the flames spread so rapidly. Staff ensure that the needs of all pupils are being suitably met through challenging work for all. Teachers have a very good knowledge of the subjects they are teaching and encourage exemplary behaviour through positive relationships with the pupils which keeps them interested and eager to learn in the lessons. In a small number of less successful lessons, a lack of variety in teaching methods and the expectation that all pupils tackle the same work leads to a lack of progress.
- 3.14 The needs of those pupils with SEND are often addressed by the effective deployment of the assistants either to work with them directly, or allowing the class teacher to do so whilst the assistant is deployed to the rest of the class. In most lessons the needs of the highly able are well met as was seen in a mathematics lesson where alternative worksheets with extra challenge were used. The needs of those pupils with EAL are appropriately met through a variety of methods, including discrete worksheets and the use of teaching assistants. In the EYFS, children with EAL are quickly integrated into the classes through close liaison with parents and carefully tailored support to develop their fluency in English.

- 3.15 The progress the pupils make is monitored through a rigorous system of assessment overseen by the curriculum co-ordinators. In EYFS, initial assessments of the children's starting points and regular perceptive observations of the children's progress are effectively used to plan their next steps in learning.
- 3.16 Classrooms contain resources of sound and, in some cases, good quality which teachers use appropriately to motivate pupils. The quality of the resources in the EYFS is excellent.
- 3.17 The marking of pupils' work is generally undertaken in line with the school policy. The vast majority of the marking is regular and up-to-date and some marking is helpful in providing the pupils with suggestions as to how they can improve their work. Pupils confirm in interviews that they understand from their teachers' comments, whether written or verbal, how to improve upon their performance in the future.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of pupils is excellent.
- 4.2 This is a strength of the school and fulfils the school's aims to instil a sense of right and wrong in all aspects of behaviour and conduct in order to uphold the Christian values of the school, to promote self-reliance, creativity and initiative along with the resilience to cope with adversity.
- 4.3 Pupils' spiritual development is strong. They develop their knowledge and understanding of how they affect each other and the wider world extremely well through the PSHCE programme. In discussion they offer confident and mature observations about their behaviour and work. They recognise their own strengths and those of others in the community. Knowledge and appreciation of world faiths are excellent. The school offers an education based on the Christian faith which is embodied in the culture of celebration and is implicit in the work of the school. Pupils also understand extremely well the important festivals and events in world religions, celebrating the diversity within the school community. They gain much from first-hand experiences of others in their classes.
- 4.4 Pupils' moral awareness is excellent. During their time at the school they develop a strong set of moral values which are at the core of the school's aims and discussed, reinforced and celebrated in lessons and in assemblies. They listen carefully to, and value the opinions of others and are confident and articulate in their own views. As a result, pupils are extremely courteous and well-mannered. Pupils' knowledge of ethical and moral issues is developed very well through their PSHCE programme.
- 4.5 Pupils work very effectively together and their social development is outstanding. In EYFS, children are guided to respect one another, to share and to co-operate so that they develop strong relationships with their teachers and with each other. They are encouraged from the youngest to choose activities sensibly and hang up their own coat. The older children in Reception enjoy class responsibilities, such as pouring out drinks at snack time. In the rest of the school, the responses to the pre-inspection questionnaire indicated that a very small minority of pupils did not feel they have the opportunity to take on responsibility. The inspectors found that all pupils in Year 6 take on tasks or positions of responsibility, opportunities to which the younger pupils aspire. They are on hand to encourage excellent behaviour when pupils are moving around the school, to work with younger children in clubs and to support them during break times. Throughout the school, by supporting each other both formally and informally, pupils are socially aware. This extends to the wider community through charitable works which are rigorously promoted in assemblies. Pupils have a good understanding of others in the wider world and the school actively promotes its diverse community.
- 4.6 The cultural awareness of pupils is excellent. Pupils gain an excellent understanding of the multi-cultural society of this country. They relate extremely well to each other on a basis of mutual respect; this was clear in observing their daily routine. Effective opportunities to learn about other cultures arise during the study of indigenous art, PSHCE and in religious education (RE). Pupils' strong understanding of traditions and backgrounds different from their own is enhanced by visits to other places of worship such as the local synagogue and visitors who broaden pupils' horizons well beyond the classroom. The pupils develop a clear

understanding of British institutions and services. By the time they leave the school, pupils have developed into confident and independent young people, ready to take the next step in their education.

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

- 4.7 The contribution of the arrangements for pastoral care is excellent.
- 4.8 Strong policies leads to excellent practice, fulfilling the school's aim of fostering a sense of teamwork and co-operation in mutually supportive relationships, thus making an excellent contribution to pupils' personal development. The form teacher takes responsibility for the academic progress and welfare of the pupils, with a great deal of information about their development being shared between staff both formally, in pupil concern meetings, and informally at all other times. This is monitored and very well supported by senior leadership. The school operates a buddy system at break times to offer support and care to younger pupils, with whom Year 6 pupils spend time both formally and informally, as well as helping in extra-curricular clubs. Generally, pupils say that they are confident to go to their teachers for any help needed, even though a very small minority indicated this was not so in pupil interviews. Relationships between everyone in the school community are excellent.
- 4.9 Pupils' physical needs are met adequately using the outdoor space on site as well as local facilities, and pupils understand the importance of regular exercise. They also have an excellent understanding of the importance of healthy eating which is well supported by displays in the dining hall and in classrooms. Pupils develop good habits through a varied and nutritious lunchtime menu which is generally much appreciated. They are encouraged to eat well by the supervising staff in the dining room, and the snacks provided by the school at break are very well received. In EYFS, children are helped to understand the importance of healthy eating by the provision of nutritious lunches and suitable snacks. Even the youngest children take themselves to the toilet, always remembering to wash their hands.
- 4.10 The school's disciplinary approach emphasises the celebration of exemplary behaviour. In their responses to the pre-inspection questionnaire, a very small minority of pupils indicated that pupils do not feel the school deals quickly with any bullying that occurs. The school's policy is clear that bullying is not tolerated. In discussion, pupils say that bullying is rare and they feel safe in school. Recent work on cyber-bullying has had an excellent initial impact. The behaviour logs scrutinised are detailed and record any incidents of bullying and misbehaviour. The sanctions given are appropriate for the misdemeanour; this is contrary to the responses to the questionnaire, where a very small minority of pupils said the teachers were not fair in the way they give sanctions. Suitable policies govern provision for pupils with SEND, and the school has a three-year accessibility plan to improve the access for these pupils to accommodation, curriculum and information.
- 4.11 The school council is a very effective forum for listening to the views of pupils. In the pre-inspection questionnaire, a small minority of pupils did not feel that their views were listened or responded to, but the inspectors did not find any evidence to support this. A number of actions have resulted from the suggestions made in school council, including "no ball games at break" on one day of the week and a menu competition. In EYFS, the children are guided to respect one another, to share and to co-operate so that they develop strong relationships with their key person, with teachers and with each other.

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

- 4.12 Arrangements for welfare, health and safety are good.
- 4.13 A range of policies which are consistently implemented ensure that the health and safety of all members of the school community are catered for effectively; this makes a strong contribution to pupils' personal development. Pupils have adults to whom they can talk when they have concerns, and the younger pupils very much value the contribution made and support given by the older pupils in this area. All give extremely high priority to the children's happiness, health and safety.
- 4.14 The school's recently revised safeguarding policy is now compliant. All staff, including those in the EYFS, are aware of their responsibilities and training in child protection is up-to-date for everyone, including the designated persons. All staff have had recruitment checks to confirm their suitability to work with children. However, a few required checks have not been made consistently in advance of staff beginning work at the school.
- 4.15 The school has effective arrangements to reduce risk from fire; it carries out regular fire drills, has completed a recent fire risk assessment and all appliances have been checked and serviced according to best practice. Suitable risk assessments are made for the use of school accommodation and for visits outside school. Staff are appropriately trained in first aid, including paediatric first-aid for an appropriate number of those working in the EYFS, and an accident book is properly kept. The medical room has suitable facilities for those who are ill or injured and all medicines are stored safely. A ready supply of drinking water is available to all children. The welfare of those pupils with SEND is carefully monitored and supported.
- 4.16 The admission and attendance registers are accurately recorded and properly maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of the governance of the school is good.
- 5.2 The governors know the school very well and are fully committed to its aims and ethos. They have a depth and wealth of experience and provide valuable guidance, advice and support to the school on all matters. The governor responsible for the EYFS visits the school weekly, supporting activities in the department, accompanying the children on visits and gathering information in informal discussions with staff; this information is then discussed at all board meetings.
- 5.3 Governors are kept informed by head's reports and through committee meetings. The record of agendas and minutes of these meetings clearly indicate that the governors are well briefed on day-to-day life in the school and exercise their responsibilities in monitoring standards across the school seriously and effectively. A staff presentation on a specific subject precedes each board meeting and they visit the school regularly working on their own curricular area of responsibility as governor. The school has a five-year strategic plan for the school's future linked to the annual development plan which the board monitors termly. Governors offer strong financial support for the accommodation of the school, staffing and teaching resources.
- 5.4 The board has been through a process of self-evaluation and a working party was set up which resulted in a review of roles and responsibilities. They agreed that the role of the clerk to the governors should be enhanced in order to ensure that governors were kept properly informed of their responsibilities. A skills audit resulted in new governors joining the board and a timetable of training being produced as well as a new induction pack being introduced. The performance of the head is appraised annually by a sub-committee of three governors and targets set in achievement, leadership and management and one other variable area of her work.
- 5.5 The governors endeavour to undertake their responsibilities for safeguarding the pupils seriously. They review the necessary policies on an annual basis at full board meetings and undertake their duties as governors efficiently. Whilst fully aware of their corporate responsibility for reviewing the safeguarding policy and the efficiency with which the related duties have been carried out, weaknesses in the safeguarding policy and practice prior to the inspection, and a lack of thoroughness in undertaking all the necessary checks on staff prior to commencing work, indicates that their current systems of monitoring the content and implementation of policies are not sufficiently robust.

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

- 5.6 The quality of the leadership and management, including links with parents, carers and guardians, is good.
- 5.7 The school is successful in meeting its aim of providing a broad and balanced education that enables pupils to develop the appropriate knowledge, skills, attitudes and values for life in the 21st century.

- 5.8 Since the previous inspection, the roles of senior managers have been more clearly defined and a strong sense of shared vision is understood and practised by all staff. Senior leadership has a clear vision for the future direction of the school and the staff are all extremely supportive. Documentation and practice are monitored across the school at all levels by the senior leadership. All subject co-ordinators have clear job descriptions and their role has been strengthened since the previous inspection; they have ownership of their subject areas and are responsible for monitoring standards in their subject throughout the school. They are also responsible for ensuring agreed policies are being followed. This is done through activities such as an annual scrutiny of work and a programme of subject-specific observations. Some subjects, such as English, have a very well organised system which includes internal moderation and assessment of work to improve consistency in teacher expectation, but this level of rigour is not yet fully embedded in all subject areas. The evaluation and monitoring of practice is well established in the EYFS and leadership ensures that the quality of provision is consistently high.
- 5.9 A clear and effective development plan has helped the school to prioritise improvements, both of the site and in the quality and style of education provided. The plan is effectively reviewed on an annual basis. The EYFS development plan and educational programmes are also regularly reviewed and challenging targets are set for improvement. Supervision of staff in the EYFS is regularly carried out and areas for continuing professional development are identified and fully supported.
- 5.10 The school operates a strong annual appraisal system for all teaching staff which is linked to a good programme of professional development. All staff receive appropriate training in safeguarding and welfare, health and safety of the pupils. The systems for checking the suitability of staff have not always been implemented as rigorously as is required before staff begin work, especially in the areas of barred list checks and qualifications. All staff have now received enhanced disclosures and barred list checks, and any outstanding recruitment issues are currently being completed. The deployment of staff is appropriate and leads to an effective teacher/pupil ratio in many classes. The positive use of a teaching assistant was clearly evident in a number of lessons. The accommodation is imaginatively used, with very creative and colourful displays around the school, celebrating pupils work in all classrooms.
- 5.11 Links with parents are excellent. Responses to the pre-inspection questionnaire show that the parents strongly support all aspects of the school's work, including in the EYFS. They are highly satisfied with the education and support provided for their children. Parents responded very positively in the pre-inspection questionnaires reporting no major areas of concern. The vast majority of parents feel the school is well led and all parents who responded agree that the school deals well with any cases of bullying. The school ensures that parents are well informed about the school via the website and through the parents' portal. Parents of current and prospective pupils are provided with all the required information via the prospectus and accompanying documentation and through regular newsletters. The school ensures that parents are kept well informed about school activities through newsletters, texts, homework diaries, termly class newsletters and the *Daily Glen*, the Year 6 pupils' own publication.
- 5.12 In addition to many informal opportunities for dialogue with members of staff, parents can discuss their child's progress at consultation meetings held twice a year. Half-termly targets are shared, helping to ensure that parents are aware of their child's current attainment and focus for improvement. Consultations are followed by helpful

short reports which summarise the meetings. A thorough and detailed report is issued at the end of the summer term. In the EYFS, parents appreciate the sensitive and highly effective procedures to help the children settle into the Nursery and the many opportunities the school provides to ensure parents are involved in their child's learning and progress. 'WOW' (Wonderful Outstanding Work) certificates enable parents to celebrate and share their child's achievements at school and significant events at home, as well as providing an excellent way of continuous exchange of information. For parents of pupils in Year 5, there is also a helpful meeting to discuss transition to, and choices for, secondary schools.

- 5.13 At the time of the previous inspection, the school was advised to provide a document which contains all necessary information for parents of children in the EYFS. Since then the school has greatly improved the accessibility and quality of information for parents of children in the EYFS and they are directly given the appropriate information as required. However, the whole-school handbook has not yet been updated concerning the revised EYFS curriculum.
- 5.14 There is an appropriate complaints procedure and any concerns are handled promptly and in accordance with the school's published policy; the school takes care to seek the views of parents of children of all ages and values their thoughts and opinions through regular questionnaires.

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