



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION DAME BRADBURY'S SCHOOL

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Dame Bradbury's School

Full Name of School	Dame Bradbury's School
DfE Number	881/6011
Registered Charity Number	1120608
Address	Dame Bradbury's School Ashdon Road Saffron Walden Essex CB10 2AL
Telephone Number	01799 522348
Fax Number	01799 516762
Email Address	dbsoffice@stephenperse.com
Head	Mrs Tracy Handford
Chair of Governors	Dr Gill Sutherland
Age Range	3 to 11
Total Number of Pupils	215
Gender of Pupils	Mixed (111 boys; 104 girls)
Numbers by Age	3-5 (EYFS): 43 5-11: 172
Head of EYFS Setting	Mrs Lorna Stranger
Acting Head of EYFS Setting	Miss Verity Brownbridge
EYFS Gender	Mixed
Inspection Dates	20 Oct 2015 to 23 Oct 2015

PREFACE

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

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

The previous ISI interim inspection was in June 2011.

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Diane Gardiner	Reporting Inspector
Mr Adrian Boyer	Team Inspector (Head, HMC school)
Mrs Helen Chalmers	Team Inspector (Head, ISA school)
Mr Chris Manville	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Dame Bradbury's School was founded in the early 16th century by Dame Johane Bradbury, the wife of a Lord Mayor of London, as a Christian school for children. It now occupies a number of buildings of varying ages in five acres of land in Saffron Walden, Essex. Since the previous inspection, the school has become a member of the Stephen Perse Foundation. The foundation provides governance for the school and support for administration, and shares opportunities for professional development and expertise across its six member schools.
- 1.2 The school provides for pupils aged three to eleven. It aims for pupils to flourish and fulfil their potential, to be self confident and imaginative, to be cultured and to want to learn for the joy of it.
- 1.3 The school undertakes assessment of the pupils' core skills on entry to ensure that it provides the support that individual pupils might need. The ability profile of the school is above the national average, with a wide range of abilities represented, although a significant number are of above average ability. There are 215 pupils on roll, of whom 43 are in the Early Years Foundation Stage (EYFS). Four pupils have English as an additional language (EAL), none of whom require specialist help. Eight pupils with special educational needs and/or disabilities (SEND), including one with a statement of special educational needs, receive different levels of learning support. Most pupils are of white British origin and come from families who work in academic institutions, the professions or business backgrounds.
- 1.4 Since the previous inspection, the curriculum has been restructured, and Latin, Spanish and critical thinking skills introduced, and digital learning has been integrated. A programme of refurbishment has provided facilities for the library, art and design technology and other large classroom areas that can be used in flexible ways to support learning. Leadership of the school has been restructured to include development of the role of middle managers.
- 1.5 National Curriculum (NC) nomenclature is used by the school from Reception and throughout this report to refer to year groups. The school refers to the Nursery as Kindergarten.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school meets its aims successfully, ensuring that pupils achieve at a high level and make excellent progress as they move through the school. From the EYFS onwards they develop an enjoyment for learning which underpins their excellent level of engagement and interest throughout the school. The curriculum is broad and well balanced, and provides excellent support for pupils with SEND or EAL. Pupils have an outstanding choice of co-curricular activities, from which they are enabled to develop their interests, particular gifts and enthusiasms. Teaching across the school is of a high standard and often inspiring. Teachers freely give of their time and expertise to support pupils of all abilities, including those with SEND or EAL, to reach their goals, ensuring that pupils feel motivated and enthusiastic about their learning. Staff in the EYFS are knowledgeable and support children's learning extremely well through skilful and thoughtful interaction and by fostering a natural curiosity. Across the school, including the EYFS, a minority of lessons observed focused too heavily upon skills the pupils had already mastered, and activities did not always match the needs of all pupils sufficiently. The range of new multi-function learning spaces supports teaching across the school extremely well.
- 2.2 Throughout the school personal development is excellent. From an early age pupils are confident and aware of the needs of others, and their behaviour is exemplary. They understand the need to follow a code of conduct within a community and respect the opinions and views of others. Pupils display an appropriate knowledge of British values. In the EYFS children are happy and settle well. They respond positively to adults' expectations and relish taking on responsibility, as do other pupils throughout the school. The high level of personal development in the school is due in no small measure to the excellent pastoral care given by the committed staff, who know their pupils extremely well. They provide pupils with a warm, family atmosphere where strong welfare, health and safety procedures enable careful monitoring to ensure that the pupils' needs are well met.
- 2.3 The quality of governance is excellent. The governing body is highly effective in monitoring standards and governors play an active role in the work of the school. The broad range of expertise and experience represented on the board and the structure that supports it ensures that all regulatory matters, including safeguarding, are efficiently and accurately maintained and kept up to date. At all levels the quality of leadership and management, including the EYFS, is excellent. A strong common vision for the school underpins its desire to put pupils at the heart of all its efforts. Parents throughout the school are overwhelmingly pleased with the care and academic provision that it offers. They are kept well informed and actively involved.

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) Recommendation for further improvement

2.5 The school is advised to make the following improvement.

1. Support pupils' achievement, including in the EYFS, by identifying and sharing the school's existing best teaching strategies to promote the acquisition of new skills and to cater for pupils of all abilities.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Throughout the EYFS children enjoy their time at school, applying themselves with enthusiasm and determination to the wide range of available opportunities. As a result, they make excellent progress in relation to their individual starting points and capabilities. Any differences in experience and ability evident when children first join the EYFS are quickly and effectively addressed, so that by the end of Reception almost all children achieve, and frequently exceed, the Early Learning Goals for all aspects of learning and development.
- 3.3 In the Nursery, children demonstrate controlled physical skills as they climb and jump from apparatus, and land confidently. They become confident communicators through imaginative role-play scenarios, and begin to express their ideas through self-directed art and craft activities that encourage mark making and early attempts at writing. Children counted accurately the number of skittles they had knocked down during a game, and how many more they needed to secure a 'spare'. In Reception, a recently introduced structured phonics programme helps children to develop a secure foundation for literacy. They recognise letters and sounds, and confidently blend them to make words, and greatly enjoy writing for different purposes, forming letters with increasing accuracy and making plausible attempts at writing complex words. Children with SEND or EAL make excellent progress across all areas of the curriculum.
- 3.4 Across the school pupils demonstrate excellent thinking and reasoning skills, for example as they explore the characteristics of different poets or investigate the relative strengths of magnets. From an early age they understand and apply a set of learning habits, which include co-operation, determination, responsibility and self-belief. Pupils use their well-developed speaking and listening skills effectively, and express their ideas and opinions articulately. Their writing is mature, neatly presented and often redrafted after careful reflection on its content, and pupils enjoy studying texts to understand their structure. Mathematical concepts are understood and applied well. Pupils' information and communication technology (ICT) skills are exceptionally well developed.
- 3.5 Pupils' creative skills develop well across the school. This is clearly demonstrated through excellent outcomes in local art and photography competitions. Dramatic and musical skills are well honed; pupils frequently achieve high levels of success in external assessments. Regular opportunities for all pupils to be involved in joint musical activities in school and the wider community ensure that they grow in confidence and often take the initiative, forming their own musical groups, for example a rock band who performed in a class concert. Physical skills are well developed, and as a result pupils achieve highly in a wide range of sporting competitions against other schools and represent the county in rugby, tennis and swimming, while they have been particularly successful in a wide range of athletics events. Pupils perform well in academic competitions such as a junior mathematics challenge and national general knowledge quizzes.
- 3.6 A newly introduced system of support for all pupils, including those with SEND or EAL, provides strong focus upon individual strengths and enables the pupils to progress rapidly, as judged against their starting points. More able pupils achieve

at a high level across the curriculum through the provision of excellent enrichment activities. Talented players in sports such as tennis, golf and athletics achieve at a high level. Able musicians develop their knowledge and skills for playing a wide range of instruments and styles of music, with strong outcomes.

- 3.7 Pupils' attainment cannot be measured in relation to performance against a fixed national average, but on the evidence available it is judged to be excellent. The pupils follow a broad and demanding curriculum, with advanced work in mathematics, science, and classical and modern foreign languages. A high proportion of pupils move on to academically selective independent and maintained schools at the end of Year 6, a significant number with awards. Scrutiny of pupils' work and observation of performance in relation to national targets confirm this evaluation of pupils' attainment.
- 3.8 Individual programmes which involve the pupils in their own target setting result in high levels of progress across the curriculum. Pupils reflect on their learning, develop their understanding of their own achievement and identify the steps they need to take to move forward, ensuring that independent learning is very well developed.
- 3.9 The pupils' attitudes to learning are universally excellent, and use of the habits for learning is strongly embedded. Pupils work well individually and collaboratively, and from the youngest age they show a strong sense of mutual respect for the views of others.

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

- 3.10 The contribution of curricular and extra-curricular provision is excellent.
- 3.11 The broad and balanced curriculum in the EYFS provides comprehensive coverage of all areas of learning and development. Well-chosen classroom themes, carefully planned to reflect the children's individual interests, provide a platform for an excellent balance of adult-led and child-initiated activities. Classrooms and outside spaces are imaginatively organised and richly resourced to provide flexible learning spaces in which children can move freely between activities. The varied outdoor areas, including nearby woodland, add flexibility to the curriculum, and are extremely well used throughout the year. Specialist teaching for music, French, Spanish and gymnastics further enhances children's learning. Staff work closely with specialist and visiting staff to ensure that activities accurately match children's developmental needs and interests.
- 3.12 From Year 1, the broad, well-planned skills-based curriculum strongly supports the school's aims to enable pupils of all ages to flourish and fulfil their potential, whilst also enabling them to develop imagination and a love of learning. Pupils in Year 2 report that they often prefer learning to playtime. The range of subjects covered is extensive, including an effective personal, social and health education programme, which is embedded throughout the curriculum. Pupils are taught, as appropriate for their age, about democracy and British institutions, and provided with a balanced and non-partisan view of political issues. The recently reviewed religious education curriculum ensures that pupils have an increased understanding of and respect for diversity.
- 3.13 The curriculum, based on the principles of the foundation's learning approach, places an emphasis on the child and therefore suits pupils of all needs and abilities, including those with SEND or EAL. This ensures that there is no limit placed on

learning, because it is about the individual, whatever the level of ability or need. Enrichment opportunities raise all pupils' aspirations and ensure challenge for the most able pupils.

- 3.14 Since the previous inspection, the curriculum has been enhanced by the addition of new subjects so that all pupils now benefit from learning both French and Spanish. In addition, Latin has been introduced in Year 5 and there is an increased emphasis on thinking skills from Year 3. There is also a strong focus on outdoor education, and sporting provision has improved greatly as all pupils in Years 5 and 6 have had the opportunity to play in a match. The move to provide for ICT across the curriculum rather than as a discrete subject has served to greatly improve the pupils' learning. Opportunities for cross-curricular links are actively sought to enrich the pupils' experiences, and the focus on worldwide diversity has widened their outlook and made them increasingly aware of the global community. The addition of new learning spaces, such as the library and areas designed to allow pupils to explore learning in different ways, and the change in the timetable to 40-minute lessons, have facilitated the application of the curriculum and strengthened the pupils' learning outcomes.
- 3.15 The extensive extra-curricular provision matches the pupils' interests extremely well because they have a significant influence on the activities on offer, and provides excellent opportunities beyond the classroom, for example a ceilidh band and structured doodling. During discussions, pupils commented that they greatly enjoy and appreciate the range of activities on offer and can easily participate in whichever they choose. Every pupil from the Kindergarten to Year 6 has the opportunity to play an instrument in front of an audience and to sing. School trips and visitors provide more immediate curriculum experiences for pupils. Pupils visit local places of worship, for example a mosque to support the study of Islam. Their experiences are further enhanced by many links with the local community, including collaboration days with local schools and singing at a home for the elderly.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is excellent.
- 3.17 Teaching within the EYFS is consistently good and often excellent. Knowledgeable, well-qualified staff support children's learning extremely well, through thoughtful interaction. Staff usually make excellent use of open questioning, challenge, and imaginative, high quality resources to stimulate active, independent learning. On the few occasions where staff focus on what children can already do rather than on extending their learning, teaching is less successful. Support for children with SEND or EAL is highly effective. Assessment and tracking of children's progress are excellent. Informative observations provide an accurate and detailed summary of children's achievements and are used very effectively to identify appropriate next steps in their learning.
- 3.18 Teaching across the school is highly effective in promoting pupils' progress and supports the school's aims in ensuring that pupils achieve excellence in learning. Excellent subject knowledge is demonstrated by teachers across all year groups and they understand their pupils' needs extremely well. Work in class is varied and sensitively matched to the range of pupils' abilities, including those with SEND or EAL and the most able. Pupils feel at ease to meet with teachers if they ever require extra one-to-one support or guidance and are confident that teachers will willingly give of their time and expertise to support them. This also extends to extra-

curricular activities, where a club was provided for pupils who wanted to know more about classical civilisation and languages. Appropriate levels of homework, often involving personal research, support high levels of achievement across the school.

- 3.19 In the best lessons seen, teachers were highly effective in building upon the pupils' previous learning and knowing when to intervene to help them overcome difficulties or extend their understanding. The enthusiasm and flair they adopt within sessions extend to pupils and spark clear endeavour and excellent application amongst pupils. In less successful lessons, the balance of independent and teacher-led activities did not always fully reflect the needs of all the pupils.
- 3.20 Management of class time was excellent and behaviour exemplary in almost all lessons observed. High quality resources and a variety of new learning spaces are used creatively, including those that support the school's digital learning strategy; pupils are increasingly adept at manipulating data and technology to support their learning, for example those in Year 6 developing detailed presentations on subjects such as evolution. The school's creative approach to teaching was exemplified in a science lesson where work began in the laboratory, moved to a pond for practical investigations and concluded in an innovation space, where pupils recorded and analysed their findings in different ways on the 'mind-map' wall.
- 3.21 Pupils are encouraged to ask questions and set themselves appropriate tasks and targets in order to develop individual skills and understanding. Their work is marked regularly and staff are consistent in their feedback, providing constructive comments and targets which enable pupils to understand how they can progress further. Informal and formal assessments give staff much information, which they use consistently to inform planning. The systematic approach when using assessment information helps teachers to provide enriching activities for pupils of all abilities, which meets a previous inspection recommendation. Effective, high quality support from teaching assistants in lessons, along with the detailed monitoring system, ensures that every pupil is well supported equally and appropriately, including those with SEND, any with a statement of special educational needs, those with EAL and the more able.
- 3.22 Tolerance and respect for others are developed through skilful discussion of a wide range of current events and situations. Political issues are covered in a balanced manner, ensuring that all viewpoints are represented equally.

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 Throughout the EYFS, children respond positively to adults' expectations and their behaviour is exemplary. They are keen to take responsibility and relish the opportunity to be 'special helper' for the day. Classroom activities are used very effectively to actively promote respect for core British values, consideration for others and tolerance for individual differences; for example, a story on sharing prompted a discussion on what makes a good friend. The children have many opportunities for reflection and demonstrate a mature sensitivity to the needs of others. Children are highly adept at making good choices when selecting appropriate resources and behaving in ways that keep them safe. Children gain confidence in preparation for transfer to the next stage of their education through opportunities to play alongside older pupils. For example, Year 6 pupils visit the EYFS regularly, forming close bonds with the younger children. They have high levels of self-esteem and are well prepared for their work in Year 1, gaining confidence through use of the wider school facilities and familiarity with staff in music, gymnastics, the woodland learning environment, French and Spanish lessons.
- 4.3 From Year 1, the high level of pupils' personal development is in line with the school's aims for them to develop as self-confident and cultured individuals. The pupils are noticeably proud of their school community. Due to the diligence of staff and careful monitoring of individual requirements, pupils of all abilities and needs benefit from the same opportunities for personal development.
- 4.4 Pupils demonstrate excellent spiritual awareness. They are polite, respect one another and have an excellent understanding of who they are, as demonstrated through self-assessment in lessons which enables pupils to identify their strengths and weaknesses. A strong sense of spiritual awareness is nurtured through opportunities for personal reflection, such as the work undertaken before pupils' attendance at a Holocaust memorial service, which afforded them an opportunity to think about how to learn from mistakes of the past. A system of reflective breaks has been introduced which allows pupils who have demonstrated misbehaviour to reflect, with a member of the school's leadership team, upon their actions and focus on improvement. Pupils have an appreciation of the outdoor environment, as demonstrated by the school council's request to plant bulbs to create another attractive outdoor space.
- 4.5 The pupils' moral development is excellent. They have a clear sense of right and wrong, and demonstrate high levels of self-discipline, as seen during both individual and collaborative learning, and around the school. Their manners and behaviour are exemplary. Pupils have a strong understanding and respect for the civil and criminal law system in England, strengthened by visits from magistrates to explain their role. Pupils demonstrate an active responsibility for care of the environment, evident during a trip to the River Thames looking at the impact of humans over time.
- 4.6 The social development of pupils is excellent. Pupils demonstrate care and a great sense of responsibility and social awareness throughout the school. Pupils of all ages relish the opportunity to carry out responsibilities, which they do so confidently. They demonstrate a need to assist others less fortunate than themselves, as seen

through a project to provide livestock to poverty stricken farmers in Africa, and by producing pictures for books to support a local charity for severely disabled children.

- 4.7 The pupils' cultural understanding is excellent. They have a strong awareness of other faiths, developed through the assembly programme and the revised religious education curriculum. Pupils show an excellent understanding of public institutions and democratic British values as they elect peers to the school council and decide on the charity to be supported for the term. Awareness of the negative impact of discrimination is strong, and pupils understand the need to be accepting of those with different needs, opinions and views. They gain an insight into a range of cultural traditions by performing music from around the world and studying other countries such as India. A European languages day enabled the pupils to gain further insight and a better understanding of different cultures, as do trips to Spain and France as part of the languages programme.
- 4.8 Pupils are well prepared for transition to their next schools and by the time they leave the school, they have developed into confident, caring, resilient and articulate individuals who are very well equipped to face new challenges.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 Staff in the EYFS know the children exceptionally well. An effective key person system, combined with the gentle, caring family ethos evident throughout the school, ensures that children feel safe and their needs are fully met. Positive relationships with parents underpin effective communication and a true partnership between school and home. Staff are proactive in helping children to develop close, supportive relationships with their peers. Working and playing together is encouraged, and staff model sharing, turn taking and conflict resolution extremely well. Children readily seek comfort from familiar adults if they are upset and staff are highly sensitive to children's emotional needs. Simple classroom rules, developed in conjunction with the children, encourage good behaviour and consideration for others. Healthy lifestyles are actively promoted.
- 4.11 Throughout the school, staff provide high quality support for pupils, in accordance with the school's aims. Relationships between staff and pupils in lessons and in the wider context of school life are excellent, and show high levels of mutual respect, with staff acting as positive role models and pupils feeling valued as individuals. Pupils feel confident about speaking to any member of staff if they have a concern. Staff know their pupils extremely well and are effective in meeting individual pastoral needs. Older pupils look after younger pupils extremely well. Pupils with SEND or EAL receive strong support for personal and social difficulties and are fully included in the life of the school. There is no discrimination and the school has high aspirations for all pupils.
- 4.12 Pupils are encouraged to develop healthy lifestyles through taking regular exercise as part of the school's excellent provision for physical activity. Personal hygiene routines are consistently reinforced, and at lunchtime staff carefully monitor what pupils eat and discuss the importance of a healthy diet.
- 4.13 The school is effective in ensuring excellent behaviour throughout all age groups. Expectations are high and pupils feel that anyone breaching school rules will always be dealt with immediately and fairly. In response to the questionnaire a small minority of pupils in Years 5 and 6 said that the school is not always fair in the way

that sanctions are given out. Careful consideration of the system and interviews with pupils across the school did not support this view. Inspectors found that the structure is well understood, fair and consistently applied. Pupils recognise benefits in having time to reflect on their actions and understand the use of this 'reflective breaks' system. Pastoral structures include ready lines of communication to senior leadership team. Records are thoroughly kept and allow overall patterns of behaviour to be identified.

- 4.14 A small minority of pupils and parents who completed the questionnaires felt that bullying is not dealt with effectively. In discussions with pupils, staff and parents, and through careful scrutiny of school documentation, inspectors found no evidence to corroborate this view. They found that the school guards carefully against bullying, and most pupils felt that new systems now work well to ensure that inappropriate behaviour is well managed.
- 4.15 In interviews, pupils confirmed that their views are listened to and that the school council makes a positive impact on school life. The school has a suitable plan to improve educational access for pupils with SEND.

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

- 4.16 The contribution of arrangements for welfare, health and safety is excellent.
- 4.17 In the EYFS, the safeguarding, welfare, health and safety of children are promoted through the diligence of staff in the implementation of policies and procedures, including those for checking the suitability of staff to work with children. Daily safety checks and a highly efficient reporting system ensure that any potential hazards are removed or rectified immediately. Well-planned learning spaces and excellent monitoring of staff deployment ensure that children are effectively supervised at all times. As a result they are free to make full use of the extensive resources and opportunities available to them. All EYFS staff are appropriately trained in paediatric first aid, and records of accidents, treatment given and medicines administered are kept accurately.
- 4.18 The school's safeguarding and recruitment policies are in line with official guidance and applied consistently and accurately in practice. All recruitment checks are carried out and the results recorded centrally. Safeguarding training is highly effective and well organised, and takes place at appropriate intervals. All designated individuals for child protection have had appropriate specialist training, and all other staff have up-to-date training at the required level. The child protection policies are reviewed at least annually to ensure that they are in line with current requirements. E-safety and strategies to prevent bullying are given priority across the school, including the EYFS, as are measures to counter radicalisation and extremism.
- 4.19 A comprehensive health and safety policy is monitored effectively. The school takes all necessary steps to reduce the risk from fire and other hazards. All fire equipment and alarms are checked annually and tested by professional consultants. Emergency evacuation procedures for all school premises are regularly practised and logged effectively. Detailed risk assessments for all buildings and off-site school trips are reviewed regularly. Within the school's culture of collective responsibility, daily checks ensure that any hazard or faulty equipment is removed or repaired without delay.

- 4.20 Buildings and premises, and in particular the grounds, are maintained well. All entrances are key-coded. On-site vehicle movement is monitored and where necessary appropriate changes made.
- 4.21 A well-equipped medical room provides effective care for injured or ill pupils. Most staff have been trained in first aid, and all staff are well informed about pupils with specific medical or pastoral needs. Medical records are robust and thorough, and are kept up to date. The school's arrangements take full account of pupils with SEND.
- 4.22 Across the school, including the EYFS, the admission and attendance registers are appropriately maintained and electronically stored. Any absences are sensitively investigated and recorded to ensure that attendance is prompt and regular.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Governance supports the aims of the EYFS in respect of the children's achievement and personal development most successfully. Governors take an active interest in the EYFS and have a secure understanding of the relevant regulations. As a result staff feel well supported and strongly represented by the governors.
- 5.3 Since the previous inspection, the school has become a member of the Stephen Perse Foundation. The governing body provides a broad range of knowledge and expertise, and the strong committee structure offers an excellent degree of support for and overview of the work of the school. Designated governors for the EYFS, safeguarding and other aspects of the school visit regularly. They have an excellent knowledge of daily routines and are highly effective in undertaking their monitoring roles for academic progress and pastoral care. This ensures that the school's published aims are successfully met, as shown through the pupils' excellent achievements and high levels of personal development.
- 5.4 Prudent financial and administrative management across the foundation has resulted in a successful programme of refurbishment of teaching spaces and significant investment in digital learning across the school. Levels of challenge and planning for future development are extremely well developed through strong lines of communication and close working relationships with the leadership team and staff.
- 5.5 Governors' statutory responsibilities are well discharged. Governors are provided with a wide range of training opportunities and each is designated to take responsibility for different aspects of the work of the board. To ensure that the pupils' welfare is central to school life, policies and procedures are regularly reviewed, and effective monitoring of their implementation ensures that health and safety arrangements are secure. Safe recruitment procedures are consistently and rigorously applied. The safeguarding policy is reviewed at least annually, or more frequently if new regulatory requirements are introduced. Meeting minutes clearly show the breadth of discussion that takes place to ensure that the implementation of child protection arrangements is strong.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.7 Leadership and management within the EYFS are excellent, resulting in a shared, ambitious vision for continued development. Children's welfare and safeguarding are prioritised, and staff take effective practical steps to create a safe and inviting environment. Risk assessments are comprehensive and reviewed at appropriate intervals. The safeguarding of children is therefore effectively promoted at all times.
- 5.8 Senior leaders in the EYFS are highly effective in monitoring the educational programmes through classroom observations, reviews of assessment and planning documents, and careful tracking of children's progress. Detailed analysis of

assessment data from the Early Years Foundation Stage Profile scores provides a highly useful tool for identifying areas for further improvement within the educational provision. For example, a review of achievement in literacy skills has resulted in the introduction of a structured phonics programme and a marked improvement in children's progress in reading and writing. A process of professional supervision for all EYFS staff ensures that individual areas for development are identified and training provided. The setting effectively promotes an understanding of British values, equality and diversity through the broad range of educational programmes.

- 5.9 Membership of the Stephen Perse Foundation has resulted in a number of positive changes to the structure of the senior leadership of the school. The focus on the needs of pupils is a shared priority. Newly developed middle management roles have been introduced which have successfully strengthened the development of subject areas and the monitoring of teaching and learning.
- 5.10 The leadership team supports all staff, inclusive of those in ancillary and administrative positions, to be highly effective in fulfilling the aims of the school. All leaders understand their roles and responsibilities, and effectively monitor all policies and procedures to promote the welfare and safety of pupils. A comprehensive induction process ensures that new staff are appropriately trained in safeguarding and welfare, health and safety matters, and that they settle quickly as part of a welcoming and dedicated team. Strong leadership successfully promotes a shared vision for the educational and pastoral provision of the school. As a result, every pupil is supported to develop strong personal skills and achieve excellent levels of academic success. Teamwork and mutual support across the school and the foundation are clearly evident. Staff feel valued and that their contributions are appreciated.
- 5.11 An inclusive process of self-evaluation and constant review clearly identifies actions to take and allows for effective development planning for the future. The school has been successful in recruiting and training high quality staff. Continuous professional development is integral to all areas of the school. The sharing of efficient systems across the foundation, training for new initiatives, curriculum review and development, and effective use of digital learning are all areas that have recently supported the rapid development of the school. Teaching assistants now meet regularly with senior leaders to discuss and develop strategies to improve support for all pupils in class. Arrangements for checking the suitability of staff are appropriate in all respects. The single central register of appointments is maintained accurately and contains all necessary information.
- 5.12 In the EYFS, partnership with parents is a great strength. Parents reported that they are extremely happy with all aspects of the provision, particularly the nurturing environment within which their children are happy and strongly supported. Information evenings and parent workshops provide further opportunities for engaging parents in their children's learning. Parents frequently contribute observations and other information, providing a highly useful insight into children's learning at home, which staff use effectively to ensure that their planning accurately reflects children's current interests. Staff work very closely with parents, and, where appropriate, local agencies, to ensure that all children are extremely well supported and able to achieve well. Reports on children's progress in the EYFS are detailed, providing a clear indication of children's progress in relation to the Early Learning Goals. Parents are actively encouraged to participate in activities, for example by running cooking sessions or joining the children for their weekly visit to the woodland classroom.

- 5.13 Throughout the school, in their responses to the pre-inspection questionnaire and in conversation with inspectors, an overwhelming majority of parents indicated that they are highly supportive of all aspects of the school's provision. In particular, parents are extremely pleased with the range of subjects and extra-curricular activities available, how well pupils are looked after and the high standards of behaviour. Almost all parents who responded would recommend the school, including the EYFS, to other parents.
- 5.14 The school develops and maintains constructive relationships with parents. 'Meet Your Teacher' evenings are organised at the start of each year, and a genuine 'open door' policy ensures that parents can always discuss their children with staff or, where necessary, with the leadership team. Parents comment on the close-knit family atmosphere of the school, and say that this has been carefully maintained since the school joined the foundation. They report that they are kept well informed about events and activities within the school on the school website, frequent email updates and regular newsletters. Most parents who expressed a view stated that they receive timely responses to their questions, and any concerns or complaints are dealt with promptly and effectively, in line with published procedures. The friendly and efficient school office answers parents' queries with care and consideration.
- 5.15 Parents are actively encouraged to participate in the work and progress of their children. Class representatives provide a focal point for sharing information and welcoming new families to the school community. The active parent teacher association strongly supports the partnership between parents and the school, and organises a wide range of social and fund-raising activities. The school makes information for the parents of current and prospective pupils readily available through its website and detailed prospectus. Regular, detailed reports keep parents well informed about pupils' progress and the work that has been covered. They include clear indications of areas for improvement and how learning can be supported at home.
- 5.16 In response to the previous inspection, the school has made strong progress, particularly in developing the outdoor spaces to allow EYFS children greater independent access in all weathers, improving the presentation of older pupils' work and making more consistent use of assessment of pupils' learning.

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