



INDEPENDENT SCHOOLS INSPECTORATE

PARK SCHOOL FOR GIRLS

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Park School for Girls

Full Name of School	Park School for Girls
DfE Number	317/6061
Registered Charity Number	269936
Address	Park School for Girls 20-22 Park Avenue Ilford Essex IG1 4RS
Telephone Number	020 8554 2466
Fax Number	020 8554 3003
Email Address	admin@parkschool.org.uk
Headteacher	Mrs Elizabeth Gallagher
Chair of Governors	Mr Trevor Gallant
Age Range	4 to 16
Total Number of Pupils	150
Gender of Pupils	Girls
Numbers by Age	3-5 (EYFS): 6 7-11: 31 11-16: 113
EYFS Gender	Girls
Inspection dates	05 Mar 2013 to 08 Mar 2013

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 2009.

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. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

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

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

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

INSPECTION EVIDENCE

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

Inspectors

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Mrs Franciska Bayliss

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Reporting Inspector

Team Inspector
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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Park School for Girls was founded on its present site in a multi-cultural area of east London in 1974. Since then many alterations have been made and extensions added to meet developing educational requirements. The school is a registered non-profit making company, limited by guarantee, and is governed by a board of governors. The school's aim is to provide a predominantly academic education for girls at each stage from Reception to Year 11 and to develop each as a whole person, who has confidence in her ability and the determination to use her talents to the full. Through encouragement of honesty, reliability and courtesy, the school seeks for each pupil to make decisions confidently, accept responsibility for her actions and respect those around her. Since the previous inspection, a new headmistress has been appointed.
- 1.2 The school accepts pupils from the ages of four to sixteen. A new Reception class was opened in September 2012 to form the Early Years Foundation Stage (EYFS) but currently there are no pupils in Years 1 and 2. There are 150 pupils on roll: 6 in Reception, 31 in the preparatory department and 113 in the senior school. Pupils are assessed prior to admission through an entrance examination. In the preparatory department, this is combined with teacher assessment by the appropriate year group teacher. In the senior school, admission is based on tests in English and mathematics, and an interview with the headteacher. On entry, and in Year 9, standardised tests are used to assess the pupils' reading ages and their abilities. The ability profile of pupils is above the national average.
- 1.3 Pupils are recruited largely from the immediate area and are from mainly professional and business families. Many are from minority ethnic backgrounds and speak a language other than English at home but very few are at an early stage of learning English as an additional language (EAL). No pupil has a statement of special educational needs. The school has identified nine pupils as having special educational needs and/or disabilities (SEND), eight of whom receive support for their learning.
- 1.4 National Curriculum (NC) nomenclature is used in the senior school and throughout this report to refer to year groups in the school. The year group nomenclature used by the preparatory department and its National Curriculum equivalence are shown in the following table.

Preparatory Department

School	NC name
Lower Prep	Years 3 & 4
Middle Prep	Year 5
Upper Prep	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of academic and other achievements is good and pupils make good progress, including children in the EYFS. When given the opportunity, they are active learners who initiate activities and explore their ideas creatively through purposeful imaginative play. In the preparatory department and senior school, pupils have good subject knowledge and understanding and show strong creative and physical skill. The skills of reading, writing and speaking are well developed and good mathematical skills are used across a range of subjects and for a variety of purposes. Pupils are competent users of information and communication technology (ICT) to research a range of topics but have few opportunities to develop it in other ways, such as their use of software applications. Pupils achieve success in a range of academic and sporting events. Senior school pupils show marked organisational and leadership abilities in a variety of house events and activities. Pupils with SEND or EAL achieve appropriately and the most able pupils perform well. Pupils exhibit exemplary attitudes to work. When given the opportunity, pupils show initiative and work remarkably well on their own, in pairs and in small groups. The effective curriculum supports a good level of achievement at all stages of the school and a broad choice of subjects in the senior school. A sound range of activities is provided. Good teaching supports pupil achievement overall but the best practice is not currently shared.
- 2.2 The quality of the pupils' personal development is good at all stages in the school. Pupils' good spiritual, moral, social and cultural awareness is central to the school's philosophy, and is well developed through encouragement of discussion and openness to the pupils' views and opinions. The level of pastoral care is good and attention to pupils' welfare, health and safety is excellent.
- 2.3 The quality of governance is good and has been greatly improved since the previous inspection. Governors contribute relevant background and expertise which support the school. The preparation of a strategic plan for the school's development has been shared by the leadership and governors, although this has yet to be implemented, particularly in the areas of staff appraisal and training. Governors are fully aware of their statutory responsibilities and undertake rigorous monitoring of child protection, staff recruitment and health and safety. Key policies are scrutinised regularly and the governing body conducts its required annual review of the child protection policy and procedures. The work of the leadership provides clear educational direction. Wider management responsibilities for whole-school issues, however, are seldom delegated and there is a lack of oversight and monitoring to support the maintenance of standards, particularly in teaching and learning, development of policy and practice, and sharing of good practice.

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. Implement the full strategic plan, with particular emphasis on the monitoring of teaching quality, appraisal and professional training.
2. Establish an effective management structure which includes appropriate delegation to middle managers.
3. Ensure that planning in the EYFS reflects more fully children's interest and needs, and improves the provision for outdoor activities.
4. Implement a formal process of evaluation in the EYFS.

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 good.
- 3.2 Pupils are well educated in line with the school's aims for each to develop confidence in her ability and the determination to use her talents to the full, and to make decisions, accept responsibility for her actions and respect those around her.
- 3.3 In the EYFS, high priority is given to ensuring that the needs of every child are fully met and the high ratio of staff to children does much to support this. The children listen extremely well to their teacher and to each other. Their reading is excellent and they use their phonic knowledge to great effect in both their reading and writing. Their investigative skills are less well developed because of the lack of opportunities to use, and to experience, challenge and problem solving. They use the computer competently.
- 3.4 In the main school, pupils have good subject knowledge and understanding, and show strong creative and physical skill. From the earliest years in the preparatory department they have well-developed skills of reading and writing and, relevant to their age, most pupils are highly articulate. Older pupils demonstrate high levels of sustained precision in achieving grammatical accuracy in Spanish. Other pupils showed high levels of skill in their explanations and arguments in discussing anaerobic exercise. Younger senior school pupils used reference texts and magazines with great effect to research sustainable development, and the World Book Day Fashion Show supports a breadth of reading for preparatory pupils. Pupils show good application of mathematics in subjects such as science and geography. They are competent users of ICT to research a range of topics but they have limited opportunities to use software applications effectively. The pupils are hard working and perceptive, and have a genuine understanding of what they are talking about. They are prepared to ask deeper questions, query what is being said and enjoy an intellectual challenge.
- 3.5 Pupils achieve success in academic events, such as the UK Maths Challenge, and benefit from a range of sporting events and competitions in the local area, including membership of a borough netball squad. They are successful in music examinations for instruments such as violin and clarinet, and preparatory pupils perform very well in speech and drama examinations. Senior pupils show marked organisational and leadership abilities in a variety of house events and activities.
- 3.6 Pupils with SEND or EAL achieve effectively with respect to their particular needs and ability, reflecting the support they receive and the steady refinement of their skills. The most able pupils perform well, as seen, for example, in their ability to achieve high levels of research and presentation. The majority of leavers in Year 11 achieve places at the schools of their choice, including selective grammar schools.
- 3.7 The following analysis of examination attainment is based on the three-year period from 2009 to 2011, the latest period for which comparative statistics are currently available. Results in national tests at the age of 11 have been above the national average for maintained primary schools overall. In 2011, English results were stronger than in mathematics, being well above the national average for maintained primary schools. Results at GCSE have been good in relation to the national

average for maintained schools, and have shown improvement from 2009 to 2011. In 2011, results were similar to the national average for girls in selective schools.

- 3.8 This level of attainment, taken in conjunction with other inspection evidence and nationally standardised progress data, indicates that pupils make a good rate of progress through the preparatory department and to GCSE. Pupils with SEND or EAL make similarly good progress, relative to their abilities, demonstrated in the improvement in their written and spoken English over time, and the growing confidence they show in contributing actively to lessons. All EYFS children, including those with SEND or EAL, make at least good, and often excellent, progress and are on course to achieve the Early Learning Goals by the end of their time in the EYFS. Children make rapid progress in the three prime areas of development and their progress in writing and numeracy is particularly notable.
- 3.9 Pupils generally exhibit exemplary attitudes to work, show enthusiasm for the subjects they study, and demonstrate perseverance and commitment when presented with extended and challenging tasks. They are adept at building on existing knowledge and applying it to new situations. When given the opportunity to do so, pupils show initiative and work remarkably well on their own, in pairs and in small groups, and the EYFS children are active learners who initiate activities and explore their ideas creatively through purposeful imaginative play.

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

- 3.10 The contribution of curricular and extra-curricular provision is good.
- 3.11 The curriculum is successful in fulfilling the school's aim to provide a predominantly academic education. The pupils are well prepared for their progression at the ages of 11 and 16.
- 3.12 Adult-led activities in the EYFS are well planned to provide appropriate challenge for every child. All the children spend extended periods outside, with some free movement between inside and outside taking place, but a need for outdoor activity to increase is recognised by staff.
- 3.13 In the preparatory department, the subjects provided cover all the required areas of learning and include additional subjects, such as speech and dance, which add to the range of the pupils' experience. The curriculum in the senior school offers a suitable choice for the pupils, all of whom study at least one modern foreign language, and they have a good choice of science subjects.
- 3.14 The curriculum is reviewed on a regular basis to reflect the interests of the pupils. The adjustment from economics to business studies at GCSE, for example, reflects a decision-making process that is rooted in providing a curriculum and timetable that are appropriate to the pupils' needs. Considerable efforts are made to ensure that all can study the subjects of their choice. The pupils express a desire to have additional creative and technology subjects but they also recognise the restrictions of a small school.
- 3.15 Pupils joining with EAL are provided with support lessons, both one-to-one and in class. The school has good systems for identifying and supporting pupils with SEND. Individual education plans are drawn up, shared with staff and regularly reviewed. This ensures that all staff are aware of the need for specific strategies to support the pupils' progress.

- 3.16 The pupils feel that they are well supported in their studies and, where it is felt necessary, additional teaching is provided at lunchtime or after school by several subject teachers. This is particularly evident in the pre-11+ and GCSE classes.
- 3.17 Pupils identified as having particular talents are supported through a gifted and talented register that is published and shared with the staff. Additional challenging material is then provided for these pupils by the teachers. Such extension and challenge are evident across the age range.
- 3.18 The pupils' development is supported by a variety of enrichment activities at each stage. Preparatory department pupils experience a number of events, including visits to local museums, a trip to the Houses of Parliament and a residential stay at an activity centre on the Isle of Wight. Whilst the senior school pupils suggested that they could have a richer experience, they are provided with a limited number of opportunities, such as visits in Years 9 and 10 to the National Space Centre, by the school choir to a theatre musical and by older art students to the Tate Modern.
- 3.19 The school offers a sound range of activities. Whilst some sport and music are offered and supported by the pupils, there is little other provision of extra-curricular activities. The sport available on site is predominantly netball, and some additional activities are provided by the senior pupils for the younger years, through house activities and competitions. The school makes arrangements for a wider range of sporting opportunities, such as swimming and tennis, by using off-site facilities. Whilst recognising that space on site is limited, the pupils have stated that they would like some other sporting activities to be offered. Activities such as the junior and senior UK Maths Challenge provide all pupils with opportunities to extend their learning.
- 3.20 The personal, social and health education and citizenship (PSHEC) programme contributes considerably to the pupils' personal development throughout the school. As required by the previous inspection, the school now provides appropriate careers guidance through the PSHEC programme on progression through each stage of the school and on sixth-form study, careers and university. Year 10 pupils attended a careers convention and they go out for work experience at the end of the autumn term.

3.(c) The contribution of teaching

- 3.21 The contribution of teaching is good overall.
- 3.22 The teaching promotes and supports the school's aims and pupils are helped to learn effectively. Staff have good knowledge and understanding of the EYFS and child development but recognise that training in this area is limited at present.
- 3.23 Throughout the main school, the teaching is effective in contributing to the pupils' achievements, promotes their progress and enables successful learning. An awareness of the pupils' cultural diversity is celebrated in many ways in the teaching and is a strength of the school.
- 3.24 The family feeling in this small school is conducive to good teaching and learning. The learning objectives and the pupils' needs are well understood and pupils benefit from the teachers' interest in them as individuals. Teachers are knowledgeable and manage their programmes well within their class and subject areas. In the preparatory department, teaching is well planned and interests pupils but an over-reliance on published worksheets limits creativity and affects the presentation of the

pupils' work overall. In the senior school, well-planned teaching draws on teachers' good subject knowledge and excellent relationships with pupils to provide clear explanations, ask well-targeted questions and respond effectively to questions posed by pupils. Class discussion is used well, particularly in PSHEC in the senior school, to draw out the pupils' ideas, to build their confidence and to help them formulate their own opinions.

- 3.25 The most successful teaching employs a wide variety of well-paced learning tasks and activities to promote the pupils' learning and makes good use of the time available. Teachers have a good awareness of examination requirements, allowing for an effective focus on examination techniques, which pupils appreciate. Less successful teaching relies too much on the direction of the teacher and involves poorly planned and undemanding tasks. At present there is no clear overall guidance on teaching methodology and styles, and best practice is not fully shared across all subject areas. This is the case both in the classroom and reflected in the schemes of work, and was prioritised for attention at the previous inspection.
- 3.26 The resources in particular subjects are generous and used well, for example in senior school art and science. However, limited use was seen to be made of technology and ICT as an aid to teaching. Pupils are dismissive of the school library, which lacks contemporary texts and computer facilities for research and, as at the time of the previous inspection, this fails to provide a valuable resource for learning.
- 3.27 The pupils' particular learning needs are addressed and those with SEND are well supported. This is a great improvement since the previous inspection. Support for EAL is provided to the small number of pupils whom the school has identified as requiring specialist teaching.
- 3.28 Marking and assessment procedures are thorough and constructive. In Reception, the children's learning is monitored through a well-managed programme of formal and informal observations that enable continuous assessment and provide an accurate record of the children's development. Planning does not, however, consistently respond to their needs and interests. There is regular internal assessment in the rest of the school, which includes the use of standardised tests to inform the staff and pupils about progress. Pupils find staff feedback helpful and informative, and it guides them towards improving their performance and attaining yet higher standards of work. The consistent use and understanding of assessment in the classroom are a means of promoting progress, and this is an improvement since the previous inspection.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social and cultural development is good.
- 4.2 This fulfils a main aim of the school, which is central to the school's philosophy. By the time they leave the school, the pupils' personal development is supportive of their growing maturity.
- 4.3 In the EYFS, the children's personal development and behaviour are outstanding. Children are polite, co-operative and respectful of each other's differences. They contribute confidently to group activities and listen attentively to their friends.
- 4.4 In the main school, the pupils' spiritual awareness is of a high order. Pupils have well-developed self-knowledge, self-esteem and self-confidence. Older preparatory pupils used their excellent knowledge of different world religions to engage in in-depth discussions with confidence, reflecting the breadth of cultures and faiths represented. Younger preparatory pupils demonstrated similar skills when discussing the meaning of resurrection and life after death, expressing a variety of mature views about the concept, informed by their different religious beliefs and traditions. Older pupils show a considered understanding when they speak about what they and their friends regard as important in their lives. At all levels pupils feel valued, are encouraged to express themselves, appreciate non-material aspects of life and are confident members of the school community.
- 4.5 Exemplary behaviour, which reflects strong moral development, is embedded in the pupils' attitudes and sense of responsibility to one another. Pupils clearly distinguish right from wrong, respect the civil and criminal law, and appreciate others' values. Senior pupils demonstrate balanced views on contentious issues and the school works hard to create a tolerant environment. Younger senior school pupils showed concern in a PSHEC lesson that everyone should be able to speak freely and express their point of view. The charity committee is an active body in the senior school which makes decisions and communicates with the whole school about fund raising for worthy causes. Pupils make responsible decisions about the environment and hold a recycling day each week to conserve resources. They are involved in local conservation and ecological initiatives.
- 4.6 The pupils' social awareness is well developed and those of all ages are polite and confident. Their marked ability to consider the needs of others and appreciate the world around them illustrates the school's success in achieving its aims in this area. The oldest pupils respond willingly to opportunities to take responsibility. For example, many senior pupils recently applied successfully to become youth volunteers in the Olympic Games and several are members of the local Royal Air Force cadet force. They serve as significant figureheads for younger pupils. Throughout the school, pupils accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality and to society more widely.
- 4.7 The pupils' cultural awareness is well developed. They acquire an appreciation of, and respect for, their own and other cultures, in ways that promote harmony between the different religious faiths and traditions represented in the school community. Within this wide cultural mix, pupils learn to understand and value each other and celebrate their diversity. They have a growing knowledge of public

institutions and services in England, through discussion in history and PSHEC and through visits to the local area and inner London. In their daily demeanour, pupils demonstrate their respect for fundamental values of democracy, the rule of law, individual liberty and respect for one another. In much of their discussion in PSHEC, they learn to develop a balanced view of a range of issues.

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

- 4.8 The contribution of arrangements for pastoral care is good.
- 4.9 Children in the EYFS feel secure and safe. Adults act as excellent role models and clear and consistent boundaries are set that promote good behaviour. Children are sensitively supported in the development of personal hygiene routines. Discussions at lunchtime and relevant topics help children to understand the importance of healthy eating, and regular gym sessions and outdoor play promote a positive attitude to exercise and a healthy lifestyle.
- 4.10 Throughout the school, effective pastoral structures provide high standards of care, based on class teachers in the preparatory department and a form tutor system in the senior school. Staff provide appropriate support and guidance for all pupils. The structure supports the school's aim to develop each pupil as a whole person. Pupils appreciate the high level of care and support they receive. They say that staff are extremely approachable and can be contacted should any pastoral issue arise. Form teachers know their pupils well and relationships are particularly good.
- 4.11 Heads of pastoral care work hard to help pupils with any concerns that arise. Academic progress issues are raised at regular staff briefings by subject teachers and these are dealt with swiftly and followed up by senior staff as appropriate.
- 4.12 Pupils are encouraged to develop healthy lifestyles both through participation in the sporting and outdoor activities that are on offer and through their much enjoyed PSHEC programme. The pupils bring their own lunches to school, consumed under the supervision of their form teacher. Year 11 pupils have the opportunity to go off site at lunchtime although few of them do. The pupils stated that they would like to have school catering facilities.
- 4.13 The school is highly effective in promoting good behaviour and any breach of expectations is dealt with swiftly and appropriately. The school is robust in enforcing its anti-bullying policy. Pupils are unanimous in saying that there are no bullying issues at the school.
- 4.14 The school has a sound policy and an appropriate plan to improve educational access for pupils with SEND.
- 4.15 There are no formal procedures to seek the pupils' views. Whilst the most senior pupils feel that the school listens and responds to their opinions, the younger pupils did not share this view and said they would value opportunities for their voices to be heard.

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 Throughout the school, staff give a very high priority to safeguarding and the pupils' welfare. Safeguarding and welfare policies are robust and reviewed regularly. Recruitment checks are comprehensive and recorded accurately. Staff know and understand their responsibilities and all procedures are securely embedded in practice. In line with the requirement of the previous inspection, all staff and appropriate governors have undertaken child protection training, are aware of their responsibilities and update their training every three years. Designated senior staff have received specialist training every two years. Senior staff and governors review the safeguarding policy on an annual basis. Safer recruitment procedures are now meticulously followed on all new staff appointments.
- 4.18 Health and safety procedures are rigorously adhered to, with regular risk assessments in place for all areas of the school and external visits. Fire practices are carried out on a regular basis, and fire prevention and fighting equipment is checked routinely. All staff have now undertaken training and all safety issues have been addressed since the previous inspection. These arrangements, together with those to ensure appropriate supervision of pupils, meet the requirements of the previous inspection.
- 4.19 Sick or injured pupils are well cared for by suitably trained staff. Medical record keeping and procedures are thorough and parents are kept well informed. All staff have a good knowledge of the specific needs of individual pupils, for example those with SEND, medical conditions or allergies.
- 4.20 Admission and attendance registers are suitably maintained and stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Since the previous inspection, the breadth of expertise on the governing body has been extended to include experienced educationalists and wider experience of the business world. This varied and valuable experience contributes insight into teaching and learning, the safeguarding of pupils and the EYFS. A committee deals with the award of bursaries and another deals with all financial matters. The governors successfully ensure that a suitable quality of education is maintained, in line with the school's stated aims. Formal meetings of the governing body review educational standards, including public examination results and matters of the pupils' welfare, health and safety. Working closely with senior staff, governors ensure both prudent financial management and judicious investment in resources and the provision of facilities to support teaching and learning. In recent times, the school has become a member of an association for governing bodies and this has proved supportive of governor training. Newly appointed governors have been suitably inducted into their roles and an active approach is being taken to ensure that governors receive sufficient training. These arrangements meet the recommendation of the previous inspection.
- 5.3 Governors attend formal school events and receive regular communications from senior staff. These serve to provide an insight into the workings of the school and enable governors to offer support and advice. The preparation of a strategic plan for the school's development has been shared by senior management and the leadership and governors, although this has yet to be fully implemented.
- 5.4 Governors are fully aware of their statutory responsibilities, including the monitoring of child protection, staff recruitment, and welfare, health and safety. These form agenda items for committee and board meetings. Governors review and scrutinise key policies regularly. Individual governors are responsible for liaison with school staff in relation to the prevention of bullying, child protection and health and safety. The governing body conducts a required annual review of the child protection policy and procedures.

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

- 5.5 The quality of leadership and management is good.
- 5.6 The effectiveness of leadership and management in the EYFS is good. Children are well looked after and careful deployment of staff ensures that they are appropriately supervised at all times. Staff know and understand their responsibilities and all procedures are securely integrated in practice. Evaluation of provision takes place through informal reflective practice. As yet no formal procedure is in place and the processes for monitoring effectiveness, in terms of the allocation of resources and outcomes for children, are developing as the year progresses.
- 5.7 The work of the leadership makes a significant contribution to the successful fulfilment of the school's aims, and provides clear educational direction, as reflected in the high quality of the pupils' education and their personal development.

- 5.8 The teaching staff demonstrate a sense of purpose within their subject areas and ensure effective implementation of day-to-day policies and procedures to enhance the academic performance, welfare and well-being of their pupils. Nevertheless, wider management responsibilities for whole-school issues are seldom delegated and any self-evaluation of practice is mostly informal. Thus, leadership, co-ordination and monitoring of matters such as the curriculum, and teaching and learning, lack sufficient oversight and planning to support the maintenance of standards, ensure that best practice in teaching is shared across all subject areas, and develop policy and practice.
- 5.9 New priorities to guide the next stage of the school's development have been identified within the strategic plan. This shows effective self-evaluation by the leadership and the governors, but the absence of delegated responsibilities for its implementation means that progress is slow.
- 5.10 The school is largely successful in employing, training and deploying sufficient well-qualified and experienced staff who are committed to the pupils' success. All necessary checks, including criminal records checks and those confirming the medical fitness of staff, are carried out when staff and governors are appointed. An appropriate single central register is kept. Staff are provided with the necessary training in child protection and other welfare, health and safety areas. The professional development of staff is not well promoted and planned appraisal procedures, recommended at the previous inspection, are yet to be implemented. There is no formal system for staff to share and discuss strategies to enhance the pupils' learning further. The school has made effective progress since the previous inspection in ensuring that all regulatory requirements are met.
- 5.11 The school has effective links with parents. Partnership with parents of EYFS children is good and developing as the year progresses. Parents appreciate the setting's 'open door' policy. Appropriate reports are being developed and regular parents' evenings provide very good information about the children's progress. The regular home diary adds to this information and continues to be of value throughout the school. Parents appreciate the work of the school and the way in which their children are cared for. Staff work closely with parents and external agencies, when necessary, to secure appropriate support for those children in the EYFS with additional needs.
- 5.12 Throughout the school, those who responded to the parents' questionnaires were extremely satisfied with almost all aspects of the provision for their children. In particular they commented on the well-rounded educational programme and the safe environment. A small number expressed concern that the school does not provide a good range of extra-curricular activities. Inspection findings support this view.
- 5.13 The school has a clear and appropriate complaints procedure. Parents' concerns are heard promptly and treated with care and consideration and, as a result, the vast majority are dealt with swiftly and informally.
- 5.14 Parents have a range of opportunities to be involved in the life of the school. They are regularly invited into school to attend events such as assemblies, concerts, drama productions, gymnastic displays, and the autumn and spring fairs. The headmistress's newsletter is posted online for parents on a termly basis and highlights future and past events, together with the pupils' successes.
- 5.15 Parents of current and prospective pupils are provided with appropriate information and further useful material can be found on the school website. Throughout the

school, however, there is a lack of detailed written information or provision of meetings for parents to inform them about the curriculum or how it is delivered. Throughout the school, information about the pupils' academic achievement and progress, and their personal development, is set out in clear and concise reports that are sent out in the summer and autumn terms. In the summer term, Year 11 pupils receive their reports earlier on to allow for reflection prior to their examinations. Parents are encouraged to feed back on these reports to the school. In the most helpful reports, targets are set out and enable parents and pupils to identify the next stage of learning, but this good practice is not consistent across all subjects and year groups. Written reports are supplemented by parents' evenings twice a year in the preparatory department and once a year in the senior school. For pupils joining the school part way through the year, a progress report is sent to parents shortly after they arrive.

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