



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

QUEEN ELIZABETH GRAMMAR SCHOOL JUNIOR SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Queen Elizabeth Grammar School Junior School

The senior school was inspected at the same time and a separate report published.

Full Name of School	Queen Elizabeth Grammar School Junior School
DfE Number	384/6119
Registered Charity Number	529908
Address	Queen Elizabeth Grammar School Junior School 158 Northgate Wakefield West Yorkshire WF1 3QY
Telephone Number	01924 373821
Fax Number	01924 231604
Email Address	admissions@qegsjs.org.uk
Head	Mrs Louise Gray
Chair of Governors	Mr John McLeod
Age Range	4 to 11
Total Number of Pupils	375
Gender of Pupils	Boys
Numbers by Age	4-5 (EYFS): 39 5-11: 336
Head of EYFS Setting	Mrs Lynne Butler
EYFS Gender	Boys
Inspection Dates	10 Nov 2015 to 13 Nov 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 second cycle inspection was in November 2009.

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 and the chairman of the general purposes committee for the two schools for boys within the Foundation, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Graham Gorton	Reporting Inspector
Mrs Louise Lawrance	Team Inspector (Junior Head, GSA school)
Mr Andrew Rudkin	Team Inspector (Head, ISA school)
Mrs Bridget Forrest	Co-ordinating Inspector for Early Years

CONTENTS

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

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Queen Elizabeth Grammar School Junior School is an independent day school for boys between the ages of four and eleven years. It was established in 1910 and is located adjacent to the senior school, which was founded in 1591 by Royal Charter. It is one of four schools that together form Wakefield Grammar School Foundation, which offers boys and girls an education from 3 to 18 years. The school is governed by trustees of the Foundation. In September 2011 the school opened a pre-preparatory department, Centenary House, extending its lower age downwards from seven to four.
- 1.2 The school has its own specialist facilities for art, design technology (DT), including food technology, information and communication technology (ICT), music and science. It has close links with Wakefield Cathedral and provides choristers for the cathedral choir through a scheme of choral scholarships. The school has playing fields and a swimming pool that is available to other schools within the Foundation. The surrounding grounds include the Millennium Garden and a playground. The school uses the Queen Elizabeth Hall, the sports hall, the Elizabeth Theatre and dining hall in the senior school. It has recently leased nearby land which is intended to enable the boys to further experience new challenges and activities in an outdoor education programme.
- 1.3 The school shares the broad ethos and aims of the Foundation, adapted to meet the needs of this age group. It aims to foster an ethos where academic success is gained by valuing learning in an understanding and well-structured environment. It seeks to encourage pupils to practise the school principles, which are intended to promote respect, moral values and a sense of community. The school intends that by catering for the needs of a range of abilities, within a balanced curriculum, it can make each pupil feel valued, included and secure.
- 1.4 At the time of inspection the school had 375 boys on roll, of whom 39 were in the Early Years Foundation Stage (EYFS). Most join the school at the age of four from Mulberry House, the Foundation nursery school. There are 86 pupils from minority ethnic backgrounds, mainly from the Indian sub-continent, China and Africa. Most boys live within a 20-mile radius and come mainly from professional and business families. The ability profile of the school is above the national average.
- 1.5 The school has identified 10 boys as having special educational needs and/or disabilities (SEND) and a further 54 boys who receive additional learning support lessons. None has a statement of special educational needs or an education, health and care plan. The school has no pupil who speaks English as an additional language (EAL).
- 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 The school is most successful in achieving its aims and provides an education of an extremely high quality for all its pupils. Pupils, including in the EYFS, achieve highly in all areas of the curriculum. The pupils' attainment is excellent in relation to national age-related expectations. Progress is good, and amongst the able and those with SEND, it is excellent, reflecting the support they receive. Pupils are also highly successful in areas such as sport, music and drama. Throughout the school, pupils' attitudes towards learning are excellent and all show a desire to give of their best at all times. They work with great enthusiasm. The school offers excellent curricular and extra-curricular opportunities at all levels. The core curriculum, including in the EYFS, is strengthened through the addition of outdoor education and the use of woodland settings, which provide excellent opportunities to develop and foster skills such as teamwork, confidence building and independence. The extra-curricular provision is extensive, offering a wide range of exciting opportunities to engage and enthuse the pupils. Teaching throughout the school, including in the EYFS, is excellent. Lessons are often delivered with flair and pace which excite and fully engage the pupils. Strong subject knowledge is a key feature of teaching throughout the school. Teachers share their expertise with one another and there are thorough systems in place to monitor the effectiveness of learning. Marking and assessment information are now used well in planning lessons, thus fully meeting a recommendation from the previous inspection.
- 2.2 All pupils display high levels of personal development. They are confident and self-aware, and demonstrate a strong moral compass. Pupils take their social responsibilities seriously and contribute effectively to the life of their school and to the world beyond. They have a strong cultural awareness and show a natural respect and tolerance towards those from different religious and cultural backgrounds. The pastoral care of the pupils, including in the EYFS, is of high order. Excellent procedures are in place to ensure that the pupils feel happy, safe and secure. Pupils' concerns over the consistency with which staff give sanctions are supported by inspection evidence. There is ample opportunity for pupils' opinions to be heard through the school council, 'worry boxes' in classrooms and the open, relaxed relationships that exist between the pupils and the staff. Careful attention is paid to the welfare, health and safety of all pupils, reflected in areas such as safeguarding and in the safer recruitment of staff. The school keeps excellent, detailed records on all matters.
- 2.3 The governance of the school is excellent. The Foundation provides excellent oversight on all matters, and both support and challenge. The school's excellent leadership and management, including in the EYFS, are committed to ensuring that the needs of all pupils are met fully. They are most successful in providing a learning environment that focuses on ensuring that every pupil is the very best that he can be. An excellent development plan provides a vehicle through which the school's leaders and managers are forward looking in their pursuit of excellence. Throughout the school, parents are overwhelmingly supportive. They value the school's 'open-door' policy and the opportunities they have to be involved in their children's education. Parents greatly appreciate the fact that their children are treated with respect and as individuals, whilst receiving an excellent all-round education.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvement.

1. Ensure that there is consistency amongst staff in the giving of sanctions.

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' learning and achievements is excellent.
- 3.2 The EYFS setting fulfils its aim of providing an enriching and challenging education within a supportive and caring environment. Children are happy, enthusiastic learners who make rapid progress from their starting points, with the vast majority reaching and some exceeding the Early Learning Goals by the end of Reception. Children with particular needs benefit from intervention programmes, where they receive additional support. Children are confident and articulate. They count backwards from twenty and learn to count in twos, and by the end of the year they are able to use double numbers. They use a wide range of ICT, such as tablet computers, interactive whiteboards and programmable toys, independently and competently. When using programs to draw, they learn to use a fill and draw tool and change shades of colour. They read simple words and use them in sentences. By the end of the Reception year, children write sentences independently. They learn to think critically when problem solving, for example when investigating how to stop leaks in their water circuit play.
- 3.3 Throughout the school, pupils develop high levels of knowledge, skills and understanding. This fully supports the school's aims to encourage high academic standards and an enthusiasm for learning. The quality of the pupils' learning and achievements has improved since the previous inspection.
- 3.4 In literacy, younger pupils show excellent levels of achievement when they write structured texts, applying spelling rules and punctuation with confidence. Their story-writing skills reflect their excellent subject knowledge and understanding. English skills are well developed as pupils move through the school. Older pupils write with clarity and purpose, successfully conveying meaning in a variety of genres. From a young age, pupils become accomplished readers. Pupils are excellent listeners and are able to successfully articulate their thoughts whilst listening respectfully to the views and opinions of others. Mathematical skills and concepts are understood and effectively applied to work in other subjects by pupils of all ages. Younger pupils understand the place value of numbers and can recognise patterns within groups of digits. Older pupils become accomplished mathematicians, which is reflected in their excellent problem-solving skills and in the high standards of their computational work. Pupils' skills in science enable them to predict, experiment and hypothesise successfully from an early age. Pupils demonstrate excellent skills, knowledge and competency in ICT. From a young age, they confidently use hand-held devices and programmable toys, whilst the oldest comfortably demonstrate their aptitude in computing, using animation programs. Pupils' physical development is strong across all age groups. Younger pupils develop co-ordination, stamina and strength through their lessons and play. Older pupils are accomplished in a wide range of sports and activities.
- 3.5 The pupils' strong academic progress is enhanced by their excellent achievement beyond the classroom. Success in music competitions, particularly the choir, and the high quality of drama productions reflect the pupils' well-developed creative skills. Pupils achieve highly in sporting events, as exemplified by the school's rugby and swimming teams, which have enjoyed considerable success at local, county and national levels. Excellent standards are reached in a wide range of other individual and team sports, including hockey, cross country and athletics. Pupils are also

successful in a range of other competitions and challenges of a cerebral nature, such as chess and mathematics. They make excellent progress as they move through the school, and most successfully transfer to the senior school, some with scholarships and awards.

- 3.6 Pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, it is judged to be excellent in relation to national age-related expectations. This level of attainment, as judged from lesson observations, scrutiny of pupils' written work and interviews with pupils, indicates that pupils make good progress in relation to pupils of similar ability, and some make excellent progress. For example, those who are able, gifted or talented and those with SEND make excellent progress because they are extremely well supported by the school.
- 3.7 Pupils' attitudes to learning are a considerable strength of the school. Pupils have a distinct desire, enhanced by the strength of their relationships with teachers, to give of their best. They are keen and motivated from the outset, displaying high levels of enjoyment, and are inquisitive learners. Pupils' co-operative learning is a strength of the school; they work instinctively well together and share their ideas enthusiastically. They listen carefully and show a well-developed respect for the opinions of others.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The EYFS provides a broad, creative curriculum throughout every area of learning, enhanced by specialist teaching in music, French and swimming. Staff are highly skilled in delivering a curriculum particularly suitable for boys. They work as a very strong team that understand the needs of each child in its care. They plan an excellent balance of challenging child-initiated and adult-led activities, topics derived from the boys' interests and themed weeks within the stimulating and imaginative indoor and outdoor areas.
- 3.10 The curriculum throughout the rest of the school is of a high quality and successfully covers the required areas of learning. The curriculum does not undermine the key concepts of Britishness, such as respect for the law, democracy and individual freedom. It fully supports the aims of the school to deliver a stimulating range of boy-centred opportunities to excite and enthuse young boys and subsequently ignite a passion for discovery and the beginning of lifelong learning. It is suitable for all ages and abilities, and meets the needs of all pupils. The curriculum is broad, with a focus on English, mathematics and science. It is notably strong in the excellent opportunities provided for the personal development of pupils, including preparing them for life in modern British society. A comprehensive personal, social, health and economic education (PSHEE) scheme of work is supported by an excellent outdoor education programme, which promotes life skills such as teamwork and communication. For younger pupils there is an emphasis on a creative curriculum to make learning interesting, relevant and meaningful. Pupils receive specialist teaching in music, art, physical education (PE), science, ICT and DT, which includes food technology. Older pupils in the school benefit from setting in classes by prior attainment in English and mathematics. The introduction of French from Reception has resulted in much greater competency in modern foreign languages. Curriculum planning is thorough, and schemes of work are detailed and effectively support

progression. The excellent curricular provision is underpinned by academic focus and the preparation of pupils for the next stage of their education.

- 3.11 Provision for pupils with SEND is excellent. The school has a thorough process to identify and track pupils. High quality support is given both in one-to-one sessions from specialist staff and through focused support within lessons. Staff are given clear and concise communications about the needs of all pupils in the school. These plans are reviewed and updated regularly, ensuring that the needs of the pupils are met fully. Excellent levels of challenge ensure that pupils identified as able, gifted and talented are provided for, and there are many extra opportunities for pupils to extend themselves through initiatives such as the QEGS Diploma, a range of challenges for Years 4, 5 and 6.
- 3.12 The experiences of the pupils are enriched through visits and visitors linked to the subjects and topics studied. Parents who have particular expertise are actively invited to talk to the pupils to broaden their educational experience. All age groups of pupils have access to a diverse number of clubs, visits and trips to venues such as local places of worship, galleries, museums and outdoor education centres. Many high quality residential trips support the curriculum and provide valuable opportunities for the pupils to experience new challenges away from the school and to extend their portfolio of skills.
- 3.13 Extra-curricular provision is excellent. The wide range of activities greatly enhances the physical, creative and thinking skills of the pupils. The pupils enjoy an excellent array of clubs, which provide extensive opportunities for sporting, cultural, academic and artistic interests to be followed. These include choir, golf, swimming, fencing, art, cookery, gardening, sewing and martial arts, with many opportunities for performances, competition and celebration. The pupils benefit from excellent links with the local community, such as attending workshops at local galleries and sculpture parks, as well as participating in a local outdoor education programme. Pupils benefit from excellent links with the cathedral in the city, particularly as the school provides a small number of choristers each year. The school has also created a strong link with local good causes, such as a children's charity, fund raising and organising special parties for them.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent.
- 3.15 Staff in the EYFS have high expectations and a very secure understanding of how children learn. They plan exciting and challenging tasks to further individual learning and develop the children's investigative and imaginative skills. Planning and assessment are particular strengths of the setting. This results in high quality and often inspirational teaching.
- 3.16 Throughout other years, high quality teaching successfully promotes the aims of the school to provide a range of teaching and learning styles, enabling the progress of all pupils to be monitored and targets to be set for the future development of both individuals and year groups. Following a recommendation from the previous inspection, excellent practice is now widely shared to ensure that planning takes assessment and good quality marking into account in order to meet the needs of pupils of all abilities and needs. The quality of teaching has improved since the previous inspection.

- 3.17 The teachers know their pupils extremely well and planning is based on a strong understanding of all the pupils' needs. All lessons are planned with an understanding of how boys learn best. Thorough planning takes account of pupils' previous learning, and target setting shows how progress can be best achieved. Encouraging and supportive marking across all subjects is suitably guided and in line with whole-school marking policies. The pupils understand the mark scheme and feel that it gives them a clear indication of how they can improve their work. Planning is monitored by subject co-ordinators, who, along with senior members of staff, carry out regular work scrutiny and planning reviews. The subject co-ordinators meet regularly on shared teaching aims, signalling any areas where extra support is required. Very constructive informal and formal assessments throughout the school pertinently inform future planning for progress. Learning objectives are clearly stated, and pupils particularly appreciate how their targets for improvement enable greater achievement and promote their self-esteem. Verbal feedback offers more valuable individual support and reinforcement.
- 3.18 The excellent teaching draws particularly on the teachers' strong subject knowledge and a very skilful engagement of the pupils' interest. The use of subject specialists has further enhanced levels of learning. Lessons are creative, exciting, inspiring and lively. The pace of lessons is excellent and pupils respond with a sense of fun and a genuine joy of learning. Lessons are well managed, with a mutual respect between staff and pupils. Time is skilfully planned for the application of knowledge and skills, consolidation and personal reflection. Extensive ICT resources are used effectively by teachers and are an integral part of lessons. This increases interaction with the pupils, and teaching is enhanced through these high quality resources. Teachers provide a vibrant learning environment, displaying information and celebrating pupils' work and achievements.
- 3.19 Enthusiastic teaching keeps pupils focused on their work, promoting excellent behaviour. The teaching is engaging, with good pace and content that challenges pupils of all abilities and encourages a willingness to learn and achieve. High quality teaching is skilfully delivered using a wide range of teaching styles that meet the needs of all pupils. As pupils move up the school, teaching ensures that they take increasing responsibility for their own progress, becoming more independent learners. Highly skilled teaching ensures that the needs of pupils who are able, or who have particular gifts and talents, are met fully through access to further challenges in every lesson and additional targeted programmes. Teaching meets fully the needs of those pupils with SEND, supported by a comprehensive learning support programme that includes, where appropriate, withdrawal from lessons for individual and group sessions with specialists, in-class support staff and targeted provision by the class teacher. The excellent use of teaching assistants plays a significant role in the nurturing of pupils' self-esteem and progress.
- 3.20 Teaching promotes tolerance and respect, and all teachers are careful to ensure that work and discussions on political issues are balanced and non-prejudicial. Skilful questioning and debate ensure that a balanced view is always presented.

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 In the EYFS, children learn to co-operate and take turns, for example when playing a mathematics game on the computer. They make decisions and choices during child-initiated sessions and when selecting snacks. British values are actively promoted throughout the setting. This was demonstrated as children respectfully stood still and observed a minute's silence on Armistice Day and understood the significance of poppies. Positive attitudes to diversity are fostered. Children learn to celebrate other cultures, for example when attending a Diwali workshop. They learn empathy for one another's feelings in their 'circle time' sessions. Children responded with gentleness as they sang and used instruments to accompany a lullaby during a nursery rhyme music lesson. They have many opportunities to be independent. They look after their own belongings and tidy up promptly. Children are very well prepared for the transition into the next stage of their education.
- 4.3 From Year 1, pupils have a thorough understanding of the principles that underpin life in modern Britain, which are integrated into all aspects of the curriculum and actively promoted through the school. Pupils' knowledge and understanding of shared cultural values are deepened through the school's focus and commitment to ensuring that they fully understand traditions and their role within society. They discuss key British historic events and explore different cultures throughout the world. This enables the pupils to be ready to engage with the wider world, with a tolerance and respect for all backgrounds and beliefs.
- 4.4 The pupils' spiritual awareness is strong. Their success at school enhances their sense of self-esteem, and they maintain a strong sense of empathy towards others. Pupils are emotionally mature, demonstrating clear self-awareness. Their personal development is further enhanced by the outdoor education opportunities, allowing them to build resilience and a strong sense of teamwork. They exhibit a great sense of pride in all aspects of their school life and often celebrate this together in assemblies or during class time. Pupils show a deep appreciation for non-material aspects of life through their involvement in areas such as music and art. Their spiritual awareness is further enhanced through singing of school songs with pride and the quiet reflection within the communal saying of prayers, and it is also successfully promoted across the curriculum.
- 4.5 The moral development and understanding of the pupils are excellent and are reflected in their good manners and high level of self-discipline. From the youngest year groups, pupils show strong moral awareness, evident in their clear understanding of the school rules. They demonstrate excellent behaviour and a mature sense of right and wrong. Their moral sense is heightened through learning to make good choices, which is promoted successfully in the PSHEE curriculum and evident throughout the school day. It is reinforced with frequent rewards, and pupils are encouraged to work and play within set guidelines. Praise is given for showing good character and pupils fully understand why it is received, strengthening their moral development. Pupils gain a knowledge of the law of England.
- 4.6 Pupils' social development is excellent. Pupils are personable and keen to share their experiences with others, and a strong sense of community is evident throughout the school. Their social awareness is strengthened by responsibilities

given throughout the school to assist with daily routines: all pupils are given a range of monitor duties. The school council nominates a good cause to support, and charity days are held twice a year which increase the social awareness of the whole school. Thus, pupils demonstrate responsibility and care towards the society of the school and to the world beyond. Pupils' economic awareness is strengthened as they help to budget for fund-raising events.

- 4.7 Excellent cultural understanding is enhanced through the religious studies and PSHEE programmes, which focus on respect for others, and the school provides a balanced education on a range of faiths and cultures. The cultural awareness of the pupils is strengthened through celebrating events such as Diwali and Chinese New Year, and through visitors who come in to talk about different cultures and traditions. Classroom displays inform pupils about faiths, and trips are made to local places of worship, all promoting understanding of and respect for all cultures and for people's differences. Pupils appreciate the values and traditions of all backgrounds, including Western culture, and are able to talk freely, considering that they will be respected and appreciated.
- 4.8 The pupils demonstrate a broad knowledge of public institutions, for example through strong links with a local hospital and cathedral. Their understanding and respect for democracy are increased through events such as mock elections and general knowledge quizzes.
- 4.9 All pupils are fully prepared for the transition to secondary education, showing high levels of personal development. They are confident and independent, taking responsibility for their educational journey.

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

- 4.10 The contribution of arrangements for pastoral care is excellent.
- 4.11 In the EYFS, identified key people develop strong and caring relationships with children, ensuring excellence in their pastoral care. Children learn about keeping safe; for example when using trowels to plant their bulbs. They understand the role of exercise in maintaining a healthy lifestyle. Staff help them to develop good hygiene practices, such as washing their hands thoroughly and independently. They begin to understand healthy eating and enjoy the nutritious lunches and fruit snacks provided. Good manners are promoted within the calm, family atmosphere of the dining hall. Behaviour is exemplary because staff have high expectations and are excellent role models.
- 4.12 The excellent pastoral care structures throughout the rest of the school ensure that pupils receive outstanding care, support and guidance, in accordance with the school's aims, maintaining the high standards noted at the time of the previous inspection. Pupils feel happy and safe. They thrive in an environment in which they are known, valued and praised for their efforts. Assemblies, such as for 'rewards and awards', recognise achievement and effort. Any pastoral issues are communicated efficiently, with systems in place to ensure effective monitoring and comprehensive overview. Excellent relationships between staff and pupils, and amongst the pupils themselves, are a strength of the school. The pupils' confident and friendly manner is a result of the high standard of pastoral support that they receive.
- 4.13 Pupils benefit from measures to promote a healthy lifestyle. Lunches are nutritious, well balanced and appetising, and pupils are encouraged to make healthy meal

choices. A full programme of PE, games, clubs and outdoor education, in addition to break times, enables pupils to develop healthy lifestyle habits. This is reinforced through the curriculum in PSHEE, food technology and science.

- 4.14 Standards of behaviour are high and the pupils are well mannered, self-disciplined and polite. The school's anti-bullying policy is implemented well. In questionnaire responses, pupils and parents said that there are few incidents of bullying and that they are confident, should they occur, that the school deals with them efficiently. The school has effective measures to guard against cyber-bullying and is successful in educating parents and pupils about e-safety. In response to their questionnaire, some pupils felt that sanctions are not fairly applied by all staff. Inspection identified some inconsistencies in the application of the school's systems.
- 4.15 The excellent relationship between pupils and staff creates opportunities for open dialogue, ensuring that the pupils' opinions are heard. Pupils also make their views known through the well-structured school council and in the many suggestion boxes around the school. For example, pupils were actively involved in the design of the renovation of the buildings and in a new lunch menu, showing the value that the school places on their opinions.

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 Within the EYFS, safeguarding is rigorous and staff have been trained well in child protection and paediatric first aid. Staffing levels reflect requirements, and all staff understand what to do in the event of a concern. Children feel safe and happy at school. Staff recruitment procedures are suitable; all required checks and declarations have been conducted and recorded accurately. Children's attendance is regular and monitored. Risk assessments are rigorous and are undertaken regularly for indoor and outdoor activities and visits off site.
- 4.18 Policies and procedures to safeguard pupils are up to date, comprehensive and fully implemented. They reflect the requirements of the national strategy to prevent radicalisation. The school works closely with a number of local safeguarding agencies, as pupils are from a wide area. Senior staff with responsibility for safeguarding have been trained at the appropriate level and regularly undertake update training. Other staff receive regular training from professionals outside the school, and there is comprehensive induction training for new staff. A leaflet is given to all who arrive to work on the school site, setting out basic safeguarding information. Careful attention is given to ensuring that all staff have undergone the required checks for safer employment, and comprehensive and accurate records of these are kept centrally.
- 4.19 A detailed fire policy and procedure, staff training and professional fire risk assessments are in place to reduce the risk from fire. Records cover regular drills and the maintenance of installations and equipment. Meticulous risk assessments support the safety of pupils in both activities on the school site and when they are on trips and visits out of school. Both the risk assessment policy and the health and safety policy show careful attention to the health and safety of all at the school and are supported by detailed records of a wide range of essential checks. The buildings and grounds are maintained to a very high standard. A comfortable and suitable medical room, staffed by a trained nurse, provides excellent facilities for the care of sick or injured pupils or those who have particular needs. All of the staff

have been trained as first aiders, including some at a higher level. The policy, which includes the EYFS, gives clear information about the administration of first aid.

- 4.20 The admission and attendance registers are appropriately maintained and correctly stored for the previous three years.

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 is strong in the EYFS and governors work with staff to keep abreast of regulatory requirements. A dedicated EYFS governor has recently been appointed in order to bring early years expertise to the board. Through the work of both the full board of the Foundation and the general purposes committee for the senior school, the governors provide highly effective oversight of the school, including in the EYFS. Reports from the head and members of the senior leadership team to all meetings provide detailed information to support the work of the governance of the school. Regular meetings at the school between the chair of governors and senior leaders, and visits to many areas of the school, ensure that monitoring by the board is effective and responsibilities for educational standards are fulfilled. Careful financial planning has ensured strong investment in staff, the accommodation of the school and resources. Long-term plans for the development of the school are prepared and successfully carried out, promoting future improvements in many areas.
- 5.3 Links between the general purposes committee and the school, especially with the head, ensure that the committee, backed by the board, is able to support and challenge the head and the senior leadership team, and is a source of stimulus for progress.
- 5.4 The governing body fully discharges its responsibilities for meeting statutory requirements, including undertaking the annual review of safeguarding and child protection arrangements by the full board.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 Leadership and management within the EYFS are excellent and a particular strength of the setting. Thorough policies, including safeguarding, reflect the latest statutory requirements and procedures are well implemented in practice. Children's safety is promoted within a welcoming and vibrant environment. Self-evaluation is a continuous practice central to the setting. Leaders share a fervent vision and strive for excellence. Educational programmes are well monitored; the regular professional supervision process helps staff to further their roles. They have many opportunities to attend courses and share new knowledge. This contributes positively to their teaching and to children's learning and development. Activities, displays and practice which actively promote equality, diversity and British values are prevalent throughout the setting.
- 5.7 At all levels, excellent leadership and management fully support the school's aims to establish a happy, caring and vibrant community that enables pupils to be appropriately equipped for the next stage of their education. The group meetings between the heads of the four schools in the Foundation provide valuable support for the junior school leaders in ensuring that the aims of the Foundation are fully realised. Leadership and management give a clear vision for the school's future and

- they demonstrate a strong determination for continuing improvement. The senior leadership team, drawn from across the school, is successfully supported by subject co-ordinators who carefully monitor the teaching and learning in their respective areas, providing great strength to the middle management within the school. Leadership and management are effective at all levels in discharging their delegated responsibilities, particularly in the area of safeguarding, which is given a high profile.
- 5.8 Throughout the school, self-evaluation is a strength. Leaders carry out regular reviews of all school documentation, including plans, policies and procedures. They understand the significance of self-review against a changing educational background. The excellent development plan, which fully supports the school's aims and ethos, is supported by linked subject and aspect plans that involve staff at every level of the process. The school has introduced many new initiatives since the previous inspection and their success is evaluated regularly to improve the outcomes for pupils. The leadership and management of the school are characterised by a high degree of enthusiasm and determination.
- 5.9 The school is successful in recruiting, retaining and developing well-qualified staff. Safer recruitment practices are followed. All staff are fully supported through an extensive professional development programme. Professional development needs are linked to the excellent staff appraisal programme, and clear targets for improvement are set. All staff are suitably trained for their roles, particularly in the area of safeguarding, welfare, health and safety. In questionnaire responses, parents were overwhelmingly supportive of the leadership and management of the school.
- 5.10 The school enjoys strong links with parents, carers and guardians. In the EYFS, parents are highly pleased with the education their children receive and the many opportunities to be involved in this. They are given valuable information to help them support their children's learning and can participate in workshops to help them understand the EYFS curriculum. This helps to ensure that every child makes appropriate progress, including those children who are able or have SEND. Reports to parents are thorough and informative, and contain individual targets as well as children's comments about their own achievements.
- 5.11 In other year groups, the school's relationship with parents is very constructive and based on a depth of knowledge and genuine care for the pupils and their families, in accordance with the school's aims. Parents feel that staff know their children very well. They greatly appreciate the warm atmosphere of the school and the pastoral care that extends beyond the pupils to their families.
- 5.12 Any concerns, however minor, are handled promptly and carefully. Staff are easily accessible to parents, in person, or by telephone or email. Parents greatly appreciate the 'open-door' policy. Any complaints are handled according to the published complaints procedure.
- 5.13 Parents have many opportunities to be actively involved in the work and progress of their children. They receive electronic bulletins and termly diaries, and have the opportunity to voice their opinions and views to support the development of the school. A range of other events such as information or subject evenings and 'dads and lads workshops' are greatly appreciated.
- 5.14 Parents are highly satisfied with the communication they have with the school. The parents of current and prospective pupils are provided with the required information about the school and are sent copies of the prospectus and parent handbook. In

addition, parents find the school's comprehensive website very useful. Reports to parents are clear and informative, and include targets for improvement. Parents said that every teacher makes them feel that their children are special and have particular strengths and talents. Throughout the school, in questionnaire responses and discussion, parents were overwhelmingly happy with the education and support provided for their children.

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