



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
KIRKSTONE HOUSE SCHOOL**

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## Kirkstone House School

Full Name of School	<b>Kirkstone House School</b>
DfE Number	<b>925/6017</b>
Registered Charity Number	<b>N/A</b>
Address	<b>Kirkstone House School 1-6 Main Street Baston Peterborough Lincolnshire PE6 9PA</b>
Telephone Number	<b>01778 560350</b>
Fax Number	<b>01778 560547</b>
Email Address	<b>info@kirkstonehouseschool.co.uk</b>
Head	<b>Mrs Corinne Jones</b>
Proprietors	<b>Mrs Beryl Wyman, Mr George Wyman and Mr John Wyman</b>
Age Range	<b>5 to 16</b>
Total Number of Pupils	<b>172</b>
Gender of Pupils	<b>Mixed</b>
Numbers by Age	5-11: <b>43</b> 11-18: <b>129</b>
Inspection dates	<b>16 Oct 2012 to 19 Oct 2012</b>

## PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in September 2008.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website [www.legislation.gov.uk](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

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

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

## **INSPECTION EVIDENCE**

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

### **Inspectors**

Mrs Beryl Fawcett

Mr David Holland

Mrs Susan Hulmes

Mrs Ann Pelech

Reporting Inspector

Team Inspector (Headmaster, ISA school)

Team Inspector  
(Head of Learning Support, IAPS school)

Co-ordinating Inspector for Early Years

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</b>	<b>3</b>
<b>(a) Main findings</b>	<b>3</b>
<b>(b) Action points</b>	<b>4</b>
(i) Compliance with regulatory requirements	4
(ii) Recommendations for further improvement	4
<b>3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS</b>	<b>5</b>
(a) The quality of the pupils' achievements and learning	5
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	6
(c) The contribution of teaching	7
<b>4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT</b>	<b>8</b>
(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	9
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>11</b>
(a) The quality of governance	11
(b) The quality of leadership and management, including links with parents, carers and guardians	11

## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Kirkstone House School is a co-educational day school for pupils aged 5 to 16. The school is proprietarily owned. There is no governing body and the proprietors are responsible for the financial and administrative business of the school. Educational responsibility for the whole school is deferred to the head, who is supported in the junior school by the mistress in charge. The bursar deals with financial matters in liaison with the proprietors. The ethos of the school is that the individual counts, and its aim is to provide an educational experience for pupils which enables all of them to reach their full potential within an environment that nurtures self-esteem and care for others.
- 1.2 The school, founded in 1964 as a nursery school, has continued to occupy its original location and has developed to include a junior school and a senior school. Over the years, the establishment of modern, purpose-built buildings has accommodated the changing needs of the growing school and educational requirements. The school enjoys large grounds that provide pitches for a range of sporting activities. Further land adjoining the school grounds has been purchased in recent years. A short distance away the school owns an area designated as a site of special scientific interest, which is used for environmental study.
- 1.3 Since the previous inspection, the Early Years Foundation Stage (EYFS) has closed and the school currently only accepts pupils from Year 1 to Year 11. Planning is in hand for a sixth form to be established and for the EYFS to re-open in September 2013. A new head was appointed in September 2009 and the main senior management roles in school have been reviewed and clarified. The school has accepted more pupils with learning and/or emotional/behavioural difficulties and this has resulted in a complete re-evaluation of policies, procedures, assessment, the curriculum and pastoral care. Business Technology Education Council (BTEC) courses, to run alongside GCSE courses in Years 10 and 11, were introduced in 2010 to enhance the curriculum. The use of assessment to identify gaps in pupils' understanding and plan next steps in learning has been adopted and National Curriculum levels are now used to track pupils' progress. A system of continuing professional development has been introduced for all teaching staff. Forms in the senior school are now based on year groups, to enable more specific targeting of pastoral care.
- 1.4 At the time of the inspection, there was a total of 172 pupils in the school: 43 in the junior school and 129 in the senior school. Pupils are assessed on entry to the school as a diagnostic process to enable the school to provide an individually tailored and personalised education for each pupil. The ability range of pupils varies considerably from year to year. In the junior school, pupils have a very wide range of abilities, with the overall ability profile being in line with the national average. In the senior school, the ability profile is in line with the national average, with a fairly wide spread of abilities represented. Some pupils come from local small towns and villages, and others travel within a radius of 25 miles.
- 1.5 The school identifies 42 pupils who have special educational needs and/or disabilities (SEND), to whom it provides specialist learning support. In the senior school, seven pupils have statements of special educational needs. Nearly all pupils are of white British origin and there is currently one pupil for whom English is an additional language.

- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 Pupils benefit from a broad and varied education of good quality, reflecting the school's successful fulfilment of its aims. Academic achievement and progress are good in relation to the ability of all pupils, including those with special educational needs and/or disabilities, for whom provision is strong. The pupils experience a rich and varied educational experience through the curriculum and in extra-curricular activities, because all provision is suitably adjusted to meet individual needs. Pupils of all abilities are successfully involved in a significant range of team and sporting activities, many at district and regional level. Pupils have a particularly good attitude to their work and this contributes to the level of their success and achievement. Teaching of good quality supports the pupils' learning and achievement, although opportunities to challenge pupils' thinking are sometimes limited in lessons or written work. The available performance data is used effectively to support routine tracking of the pupils' progress.
- 2.2 The personal development of pupils is excellent and they leave the school with a set of values and competences to serve them well at the next stage of work or education. Evidence indicates that the pupils feel very secure and happy: they experience excellent pastoral care throughout the school, which ensures that they are well known and are looked after extremely well. Behaviour is excellent. Pupils benefit from the successful promotion of their health and well-being, and develop healthy lifestyles. The sense of community is deeply ingrained at the school.
- 2.3 The quality of governance is sound and that of leadership and management is excellent. In many ways, the proprietors know the school well and provide effective oversight of their defined areas of responsibility. They have been successful in meeting the recommendations of the previous inspection. Their responsibilities for statutory requirements, including the annual review of safeguarding and child protection arrangements, are now correctly discharged, as are their responsibilities for educational standards. Oversight by the proprietors has enabled the school to prosper but lack of investment in recent years has led to parts of the school being run down and out of date in terms of modern educational facilities to support growth and improvement. Excellent leadership and management provide clear educational direction that is reflected in the quality of pupils' education and the high standard of their personal development. The developing use of performance data in the senior and junior school is starting to underpin the tracking of pupil progress, and strong leadership of pastoral care has promoted a significant amount of training for staff in managing the diverse needs of the pupils. The school has been successful in attracting sufficient high quality staff, and a developing system of appraisal seeks to provide oversight of quality and to identify staff development needs that are largely met. The school has continued to build on the strong links with parents identified at the previous inspection and relationships are excellent. Written communication has improved and parents of current and prospective parents receive high quality information that offers them a comprehensive view of school life.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

### **(ii) Recommendations for further improvement**

2.5 The school is advised to make the following improvements.

1. Build upon, and share, the excellent teaching within the school.
2. Improve the level of safety for pupils on the site through provision of efficient lighting, clear signage and a system to ensure the safer progress of cars.

### **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' achievement and learning is good.
- 3.2 Pupils are well educated in accordance with the school's aim to enable them to reach their full potential, within an environment that nurtures self-esteem and care for others. This is reflected in good achievement at all ages and abilities, including pupils with SEND, across a wide range of subject areas.
- 3.3 Pupils develop confident skills of reading, speaking and listening, and use them successfully. The effective application of mathematics is evident in a number of areas, including the junior school, and science in the senior school. Pupils are generally competent in their use of information and communication technology. Although this is not fully embedded in all areas of the curriculum, it is well used to extend pupils' knowledge and understanding of a topic. Throughout the school, pupils' creative and aesthetic awareness and achievement are excellent, with some accomplished work evident in music, drama and art. Physical activity is strongly promoted for all pupils, who demonstrate robust technical skills and stamina, and those with SEND make very good progress through sensitive teaching and suitable planning of activities. Logical and independent thought is less well developed, although the opportunity to express individual thinking was evident in some written English and in drama, where pupils were expected to make an individual response to a sensitive situation. Opportunities to challenge pupils' thinking are sometimes limited in lessons or written work. The work of those pupils with SEND often matches that of their peers, as does their contribution to class, including volunteering to read. Strategies in place effectively extend the achievement of more able pupils, such as fast-track GCSE English and mathematics, and some A-level work in Year 11 mathematics.
- 3.4 Extra-curricular achievement is good and pupils benefit from the significant number and variety of activities that are offered. Pupils achieve well in competitive sport and are encouraged to take part, whatever their abilities. In 2011, the U16, U14 and U12s were area hockey champions. Pupils have won gold, silver and bronze medals in the Independent School Association (ISA) East Anglia cross-country championships, with individual success achieved at third place in the national ISA championships, and in selection to train with the U17 England rugby squad. Junior school pupils have gained first-class certificates for group acting in a local drama festival, and individual success was achieved in the lower part of the senior school with a distinction for performance. Pupils continue to achieve well in The Duke of Edinburgh's Award (DofE), with all participants being successful at bronze and silver level. In the National Arts Award, introduced in 2011 to 2012, pupils gained certificates at silver and gold levels. In music, pupils gain success in external examinations, with a number of distinctions and merits.
- 3.5 In the junior school, the level of attainment, as judged, indicates that pupils make good progress in relation to pupils of similar ability. For the senior school, the following analysis uses the national data for the years 2009 to 2011. These are the most recent three years for which comparative data is available. Results at GCSE have been above the national average for maintained schools, although difference in size and the overall ability of different year groups account for some variation. This level of attainment indicates that pupils made good progress in relation to pupils of similar ability.

- 3.6 Pupils are co-operative and well-motivated learners, showing positive attitudes to their studies. They are happy to participate and share opinions, and they respect the views of others. The presentation of their work is frequently excellent, with much care and pride evident in many files and workbooks.

### **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 school continues to provide a rich educational experience, implementing a curriculum that supports its aim of enabling all pupils to reach their potential. The curriculum is suitable for all ages, abilities and needs, and is fully inclusive. In physical education (PE) and games, for example, those with motor co-ordination difficulties are fully involved in match teams and in exercise drills in lessons. The learning support department supports pupils with SEND, producing detailed individual education plans and summaries which supply classroom teachers with valuable information on pupils' needs. Learning support assistants are suitably deployed and provide additional support in the classroom to individuals and small groups. The curriculum covers the requisite areas of learning and, in line with the ethos of the school, each pupil is given the opportunity to feel confident, involved and valued, through the flexibility of a course of study tailored to meet individual needs. While most pupils follow the prescribed programme, others take a smaller range of subjects or may be allocated a different, personalised course of study.
- 3.9 In the junior school, pupils benefit from being taught by senior school subject specialists in art, music, drama, French and PE and, in Year 6, food technology. In the senior school, the core curriculum is enhanced with subjects such as triple science, French, Italian and religious studies (RS). Throughout the school, additional individual support is provided, and a programme to encourage pupils' social and communication skills is offered for all pupils who would benefit from such a programme. In Years 10 and 11, a good range of optional GCSE subjects is supplemented by the introduction of three BTEC vocational courses which complement the academic curriculum and offer suitable alternatives. Creative, aesthetic and practical experiences provide an extra dimension, with art, music, drama and sport being integral elements of the curriculum. Throughout the school, the personal, social and health education (PSHE) course supports pupils' learning about a range of issues, while in the senior school, the personalised learning and thinking skills programme has been introduced and aims to make pupils more reflective learners. The provision for careers guidance and work experience is highly effective and thorough: it prepares pupils well for their transfer to other schools or the workplace at the end of Year 11.
- 3.10 The curriculum is further supported by a range of extra-curricular clubs and activities, which take place at lunchtimes and after school. The activities are extensive and varied, with those indoors, such as drama, choir, sewing and fencing, matched by a vast array of outdoor sessions that are open to pupils of all abilities and needs. Opportunities for music and the performing arts add significantly to the pupils' personal development. Within the curriculum and extra-curricular programme, pupils have the opportunity, through the sports leadership programme, to organise activities for children from a local special school.
- 3.11 Educational visits are arranged throughout the school year, both abroad and closer to home, the most recent being the Year 7 team-building residential trip to a centre

for outdoor pursuits. Regular visits to the environmental centre are very popular with the junior children.

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

- 3.12 The quality of teaching is good.
- 3.13 As evidenced through observation of lessons, scrutiny of pupils' work and discussion with pupils, teaching fully embraces the school's aims, and some is excellent. Teachers know the pupils well and many enthuse them. The monitoring of teaching and learning has been developed, as recommended in the previous inspection report. Relationships between pupils and staff are excellent, and pupils are keen to respond positively in class.
- 3.14 Lesson planning is consistent, thorough and well informed by knowledge of the needs of individual pupils. This is especially true for pupils with SEND. Marking and assessment are helpful and constructive, offering advice on how pupils can improve further, and the pupils themselves acknowledge this. Increasing use of internal and standardised assessment systems enables teachers to track individual pupils' progress and to set clear targets for improvement.
- 3.15 Good subject knowledge provides a sound basis for effective teaching and is evident in lessons and the range of topics covered in pupils' written work. Appropriate use of the available resources enables good progress. The best lessons have a brisk pace, where the energy of the teaching staff creates an atmosphere that fully engages the pupils' attention and their desire to learn. In a junior school mathematics lesson, supportive teaching encouraged pupils to work hard and remain on task, so that they made good progress in knowledge of measures and used equipment correctly. In French, the purposeful teaching of pupils in the lower part of the senior school enabled them to master quickly the present tense, while in a BTEC lesson pupils were fully involved and challenged by perceptive questioning as they considered the role of stakeholders in a company. Sensitive teaching of drama in the senior school enabled pupils to show a remarkably high level of empathy and openness. The high quality of teaching in art, including the effective use of visiting teachers, and the enthusiastic teaching of PE and games make a strong contribution to pupils' individual learning and progress.
- 3.16 Some teaching allows pupils to take risks and explore new ideas but the level of challenge does not always fully extend the pupils. In some lessons, different tasks to suit the range of pupils are employed effectively, such as skilled questioning in a science lesson for older junior pupils and appropriate individual extension work in mathematics, but at all levels of the school such variation of tasks to meet pupils' individual needs is not always in evidence. Written work, for example, was not always demanding of the most able.
- 3.17 In some lessons in the senior school, pupils work well in small groups, such as in drama, but on the whole lessons are teacher led, and opportunities for fostering independent and extended learning are sometimes limited. Teaching supports pupils with SEND and meets the provision set out in statements of special educational needs.

## **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 The school successfully achieves its aims. Pupil's spiritual development is excellent. The school provides a happy, friendly community in which pupils say they feel valued and safe. Pupils display confidence and high levels of self-esteem. In lessons and assemblies they reflect on spiritual, non-material aspects of life. For example, in celebrations for different cycles of the year, they were uplifted by the musical performances of their peers in an assembly, and through appreciation of the displays of art around the school. Relationships at all levels are outstanding. Pupils make friends easily and younger pupils see the older ones as role models.
- 4.3 Pupils' excellent moral development is much in evidence; all around the school pupils display exemplary behaviour. They have a clear sense of right and wrong associated with the school's ethos and values and translate this into action in their respect and concern for others. As they move through the school, the pupils' moral awareness is strengthened by their exposure to a variety of moral issues in PSHE and in RS. Pupils display spontaneous care and support for their peers and for those less fortunate, as seen in their generous support for chosen charities. Pupils show a very good understanding of, and concern for, the environment, and have gained from their involvement in a tree-planting initiative on a local estate and regular visits to the local environmental centre.
- 4.4 Pupils' social development is excellent. They are courteous and polite, make friends easily and are at ease talking to adults and their peers. Pupils are eager to take responsibility and enjoy many opportunities to participate, including being prefects, 'ambassadors', house captains and members of the school council. Senior pupils accept challenges and participate in the DofE. Across the school, pupils of different ages care for one another and chat happily at break times. They demonstrate concern for each other and strong bonds are built between them. All Year 7 pupils have recently benefited from team-building activities at a residential centre. Pupils participate willingly in singing and speaking competitions and in team sports against other schools.
- 4.5 Pupils' cultural development is excellent. Their good knowledge and understanding of their own and world cultures are expanded through a range of musical, artistic and geographical studies and through visits to theatres and museums. As part of their Egyptian topic, junior pupils visited a local museum. Following a visit to a sculpture park, GCSE pupils developed their cultural awareness through a workshop held by a professional sculptor and a street artist. Pupils demonstrate a good knowledge and understanding of public institutions in the United Kingdom.
- 4.6 Pupils are respectful and tolerant of the cultures and beliefs of others and develop a good understanding of different faiths through RS and PSHE lessons. Year 5 are currently studying Islam. By the time they leave the school, pupils have a high level of personal development.

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

- 4.7 The quality of arrangements for pastoral care is excellent.
- 4.8 The standards noted at the previous inspection have been maintained. The school is fully committed to pastoral care. It provides excellent support and guidance, and achieves its aim to be a happy, friendly and responsible community with supportive and effective pastoral care. It is testament to the school's focus on this that all pupils are willing to learn and have a desire to succeed. Relationships are excellent between the staff and pupils and amongst the pupils themselves, promoting a high level of warmth, mutual trust and respect. Pupils are happy and know there is someone they can turn to for help and support. Amongst many comments of approval, one pupil remarked: "it's five star here!"
- 4.9 Pupils throughout the school are actively encouraged to be healthy, and have an excellent understanding of the importance of healthy eating and the need to take regular exercise. The range of food in the school canteen is excellent and the extensive daily menu always includes a salad bar and fresh fruit. The pupils are encouraged to take regular exercise and their physical skills are highly developed.
- 4.10 Pupils are aware of the significance of keeping safe, and of co-operation, sharing and showing respect for each other. The policy for guarding against bullying is effective. Pupils feel that bullying is not an issue in school and are confident that staff would deal with any such incidents immediately. The school places importance on care of the whole pupil, with significant focus on social and emotional development as well as academic progress.
- 4.11 The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities.
- 4.12 There is a school council, with representation from Year 4 upwards. The council meets regularly and the members' requests are carefully considered by the leadership. They have a budget and raise money within school to fund various requests and initiatives.

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

- 4.13 The school's arrangements for welfare, health and safety are good.
- 4.14 Although recently requiring some adjustments, safeguarding arrangements now have regard to official guidance and are fully compliant. Training of staff on child protection is thorough and regular. All necessary measures are taken to reduce risk from fire and other hazards, although, after dark, lighting across the site is not ideal, making walking on the uneven pathways difficult. The site is not well signed and arrangements for vehicles entering the school grounds are insufficient to ensure that routes, and the direction of flow, of vehicles are clearly identified.
- 4.15 Arrangements regarding pupils' health are generally effective and include provision for those who are ill, injured or have special educational needs and/or disabilities. In some areas pupils do not have access to hot water or to fresh drinking water. Admission and attendance registers are suitably maintained and correctly stored.
- 4.16 The school has acted upon each of the recommendations from the previous inspection. An annual report for proprietors is prepared, an annual fire risk assessment is carried out and staff have been trained in the use of fire

extinguishers. The school has drawn up a suitable three-year plan to improve educational access for pupils with SEND.

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

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

- 5.1 The quality of governance is sound.
- 5.2 The proprietors remain committed to valuing each individual and this is reflected in the school's development plan. In many ways, the proprietors know the school well and provide effective oversight of business management, health and safety, maintenance, and day-to-day domestic matters, including catering and school transport.
- 5.3 Since the previous inspection, the proprietors have worked hard and successfully to meet its recommendations. Through daily interaction with the leadership, reports from the bursar on legal matters and advice from external agencies, they effectively oversee all sections of the school. Their responsibilities for statutory requirements, including the annual review of safeguarding and child protection arrangements, are now correctly discharged, as are their responsibilities for educational standards. They exercise a keen oversight of financial planning. This has enabled the school to prosper, but lack of investment in recent years has led to parts of the school being run down and out of date in terms of modern educational facilities to support growth and improvement.

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

- 5.4 The quality of leadership and management is excellent.
- 5.5 At all levels of responsibility, the leadership and management of the school are effective, in line with the school's aims, particularly for policy implementation and the safeguarding of pupils. Since the previous inspection, key senior management roles have been reviewed and clarified to provide the clear educational direction that is reflected in the quality of pupils' education and the excellent standard of their personal development.
- 5.6 An ever-widening pupil profile has been accompanied by a comprehensive review of policies and procedures, assessment and pastoral care. This has provided good support to the teaching staff and enabled achievement of the aim to create a happy, friendly and responsible community, where each pupil can feel confident, involved and valued. The developing use of performance data in the senior and junior schools is beginning to support the tracking of pupils' progress. Strong leadership of pastoral care has promoted a significant amount of staff training. This is related to safeguarding and child protection matters, and to help with understanding pupils' specific needs, such as dyslexia, so that all staff, including learning support assistants, feel confident in managing the diverse needs of the pupils. Self-evaluation by all members of the school follows through to the practical school development and pastoral development plans, which are reviewed and developed annually.
- 5.7 The school has been successful in securing, supporting, developing and motivating sufficient high quality staff, many of whom bring an enthusiasm that leads to an enjoyable experience for the pupils. A developing system of appraisal seeks to

provide oversight of teaching quality and identifies staff development needs that are largely met. Arrangements are in place for the appraisal of the head.

- 5.8 The quality of links with parents, carers and guardians is excellent. The school has continued to build on the strong links with parents identified in the previous inspection report and relationships are extremely good. Written communication has improved and parents of current and prospective pupils receive high quality information that offers them a comprehensive view of school life. The termly newsletters inform parents of school events, and contain articles about the activities their children have been involved in. Electronic communication has been improved and parents have access to staff through email. The school website is in the process of being updated to provide more online information for parents.
- 5.9 The school works in partnership with parents to keep them informed of their children's progress and achievement. The comprehensive reports which parents receive are clear, detailed and highly informative, including National Curriculum levels achieved and examination results.
- 5.10 Parents are welcome in the school and the head holds regular coffee mornings for them throughout the year. Parents are also invited to workshops, which help them to understand aspects of the curriculum and ways in which they can assist and support their children at home.
- 5.11 The Parents' Guild, a strong, active parents' association, organises social and fund-raising events to purchase items for the school such as benches and PE equipment.
- 5.12 Responses to the pre-inspection questionnaire expressed strong support for the school and parents acknowledged the care and support it provides for their children. However, a few parents commented on the poor condition of some of the buildings.
- 5.13 The school has a suitable policy and clear procedures in place for dealing with parents' complaints. It handles these with care, and records them in line with the policy.

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