



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

UNICORN SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Unicorn School

Full Name of School	Unicorn School
DfE Number	318/6069
Registered Charity Number	312578
Address	Unicorn School 238 Kew Road Richmond Surrey TW9 3JX
Telephone Number	020 8948 3926
Email Address	enquiries2015@unicornschoo.org.uk
Headmaster	Mr Kit Thompson
Joint Chair of Governors	Mr Geoffrey Bayliss and Mr Paul Rathbone
Age Range	3 to 11
Total Number of Pupils	170
Gender of Pupils	Mixed (81 boys; 89 girls)
Numbers by Age	3-5 (EYFS):44 5-11: 126
Head of EYFS Setting	Miss Hannah Reynolds
EYFS Gender	Boys and Girls
Inspection Dates	08 Mar 2016 to 11 Mar 2016

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 standard inspection was in February 2010.

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, with both chairs of governors and members of the governing board, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Pat Preedy	Reporting Inspector
Mr Andrew Carter	Team Inspector (Head, IAPS school)
Mrs Victoria Jane Plenderleith	Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	10
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	11
(a) The quality of governance	11
(b) The quality of leadership and management, including links with parents, carers and guardians	12

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Unicorn School is located in Richmond, Surrey. It was established in 1970 by a group of parents and teachers, who wished to develop a school that encouraged children to flourish creatively whilst enjoying the process of learning. The main school building is a three-storey Victorian house. The Early Years Foundation Stage setting (EYFS) is located in a converted coach house within the grounds of the main school and has its own outdoor facilities, as well as shared access to a playground and school hall. The school is a registered charity, operating as a company limited by guarantee. All parent families are shareholders, who elect up to 15 governors primarily from the parent body. Since the previous inspection a new headmaster has been appointed and the school has extended and improved the EYFS classrooms, installed an all-weather pitch, provided specialist music facilities, upgraded information and communication technology (ICT) facilities and introduced the option for pupils to have hot lunches.
- 1.2 The school aims for children, staff and parents to create an evolving, exciting, dynamic, nurturing, successful and forward-thinking community. It strives to nurture all aspects of development and to produce well-balanced, caring and responsible children who show consideration and awareness for the needs of others. The school seeks to provide a rich and broad educational experience within a friendly, stimulating and non-denominational environment.
- 1.3 Most pupils live in the surrounding area and a majority are of White British heritage. A diverse range of ethnic origins are also represented. At the time of the inspection, 170 pupils attended the school; 81 boys and 89 girls. The EYFS comprises of 44 children, 22 of whom are in the Nursery and attend during the mornings only. At the age of 11 almost all pupils continue their education at independent or selective maintained day schools in the London area, and a few move on to independent boarding schools.
- 1.4 Results of standardised test scores across the school indicate that the average ability of pupils is above or well above the national average, with very few pupils who are of below national average ability. The school has identified 26 pupils as having special educational needs and/or disabilities (SEND). No pupils have an education, health and care plan or a statement of special educational needs, and none require support for English as an additional language.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following table.

School	NC name
Red	Nursery
Orange	Reception
Yellow	Year 1
Green	Year 2
Blue	Year 3
Indigo	Year 4
Violet	Year 5
Ultra Violet	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Unicorn School successfully meets its aims of providing a rich and broad educational experience. Most pupils gain places at the senior school of their choice, and each year several pupils are awarded music, artistic and academic scholarships. The quality of pupils' academic and other achievements is excellent, including in the EYFS. Key factors which support their high achievement are an excellent curriculum which combines a focus on literacy and numeracy with expressive and creative subjects, excellent teaching and the positive behaviour of the pupils. Teaching in the school is excellent, challenging pupils and fostering interest, independence and collaboration. It is less effective in a very small number of lessons, with an overdependence on worksheets and weak opportunities for investigation, paired or group work. Following a recommendation from the previous inspection, a comprehensive system for tracking pupil progress and attainment has been implemented. Opportunities for pupils to respond to marking and feedback, and the monitoring by subject co-ordinators are not fully embedded.
- 2.2 The quality of the pupils' personal development is excellent. Pupils throughout the school are caring, courteous, enthusiastic and well behaved. The introduction of reflection time and philosophy enables pupils to consider the deeper aspects of life and their responses to events in the wider world. From an early age pupils understand the school's virtues, the value of democracy and the need for rules. They appreciate the unique characteristics of British society, whilst at the same time celebrating the cultures and traditions of others. The school community is committed to local and international charity work, consistently striving to make a significant difference to the lives of others. The quality of pastoral care is excellent. Staff in the EYFS and class teachers throughout the school take their responsibility seriously to ensure the well-being of the pupils in their care. The school's behaviour policy is implemented consistently, with praise and rewards for positive behaviour and robust procedures to guard against bullying, cyberbullying and harassment. The contribution of arrangements for welfare, health and safety is excellent. Policies and administrative procedures are fully implemented in line with the context of the school and official guidance, including that relating to guarding against radicalisation and extremism. Safer recruitment procedures are robust and staff receive appropriate child-protection training at the required intervals. First-aid provision is excellent and all necessary measures are taken to reduce the risk from fire and other hazards.
- 2.3 The effectiveness of governance, leadership and management is excellent. The composition of the governing board enables parents to have a strong voice with regard to the vision, aims and development of the school. Great care is taken to ensure that a range of non-parent governors are recruited so as to have a balance of expertise on the board, including a knowledge of the EYFS. All responsibilities including those for safeguarding and welfare, health and safety are met fully. High levels of parental satisfaction were expressed in the pre-inspection questionnaire responses. The school's leadership team has created effective systems for whole-school self-evaluation and implemented a comprehensive development plan, with the support and challenge of the governors.

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. Strengthen the monitoring role of subject co-ordinators, ensuring consistency across all year groups.
2. Provide consistent opportunities for pupils to respond to marking and feedback.

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 All pupils are well educated, fulfilling the school's aim to provide a rich and broad educational experience. Children in the EYFS enjoy learning. They make excellent progress in relation to their starting points, including those with SEND and the more able. Children's enthusiastic contributions during 'show and tell' lessons exemplify their well-developed speaking and listening skills. They are active learners and are confident to explore and investigate in both indoor and outdoor environments. Children demonstrate excellent levels of independence and are able to put on their own coats and use knives safely to cut up their snacks. They are developing strong physical skills through weekly physical education (PE) and gym sessions, and use of their playground equipment. All children are developing their ICT skills through the use of a wide range of technology and lessons with a specialist teacher. Nursery children concentrate well when listening to stories, and can discuss the main characters and points when designing story maps. They can competently use scissors and tape to make creative pictures on the writing table. Reception children can use their phonic knowledge to sound out words to spell, and can write and punctuate sentences. They can add and subtract numbers up to 10, with some working with numbers up to 20 and beyond.
- 3.3 From Year 1, pupils demonstrate excellent literacy and numeracy skills. Pupils are keen to use the library, both for pleasure and to develop their research skills. As they move through the school, they read and write with increasing fluency and for an extensive range of purposes. Writing in all subjects is of a high standard with evidence of research, critical thought and creativity. In all lessons observed, and in interviews and informal conversations, the pupils were confident, articulate and able to express their views and feelings. They are attentive listeners, able to reflect and to respond thoughtfully to one another and to their teachers. Pupils demonstrate excellent ability in number work, confidently applying their previous knowledge and developing their own strategies for problem solving. They acquire a high level of understanding of scientific concepts, underpinned by well-developed investigative skills. Pupils display an excellent level of competence when using ICT across the curriculum.
- 3.4 The high standard of art work on display throughout the school celebrates pupils' considerable artistic talents. Their creativity is also demonstrated in exceptional musical performances, competitions at national level and drama productions. Pupils' physical skills are well developed. They achieve a number of individual and team successes at local and regional level, including cross country and swimming. All pupils take part in an extensive range of extra-curricular activities including cookery, debating, pottery and karate. Many are members of the choir, and all learn a musical instrument in Year 4 as well as having the opportunity for individual peripatetic lessons. Each year a considerable number of pupils achieve merit and distinction awards in external music examinations. Most pupils gain places at the senior school of their choice and each year several pupils are awarded academic, music and artistic scholarships.
- 3.5 Pupils' attainment cannot be measured in relation to average performance against national tests, but on the evidence available it is judged to be excellent. The results of the school's own assessments and those of a range of standardised tests, and

inspection evidence gained from lesson observations, scrutiny of pupils' work and interviews with pupils indicate that pupils make good and often excellent progress. By Year 6, attainment for all pupils including the more able and those with SEND is high in relation to age-related expectations. This excellent progress and attainment is linked strongly to interventions based upon accurate tracking and excellent teaching.

- 3.6 The pupils' attitudes to learning are excellent. Pupils are respectful, caring, polite and well behaved, which contributes strongly to their excellent overall achievement.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.

3.8 The curriculum supports the school's aim of enabling all pupils to benefit from a broad curriculum to achieve success. Children in the EYFS experience an interesting and varied curriculum which covers all the required areas of learning. Specialist teachers in PE, swimming, ICT and music enhance this provision, enabling the children to develop a variety of skills and making excellent use of the school's facilities. Planning reflects the needs of all of the children. Activities are designed to consolidate and reinforce previous learning, enabling all children to reach the expected levels of development with many achieving beyond. Staff make highly effective use of the outdoor area, providing children with the freedom to choose between indoor and outdoor learning for all or part of their day. The setting makes excellent use of resources to enhance the planned activities and to allow children to successfully initiate their own learning, as observed in the Nursery when children independently accessed scissors, paper and glue to create their own pictures and cards.

3.9 The curriculum from Year 1 onwards is wide ranging and incorporates provision for pupils to develop their knowledge and understanding of British values, which are prominently displayed to guide the actions of the school community. The personal, social, health and economic education (PSHEE) programme includes current affairs and promotes the development of balanced political views. Assemblies and the religious education scheme ensure that pupils are introduced to a wide variety of religions and cultures. The importance of understanding and tolerance is emphasised. The curriculum is reviewed regularly by the senior leadership team, with subject co-ordinators implementing a two-yearly cycle of review. This ensures that the curriculum retains the ethos of the school, is appropriate and relevant for the age and ability of current pupils, and allows for the development of new initiatives. For example, the introduction of philosophy in recent years and the allocation of additional time for the study of a modern foreign language.

3.10 The core subjects of English and mathematics are made a high priority. French is taught from Year 1, and creative and expressive subjects are valued highly. Since the previous inspection, improved facilities for music have enabled the extension of the music curriculum and instrumental teaching. Specialist art lessons greatly enhance the range of pupils' artistic experiences and the quality of their work in a variety of media. Recent changes to the timetabling of sporting facilities have enabled more sport lessons to be delivered by specialist teachers. Excellent opportunities are provided for pupils to develop their ICT skills throughout all subjects, with pupils using tablet computers to film and photograph balances in a gym lesson as well as using the equipment to word process and write in different styles.

- 3.11 Provision for pupils with SEND is extremely effective, enabling their full access to the curriculum. The staff who provide support to those with special educational needs contribute to the wider curriculum, for example through providing advice with regard to the adoption of new handwriting and spelling schemes. The learning of more able pupils is enhanced by the incorporation of challenging tasks throughout the curriculum and specific teaching, as observed during a mathematics class where the pupils worked co-operatively to solve a variety of complex problems.
- 3.12 An excellent range of extra-curricular activities is available to pupils, covering musical, artistic and sporting areas of interest. These are held during lunchtime, after school and during the highly popular Thursday afternoon activity programme. All pupils from Year 3 are able to choose from a wide list of options provided by staff and parents, including felting, computing and cookery. Curricular and extra-curricular provision is further enhanced by residential visits from Year 3 onwards and a wide range of trips to places of interest.
- 3.13 Pupils are actively involved in raising funds for local, national and international charities. They speak with great empathy about how they make a difference to the lives of homeless children. The school has well-developed links with the local and wider community. The pupils were joined by pupils from local state schools for a visit from an author, and the choir performs locally and nationally. Also, an astronaut sent the school a message from space supporting the pupils' experiment on comparing the growth of seeds that have been in space with those that have only been on Earth.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent.
- 3.15 The overall high standard of teaching contributes strongly to the pupils' excellent levels of achievement and personal development, greatly supporting the school's aim to educate and nurture the whole child. In the EYFS, highly effective and flexible planning ensures that all children's needs are considered. Activities are interesting, open ended and well resourced. Learning is promoted at every opportunity using natural resources, for example when Reception children were painting red snapper fish and then using them to print. High-quality resources enrich activities inside and outside of the classroom. Staff are knowledgeable and enthusiastic, with high expectations and a commitment to achieving the best outcomes for children. They encourage independent thinking, which engages each child and motivates them to reach the next steps. Skilful questioning extends and supports learning, as observed in the Nursery where staff work with some individual children in order to support the development of specific skills. Staff observe children carefully, choosing appropriate times to intervene and extend each child's thinking and learning. They continuously use observations for assessment, effectively using a computer program to record children's progress, attainment and next steps.
- 3.16 Teachers have a thorough knowledge of the subjects that they teach. Planning effectively covers the curriculum, including the promotion of tolerance, respect and non-partisan views. Teachers are enthusiastic and committed to motivating pupils and helping them to make excellent progress, taking into account their individual needs and abilities. The behaviour of pupils is very well managed, contributing strongly toward their excellent progress. Pupils are confident about asking for help, and during interviews many expressed their appreciation of the way in which staff support their learning and that they enjoy all aspects of their work. The resources

available throughout the school are of excellent quality and are used effectively to promote learning. Excellent use of ICT by staff and pupils enhances pupils' progress and enjoyment of their lessons, as observed when pupils used a visual thesaurus to extend their knowledge and understanding of synonyms.

- 3.17 Much of the teaching in the school fosters interest, independence and collaboration. A few parents stated in their questionnaire responses that they thought more able pupils do not receive appropriate support. Inspection evidence found that most teaching includes challenge for more able pupils, promoting independent research and problem solving. In the many lessons observed, teachers share clear and specific learning intentions with the pupils. Resources and time are well-managed with a range of opportunities and strategies, including pair and group work. For example, during an English lesson older pupils were able to appreciate and discuss the emotions conveyed through language within a range of poems. They were able to create their own reflective and imaginative poems, reading them aloud with great maturity and expression. In the very small number of lessons where teaching is less effective, the learning intentions are not appropriate for the age and ability of the pupils. In these lessons, teaching is over-directed and opportunities for creativity, investigation, paired work or group work are weak. An overdependence on the format of worksheets in some lessons limits challenge and opportunities for individual response.
- 3.18 Teaching for pupils with SEND is excellent. Clear targets and interventions based upon careful assessment are included in individual learning plans. These pupils' needs are met highly effectively in individual and group lessons, and with appropriate support in mainstream classes. In addition, older pupils act very enthusiastically as 'buddies' to younger pupils, helping them with their work.
- 3.19 Following a recommendation from the previous inspection, the school has developed its database to track the progress and attainment of pupils from Year 1. Data from teacher assessments and standardised tests are carefully analysed from the individual to the whole school in order to monitor progress, set targets and plan interventions both for more able pupils and those with SEND. A scrutiny of pupils' work across a range of age groups and subjects highlighted the excellent efforts most pupils make with regard to presentation and handwriting. Most marking is in line with the school's marking policy. It enables pupils to respond to constructive comments which indicate how the learning intentions have been achieved, suggestions for improvement and appropriate next steps. This excellent practice is not yet consistent across all subject areas and year groups.
- 3.20 Throughout the school, staff work diligently to build positive relationships with pupils and their families. The extensive support from parents in the classroom greatly enhances the quality of teaching and learning.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school fulfils its aim for pupils to be independent, responsible, self-aware and confident young people. The school's virtues programme is introduced in the EYFS. Children are able to explain what virtues such as reflection mean. Their personal development is extended through reinforcing these virtues and the emphasis that staff put on sharing and co-operation. Nursery children were observed passing snacks and drinks around the table to share with their friends. Reception children demonstrated respect for each other when they listened to a classmate talk about an animal book. Staff support the children in making appropriate choices, whilst encouraging their independence. Fundamental British values are actively promoted by staff and integrated into the EYFS curriculum, as observed in the Nursery where children voted for which wolf story they wanted to be read to them. Prior to their children joining the Nursery all parents are offered the option of a home visit, and great care is taken to ensure that the transition from home to the setting is a happy one. Children are well prepared when they move to Reception; they are familiar with all the staff and remain within the same building. Reception children look forward to moving on to Year 1, as they are ready for a new stage in their learning and development.
- 4.3 Pupils' spiritual development is excellent. Regular time is incorporated throughout the day for reflection. Pupils are able to explain significance of the school virtues and the ways in which they strive to develop characteristics such as patience, reflection, perseverance and curiosity. Outstanding musical performances during assemblies also enhance pupils' spiritual awareness.
- 4.4 Pupils' moral development is excellent. Pupils demonstrate a keen sense of fair play, an appreciation of the circumstances of those less fortunate than themselves and a strong desire to take action to make a difference to the lives of others. This is particularly evident in the many charitable projects which they support in the local community. Pupils accept responsibility for their behaviour from an early age, demonstrating a respect for rules and an understanding of English law. Democracy is understood by all and is used as the basis for election to the school council. Pupils can relate the thoughts of Aristotle with regard to the strengths and potential weaknesses of democracy, demonstrating deep understanding and exceptional maturity. In philosophy lessons pupils display that they can question and not just accept all that they are told. Their views on the forthcoming European Union referendum were balanced and very well considered.
- 4.5 Pupils' social development is excellent. They have a zest for life, enthusiastically engaging in all aspects of the school. Through a wide range of opportunities including debating club, choir and performances, pupils present themselves naturally and display self-confidence. They are friendly and kind toward one another during play times and when working together. Pupils relish taking on responsibilities including assuming the roles of house captains, head boy and girl, and school councillors. The school council has been responsible for several improvements, including the installation of outside play equipment. Pupil councillors were observed confidently and eloquently advising the headmaster about ways to improve the dining experience for all pupils. A supportive programme of peer-mentoring is in place, where older pupils help younger pupils to develop their social skills. Pupils

who assume the role of 'Eco-Warriors' ensure that everyone is aware of sustainability, and those who are 'Smiley People' provide support on the very rare occasions where a pupil may feel sad or lonely.

- 4.6 The pupils' cultural development is excellent. They have a thoughtful and perceptive awareness of fundamental British values including those related to the democratic process, public institutions and services. Pupils warmly welcome visitors to the school, proudly talking about their achievements and how they work together to help others. They demonstrate an easy and inclusive approach to pupils of different nationalities, enthusiastically celebrating a range of festivals such as Diwali and Chinese New Year.
- 4.7 Pupils constantly strive to live by the school virtues which they have all agreed to in order to create a caring, responsible and successful community. They are well prepared for the next stage of their education, with an excellent standard of personal development.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 Within the EYFS, a highly effective system is in place to ensure that each child's needs are met and that named staff know each child well. Children develop positive relationships with adults and their peers, and are confident to approach peers or staff if they need help. Positive behaviour is constantly promoted and encouraged, and the children are aware of what is expected of them. Children's safety and well-being are high priorities. Staff explain risks to the children, ensuring that they understand how to keep themselves safe. They also explain the importance of personal care, such as why hands need to be washed before cooking. Healthy eating is promoted at snack time and children discuss why eating fruit and drinking milk is good for them. The Nursery and Reception children have weekly cooking sessions, and enjoy discussing and eating what they have made. All children feel happy and secure within the setting and can independently move between inside and outside. They form extremely positive relationships with the older pupils. Year 6 monitors visit the EYFS children daily in order to help with activities such as snack time and reading. Each week after swimming, the Nursery and Reception children pair up with Year 6 pupils for the coach journey. These links contribute strongly to the warm and friendly pastoral care provided in the EYFS.
- 4.10 Class teachers have pastoral responsibility for the pupils in their classes and know their pupils extremely well. The senior leadership team effectively promotes good behaviour and high standards of pastoral care, including the management of regular meetings to discuss any pastoral issues or concerns. Records are kept thoroughly and monitored regularly in order to identify overall behaviour patterns, and to ensure that appropriate and timely support is provided when required. Relationships between staff and pupils, and between pupils themselves are excellent, underpinning the school's aim of encouraging pupils to develop the virtues that will enable them to be caring and considerate. The school's positive ethos encourages pupils to reject any form of bullying or harassment, including cyberbullying. All cases of bullying are investigated thoroughly and action is taken if necessary. Almost all pupils stated in their questionnaire responses that teachers show concern for them. A few pupils stated in their questionnaire responses that they did not feel that the school asks for or responds to their opinions. However, in interview pupils stated strongly that they are confident they will be listened to and that the school

council respects their ideas, highlighting that the outcomes from pupils' suggestions and requests are fed back to classes.

- 4.11 The excellent PSHEE programme encourages all pupils to develop as healthy, caring and considerate individuals, with a range of skills to prepare them for life. A healthy lifestyle is promoted through the comprehensive and varied sports programme as well as in academic lessons. The school provides numerous opportunities for pupils to develop their self-esteem and positive behaviour during curricular and extra-curricular activities. Equality is valued and promoted, and the school has a suitable plan to increase access for pupils with SEND. Pupils are actively encouraged to include others, for example by using the friendship benches in the playground. These strong pastoral care systems provide all pupils with the opportunity to flourish in a safe and caring environment.

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

- 4.12 The contribution of arrangements for welfare, health and safety are excellent.
- 4.13 Policies and procedures related to welfare, health and safety including the safeguarding arrangements have recently been updated and are implemented fully in line with the context of the school and official guidance, including that regarding the prevention of and guarding against radicalisation and extremism. Almost all parents who responded to the questionnaire stated that their children are safe and happy at school. Admission and attendance records are accurately maintained and suitably stored throughout the school, including in the EYFS. Pupils' attendance is monitored carefully, and thorough checks are made if a pupil is absent and the school has not been notified in advance.
- 4.14 The school's health and safety committee take seriously their responsibility to ensure that statutory and regulatory requirements are met without delay, including appropriate provision for children's welfare in the EYFS and for those pupils with SEND. All necessary measures are taken to reduce the risk from fire and other hazards. Procedures are practised regularly and accurate records are kept. Comprehensive risk assessments are in place across the school, including those for trips and activities.
- 4.15 Safer recruitment procedures are securely in place. Employees, those who have contact with the pupils, and the designated personnel for child protection receive appropriate training at the required intervals. Strong links have been made with local child-protection agencies and are being further developed. The designated personnel communicate regularly with staff, ensuring that any changes to legislation and policy are immediately shared and implemented. Comprehensive records demonstrate that staff follow up any concerns raised by parents or pupils, including instances of bullying accusations and where pupils are experiencing a range of difficulties and are in need of care and emotional support.
- 4.16 Appropriate numbers of staff are trained in first aid, including paediatric first-aid training for the EYFS staff. A comprehensive medical policy details appropriate protocols for the administration and recording of medicines, and procedures for dealing with accidents, emergencies and illness. Staff are well informed with regard to individual needs and conditions. Pupils who are ill or injured, including children in the EYFS and those with SEND, are well cared for by highly skilled, caring and sympathetic staff.

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 school is owned by the parents, and the majority of the governing board consist of parent members. This composition enables parents to have a strong voice with regard to the ethos, aims, development and operations of the school. Great care is taken to recruit a range of non-parent governors in order to ensure that a balance of governor expertise including business, finance, the law and education along with rigorous discussion underpins any decisions. The co-chairmanship of the board has recently been changed to ensure that parents have a choice of a parental or non-parental chair as a contact point if they wish to raise a matter with the governors.
- 5.3 Governors receive a comprehensive induction on appointment and regular training thereafter. They work very closely with the school's leadership in order to implement a shared vision and ethos underpinned by the school's aims and virtues. They maintain an excellent oversight of the school, including feedback from the governor who has particular responsibility for welfare and safeguarding. Regular, well-organised full board and committee meetings ensure that governors effectively discharge their responsibilities for the EYFS, educational standards, financial planning, and investment in staff, accommodation and learning resources. All governors take part in an annual review of child protection which includes ensuring that policies and procedures are updated and implemented, that appropriate training is in place and that the centralised register is accurately maintained. Recommendations from the previous inspection have been implemented fully.
- 5.4 The school's leadership provides detailed reports for governors, and staff are invited to give presentations. Following excellent self-evaluation, governors and staff have worked effectively together to identify key priorities for the future development of the school which have been articulated in an excellent development plan with clear objectives and success criteria.
- 5.5 Governors provide both support and challenge. They are an integral part of school life, including supporting the wide range of trips, clubs, activities and performances that the school provides. These experiences enable governors to have a comprehensive understanding of the school and to have a key role in shaping its community and future.

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

- 5.6 The overall quality of leadership and management, including links with parents and guardians is excellent.
- 5.7 The senior leadership team includes leaders from all areas of the school. They work effectively together to ensure that the school adheres to its community and caring ethos, and its aim of creating an evolving, exciting, dynamic, nurturing, successful and forward-thinking community. Values which encourage a respect for others and democracy are clearly evident.
- 5.8 In the EYFS, children's safety and happiness is a priority. The safeguarding of children is ensured within a safe and welcoming environment. Equality, diversity and British values are actively promoted through celebration assemblies and planned activities such as the celebration of Chinese New Year. The many displays are bright and stimulating, acclaiming the children's work. Leadership and management have a clear and ambitious vision for the setting. Highly effective communication within the EYFS ensures that all staff are aware of and implement priorities for improvement. Reflective practice is actively encouraged, and is embraced by all staff. Effective systems for self-evaluation, and a well-developed programme for regular supervision meetings and annual appraisals identify the needs for continuing professional development. Staff are eager to enhance their skills and understanding, willingly undertaking a range of appropriate courses and in-house training. Educational programmes are monitored and the setting has made good progress since the previous inspection. In response to the recommendation in the previous inspection report, the school has implemented the proposals in the school's development plan to enhance facilities in the EYFS.
- 5.9 Senior leaders in liaison with governors are committed to the smooth running of the school, and ensuring that policies and procedures including those for safeguarding meet statutory and regulatory requirements. Together, senior leaders and governors have implemented effective systems for whole-school self-evaluation in order to ensure a clear vision for the school, with well-defined priorities and key performance indicators against which to measure achievement in all areas. Communication with regard to pupils' personal development, circumstances and learning needs is a strength of the school. A great deal of informal discussion takes place, as well as regular staff meetings to discuss the implementation of policy and pupils' personal and academic progress.
- 5.10 Subject co-ordinators are responsible for leading and developing individual subjects within the curriculum. Policies and schemes of work have been updated to ensure that all elements of the curriculum are covered. Following a recommendation from the previous inspection, a tracking system for pupil progress and attainment throughout the school has been implemented. The co-ordinator's role in monitoring opportunities for pupils' self-assessment, and the use of feedback through a scrutiny of pupil work and peer observations is not fully developed and embedded.
- 5.11 The process for recruiting suitably qualified staff is robust and all required checks and records are in place. All staff undertake an induction process with subsequent appropriate and regular training in matters of safeguarding, and welfare, health and safety. The annual appraisal system is rigorous, including observations of teaching by senior leaders. There is a strong commitment to the provision of professional development that meets the needs of both the school and individuals.

- 5.12 In their questionnaire responses and during discussions, most parents stated that they were highly satisfied with the education and support provided for their children and with the quality of communication with the school. An open-door policy is in place; staff are available to speak to parents at the start and end of the day. Regular reports and parents' evenings ensure that parents feel well informed with regard to their children's progress and development. Science has been included in pupil's reports in response to a recommendation from the previous inspection report. Parents are extremely positive about the online assessment used in the EYFS to record observations about their children, and enjoy receiving regular updates about what their children are doing in school.
- 5.13 Staff embrace parental input, actively encouraging all parents to be involved in their children's learning and to assist with activities throughout the school. Parents and staff work closely together to enhance children's learning and enjoyment of school through a wide range of activities including cooking, swimming and reading stories. Class teachers play a significant role in dealing promptly and sensitively with any concerns that parents may raise. A clear and appropriate complaints procedure is in place.
- 5.14 A wide range of information including required policies is available for parents and prospective parents through the comprehensive school website, prospectus, handbooks and newsletters. Open days and individual visits provide prospective parents with relevant information and an experience of what the school has to offer. The school's 'Book of Magic Moments' is an effective example of its unique ethos.

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