



INDEPENDENT SCHOOLS INSPECTORATE

LOYOLA PREPARATORY SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Loyola Preparatory School

Full Name of School	Loyola Preparatory School
DfE Number	881/6007
Registered Charity Number	1085079
Address	Loyola Preparatory School 103 Palmerston Road Buckhurst Hill Essex IG9 5SG
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Email Address	office@loyola.essex.sch.uk
Head	Mr Peter Nicholson
Chair of Governors	Mrs Anne Marie Fox
Age Range	3 to 11
Total Number of Pupils	177
Gender of Pupils	Boys
Numbers by Age	3-5(EYFS): 33 5-11: 144
Number of Day Pupils	Total: 177
Head of EYFS Setting	Miss Victoria Cashel
EYFS Gender	Boys
Inspection dates	08 Oct 2013 to 11 Oct 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 June 2010.

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 and another governor, 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 Nunn

Mr John Greathead

Mr Ian McDonough

Mrs Lynda Sharpe

Reporting Inspector

Team Inspector (Former headteacher IAPS School)

Team Inspector (Head of Department, Society of Head's School)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Loyola Preparatory School was founded in 1990 as the preparatory department of St Ignatius College in Stamford Hill. In 1950, the school relocated as a separate school to its current site at Buckhurst Hill in Essex. In 2001, the Society of Jesus, as the original trustees, re-established the school with a new board of trustees, an endowment and full authority to run the school as an independent charitable trust. The current governing body reports regularly to the board of trustees.
- 1.2 This Catholic school is for boys aged from three to eleven. Most pupils are from a range of professional families living nearby in the surrounding locality. Approximately two out of five pupils has an ethnic minority background. Since the previous inspection in 2010 a new all-weather playing surface has been installed.
- 1.3 The school aims are firmly based on the principles and characteristics of Jesuit or Ignatian education; justice, communal responsibility and service for the good of others are encouraged within this Christian framework. Pupils are encouraged to recognise and promote their talents to the best of their ability as well as being given the confidence and support to identify and develop areas for improvement. The notion of service as a member of the community is an essential part of the school's culture.
- 1.4 There are currently 177 boys on roll. Thirty-three children (two of whom are part-time) aged three to five years are in the EYFS, and 144 aged five to eleven are in Years 1 to 6. The school has identified 12 pupils as needing support for special education needs and/or disabilities (SEND), usually in literacy or mathematics. One pupil has English as an additional language (EAL) and is receiving additional support. No pupil has a statement of special educational needs. The ability profile of the school is above the national average, with about a third of the pupils having ability levels that are well above the national average.
- 1.5 Most pupils enter at the age of three or four, but children can enter the school at any stage of their education if space is available. Pupils stay in the Nursery class initially before moving into the Reception classes at the age of four. Following their time in the EYFS, they move into the lower school section at the age of five and then at seven into the upper school department.

- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Kindergarten	Nursery
Reception	Reception

Lower school and upper school departments

School	NC name
Pre-Prep 1	Year 1
Pre-Prep 2	Year 2
Prep	Year 3
Elements	Year 4
Figures	Year 5
Rudiments	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 From the youngest children onwards, pupils' achievements are excellent as are their attitudes to learning. The overall quality and standards of the EYFS are excellent, successfully contributing to the achievement of the school's aims of providing an environment in which children feel secure and can grow in confidence and self-esteem whilst also encouraging all children to reach their full potential. Almost all children reach the Early Learning Goals by the age of five, with several exceeding them. Right across the school, pupils' skills, knowledge and understanding develop well throughout the curriculum. Pupils are highly articulate and use their literacy and numeracy skills very well in different subjects. Their use of their information and communication technology (ICT) skills is good and well developed in several areas of the curriculum. Pupils' creativity is of a high quality and they thoroughly enjoy opportunities to reason and investigate for themselves. Pupils' standards in singing are exceptional. Pupils of all abilities make a rapid rate of progress. Consequently they reach excellent levels of achievement. The high quality teaching they receive is the main contributory factor in enabling such rapid progress to be made and such high standards to be achieved. However, in a number of instances the quality of the marking of pupils' work is inconsistent. The assessment of pupils' overall achievement is very good in many subjects, although this is not the case with all. Pupils with SEND as well as those with EAL also make significant progress because they receive individual work and support in their lessons. In addition the overall provision for them is of high quality. Provision for those who are gifted and talented is sound with many lessons having work set that closely matches their abilities. However this is not the case in all lessons. The support structure for such pupils is not sufficiently rigorous. Pupils' behaviour is excellent. Pupils' learning is extremely well supported by the broad and well-balanced curriculum, together with an excellent range of extra-curricular activities, trips and visits.
- 2.2 Pupils' personal development is excellent throughout the school. It is well supported by the highest quality pastoral care given to the pupils. Whilst most areas related to the arrangements for pupils' welfare, health and safety are sound, there are aspects connected to the checking and recording of staff appointments that have been inadequate until very recently. Pupils work well together and respect each other's views and opinions. They are able to reflect on the non-material aspects of their lives and show great compassion for those less fortunate than themselves through fund-raising for charity.
- 2.3 Governance is sound and governors have a good insight into the working of the school. They generally carry out their monitoring role effectively except, for ensuring that the school meets all requirements in the area of staff recruitment. Governors provide high quality support, challenge and stimulus for growth and improvement. Good quality whole school development planning is in place. The leadership and management of the school are sound and, as with governance, requirements in the areas of welfare, health and safety have not always been adequate, although systems now meet requirements. Subject leaders have a sound understanding of their role and the responsibilities they have. However a rigorous system to ensure that they are able to carry out that role is lacking. Policies to cover aspects of school life are regularly reviewed. Most, with the exception of certain aspects of the marking policy, are well implemented by staff. Links with parents are excellent and they are very happy with their involvement with the school.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:
- implement all appropriate safeguarding arrangements [Part 3, paragraph 7(a) and (b), under welfare, health and safety of pupils];
 - implement all requirements under the appointment of staff [Part 4 Regulation 19 (2) a, b and c and (3) under suitability of staff, supply staff and proprietors];
 - complete an accurate single central register of appointments [Part 4 Regulation 22 (3) a to g; (4); (6); and (7) a, b under suitability of staff, supply staff and proprietors]
- 2.5 In order to comply with the safeguarding and welfare requirements of the Early Years Foundation Stage, the school is required to:
- record accurately information about staff qualifications and the identity checks and vetting processes that have been completed [Regulation 3.12 under suitable People]

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Ensure that the policy for the marking of pupils' work is consistently implemented by all.
 2. Further develop the roles and responsibilities of subject leaders so that they are fully understood and rigorously implemented.
 3. Extend the programme for able, gifted and talented pupils so that provision is made for them in all lessons.
 4. In respect of the EYFS to implement existing plans to extend specialist ICT provision.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The overall quality of the pupils' achievements and learning is excellent.
- 3.2 The school's aims are well carried out in this area and as a result pupils are very well educated. High quality teaching, significant encouragement and excellent support ensure that pupils' individual abilities and potential are fully appreciated and nurtured.
- 3.3 From the EYFS onwards pupils achieve high levels of knowledge, understanding and skills in the subjects of the curriculum and in extra-curricular activities. Pupils read confidently, are most articulate and are able to reason logically. They have an extremely wide range of knowledge for their age. Younger pupils achieve excellent standards of literacy and older pupils write very well, both factually and creatively. A recently published book of pupils' poetry is clear evidence of this. Pupils' numeracy skills are very strong; they can work independently and think critically. Pupils use ICT competently across a range of subjects for research or to present their work. Pupils are most creative, as seen in the high quality art work, their work in English and, in particular, music.
- 3.4 Outside the classroom pupils' achievements in both group and individual activities are significant. Given the size of the school, the wide range of extra-curricular activities enables pupils to extend their interests and, where appropriate, compete successfully at a significant level. Several sports teams achieve good levels of success locally in rugby and football. Successes in music are considerable, notably with instruments such as piano, strings and guitar. Exceptional standards are attained by pupils in singing with the school choir taking part in a thanksgiving mass at Westminster Cathedral and as members of the Ignatian choir singing at the Royal Festival Hall. The school choir has also sung in St Peter's Church in Rome. Pupils greatly appreciate the opportunities they have in this area. Pupils have also achieved considerable success in poetry and writing in national competitions.
- 3.5 In the EYFS, excellent progress is made towards the Early Learning Goals with most children achieving and many exceeding them. At this age children show high levels of confidence, independence, curiosity, imagination and concentration. They listen carefully, read well and write in sentences using simple punctuation. They cleverly use apparatus to make number bond to ten, recognise shapes, solve simple problems and use mathematical language with confidence.
- 3.6 The following analysis uses the national data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are currently available. The performance of pupils in national tests at the age of eleven is excellent in relation to the national average for maintained primary schools. In 2010, results were far above this national average. In relation to the standards at entry, this represents excellent progress. This finding is reinforced by the evidence available from lesson observations, work scrutiny and interviews with pupils. When leaving the school most pupils pass stringent entrance examinations to their first choice independent senior school. A significant number of these pupils achieve academic scholarships.
- 3.7 Pupils with SEND and EAL achieve particularly well. The very good quality of support they receive for their learning, together with an extremely well-structured

programme of work, enables these pupils to achieve the highest standards of which they are capable. Academic challenge for the most able is evident in many lessons. As a result, in such lessons these pupils have work set for them that is well matched to their high ability levels. However this is not always the case. A structured programme to ensure the continued success of such pupils is being developed. Success for pupils in areas other than external examinations, such as writing and music is well recognised. Effective records are kept which efficiently chart pupils' achievements in almost all areas of school life even though in certain subjects the quality and depth of such records is better than in others.

- 3.8 Pupils have excellent attitudes to learning right through the school from the EYFS onwards. Their exemplary behaviour in the classroom strongly supports their overall achievement. They are skilled learners, capable of working both independently or co-operatively and can organise their work efficiently. In addition they work hard, are focused and willingly and confidently put forward their own ideas.

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

- 3.9 The contribution of the curricular and extra-curricular provision is excellent.
- 3.10 Throughout the school, the curriculum meets the needs of all of the pupils, covers the requisite areas of learning and fulfils the school's aims to instil recognition of the talents and achievements of all pupils. They are very well prepared for the next stage of their education. Curriculum planning is thorough, comprehensively covering programmes of study. The implementation of the curriculum is monitored carefully to ensure that it provides continuity of education and progress across the years.
- 3.11 The quality and provision of the curriculum for the EYFS are excellent. The planning of the curriculum takes account of the way in which boys learn and relates all learning to the boys' own interests. The curriculum is well balanced and enhanced by specialist teaching in music, physical education (PE) and music and movement. There is a good balance between child initiated and adult led activities. The EYFS accommodation is bright and welcoming and the outdoor environment, which includes an adventure playground, is used to good effect across all areas of learning. However, the current provision for ICT is limited. The school has recognised this and has very good plans in hand to remedy the situation. Children have ample opportunities within the setting to investigate, explore and think creatively; they all enjoy their learning.
- 3.12 In Years 1 to 6 the curriculum broadly follows the National Curriculum. The introduction of German from Year 3 enhances the development of the pupils' linguistic abilities very well. In addition to modern foreign languages, pupils benefit from subject specialist teaching in mathematics, science, music, PE and history; facilitating pupils' high achievement. Setting on the basis of prior attainment is introduced in mathematics and English from Year 3, enabling the curriculum to be tailored more closely to individual needs. Pupils identified with SEND have individual education plans (IEP's) which are reviewed regularly in consultation with parents, allowing the pupils' progress to be very well tracked by specialist staff. Support in class or in one to one sessions is therefore well targeted.
- 3.13 The curriculum also makes very good provision for pupils to design, produce and display their art, design and technology work, fostering success in creative skills. Skills developed in ICT are put to good use in other subject areas, permitting pupils to use ICT effectively as a tool for learning. Provision for music is excellent with

regular opportunities for whole school singing during assembly and at mass. The performance and commitment shown by the 'Schola' choir to large audiences both nationally and internationally, is excellent.

- 3.14 Personal, social and health education (PSHE) makes a strong contribution to curricular provision and is effective in encouraging pupils to develop their understanding of themselves, other people and the wider world. The curriculum is enriched through numerous educational visits, visitors to the school and the input of parents, thus enhancing links with the wider community. Pupils support worthy causes at home and abroad including charities supporting disabled and disadvantaged children at home and overseas.
- 3.15 Pupils take advantage of the excellent range of activities and clubs on offer both at lunch time and after school, which serve to enhance the pupils' achievement greatly. They cater for a range of creative, sporting and academic interests. Pupils' experiences are broadened further via a good range of trips and visits. For example, pupils in Year 4 undertake a residential trip to an activity centre while those in Year 6 enjoy an activity week and visit Normandy Beaches and a French chateau.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is excellent.
- 3.17 Pupils' high levels of attainment are reached largely as a result of excellent teaching. Similarly the rapid rate of progress made by all pupils is again as a consequence of the highly effective teaching they receive. Such high quality teaching also helps pupils to achieve their individual potential, which is in line with the aims of the school.
- 3.18 In the EYFS, adults provide excellent targeted support for the children, allowing all to make excellent progress. The high quality of teaching and the staff's thorough understanding of the EYFS framework as well as accurate observations and assessments, ensure that children's individual needs are well met. High quality planning, for activities both indoors and outside, ensures that every child is suitably challenged by the learning experience provided. Staff have high expectations of pupils' work and behaviour and use a wide range of high quality indoor and outdoor resources to engage them in their learning.
- 3.19 In Years 1 to 6, many opportunities are provided for the pupils to discuss their work in subjects such as art, history and English and to think for themselves. Pupils noted this as a major strength of the school in the responses to the pre-inspection questionnaire. This has a considerable impact on developing their oral communication and self-confidence.
- 3.20 Teachers' subject knowledge and lesson planning are excellent and, in particularly good lessons, such planning is based upon an evaluation and recognition of pupils' individual needs and abilities. Most lessons are characterised by lively and enthusiastic teaching with the tasks that pupils are asked to do being considerably demanding. The use by teachers of skilled questioning techniques ensures that pupils' thinking is consistently challenged. The tasks that pupils are required to do are varied and well matched to their individual abilities. Praise and encouragement are well used and this adds to pupils' significant learning and progress. On those few occasions where teaching is not so highly effective, the work they are asked to do is not sufficiently closely matched to different pupils' abilities, particularly with the able, gifted and talented pupils. In some cases, the pace of learning is too slow for

the pupils' needs. As a result, pupils have more limited opportunities to take on some responsibility for their learning or to have to think for themselves.

- 3.21 Work for pupils with SEND is most carefully planned by the special educational needs co-ordinator in order to provide individual help for these pupils in their lessons. Such planning is based on high quality IEP's which provide information about each pupil's particular needs. Consequently this enables teachers to adapt their teaching even more appropriately for the pupils. Pupils with EAL are well catered for in individual lessons or in some cases through withdrawal support. The needs of able, gifted and talented pupils are usually very well catered for in individual lessons. However, on a few occasions they are not always given work that is precisely matched to their individual needs.
- 3.22 Resources for pupils to use in classrooms are plentiful and of high quality. Teachers use these very well to support their pupils' learning and to motivate them. Interactive whiteboards are readily available and the good use made of them by staff helps to produce stimulating lessons. They are also well used to motivate pupils and maintain their interest.
- 3.23 In the EYFS, rigorous assessment through observations, photographs and assessments of work allow staff to build up an accurate picture of each child's learning and development which is then summarised in folders of their work. Such assessments are used effectively to guide teachers' planning. An on-line programme is most effectively used to track each child's progress. In the remainder of the school, the marking of pupils' work is generally of sound quality. Most of the work is marked regularly and in the best practice the marking contains encouraging words, suggestions for improvement as well as appropriately set targets for pupils to achieve. However, the marking policy is not always closely adhered to by all staff. Good quality oral feedback from teachers ensures that those pupils who receive it are clear about what they need to do to continue to improve. In addition, assessment data is compiled effectively to monitor pupils' progress in English and mathematics in particular. Such data is not available in all subjects of the curriculum. In those subjects where it is well established, the information is then well used to enable teachers to plan further work for their pupils, which matches their needs more closely.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school's aims, to promote social and personal skills in the religious life of the school, are met extremely effectively. Pupils are confident, caring and courteous. They show high levels of consideration for one another, listen to and respond to instructions from adults carefully, and show respect for all through exemplary manners and excellent behaviour. Pupils have a genuine concern for each other's welfare and show respect for each other's differences. In the EYFS, the children's personal, social and emotional development is excellent and they work well together, sharing happily whilst also gaining increasing independence.
- 4.3 The pupils' spiritual development is excellent. Pupils take great pride in belonging to their school community and many attractive displays in classrooms and corridors detail and celebrate their many achievements. Self-awareness, self-esteem and confidence are developed through a weekly school mass, class and whole-school assemblies, PSHE, religious education, and many other lessons. Pupils have a strong understanding of the practices and principles of Christian worship and discover the main themes of diverse world religions, notably in Year 4 where the visit of a Rabbi greatly assists their understanding of the Jewish faith. They reflect perceptively on their learning and behaviour and articulate their thoughts and feelings in a mature manner.
- 4.4 Moral development throughout the school is excellent. Pupils have a strong sense of right and wrong, showing readiness to follow the rules which guide their behaviour. They accept responsibility for their own actions and show an appreciation of how these can affect others. Displays of eco-friendly initiatives encourage all members of the school community to recognise their moral responsibility for the environment, whilst significant fund-raising for both national and international charities enables pupils to respond to the needs of a variety of worthy causes.
- 4.5 Excellent social awareness is evident in the ease with which pupils talk and interact with adults and each other. Positions of responsibility exist throughout the school with all pupils in Year 6 undertaking such roles as mentor, prefect, monitor, sports captain, head boy or deputy. Roles are performed with diligence and great pride is taken in ensuring the well-being of younger pupils. The school council is a valuable addition, providing a forum for pupils to raise issues, express their views and share in the decision-making process. Members are elected from Year 2 to 6 ensuring a broad representation from the pupil body.
- 4.6 The cultural development of the pupils is excellent and the school provides many opportunities for pupils to experience, understand and appreciate other faiths and cultures, including those of the western cultural tradition. Inspirational art work highlights the learning of cultures which include the Aboriginal culture of Australia. In addition to enhancing experiences of music in assemblies and the weekly mass, the 'Schola' choir has sung at awe-inspiring venues both home and abroad including; St Peter's, Rome; Assisi; Westminster Cathedral; Oriel College, Oxford; the O2; and the Royal Albert Hall. Pupils demonstrate that they enjoy harmonious relations with those of families different from their own.

- 4.7 By the time that they leave school, pupils demonstrate an excellent standard of personal development, and they are well prepared to continue their education at secondary level.

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

- 4.8 The arrangements for pastoral care are excellent.
- 4.9 Pastoral care makes a strong contribution to pupils' excellent personal development, a fact acknowledged by pupils and parents in their questionnaire responses. Class teachers know their pupils very well and daily contact with them provides ample opportunity to develop their highly effective relationships with them. The relationships between pupils are also excellent and those in Year 6 fulfil their roles of responsibility as mentors and prefects with enjoyment and enthusiasm. Each class has two Year 6 pupils allocated to it to help and provide support for staff and pupils. They are vigilant and active in helping anyone who needs it and convey any concerns about pupils to other members of staff. Pupils receive praise, recognition and rewards in a variety of appropriate ways which are well understood and appreciated by the pupils. These reward good work and behaviour and the house competition, with points for academic work and sport, is highly effective. A system of sanctions is considered by pupils to be fair but is seldom needed as most problems are dealt with by the class teacher and pupil discussions. Inspection findings supported this view.
- 4.10 The school is highly effective in promoting excellent behaviour. Pupils say that they feel safe at school and that any occasional unkindness is dealt with swiftly and effectively. They say that staff are always there to support them. This came through strongly in the overwhelmingly positive responses to the pupils' questionnaires. Procedures for dealing with bullying ensure that concerns are dealt with transparently and consistently. Good systems record and monitor patterns of pupil behaviour. Year 6 pupils are well prepared for their next schools by practising interview technique with their teachers and with an external adviser.
- 4.11 Staff within the EYFS strongly promote children's understanding of safety, discussing issues such as road safety and taking care with scissors. Pupils understand about keeping safe and they also benefit from regular exercise. Risk assessments are carried out on a regular basis. The equipment and accommodation are safe and all areas are well resourced. Pupils' personal and emotional development is supported through regular circle times, regular praise and rewards. Staff relationships with pupils and parents are excellent.
- 4.12 From the EYFS onwards, all pupils are aware of the importance of healthy eating and exercise which is covered in the PSHE scheme and in science. Lunches are good and offer a good choice as well as a healthy option. Whilst a number of pupils felt the meals were not very good, inspectors found them to be both nutritious and plentiful. Pupils' views are sought through the recently established school council which has representatives from Year 2 to Year 6. Inspectors judge that the pupils feel that they have a voice that is acted upon; although a significant minority of responses to the questionnaires felt otherwise. For example, the school council has requested the return of the fruit snack shop which is now run by Year 6 pupils as a business, any profit being donated to charity. The generous staff to pupil ratio ensures that staff have a very good understanding of pupils' concerns and priorities. Pupils benefit from regular exercise through physical education, sporting clubs and play time. The pastoral care of pupils with SEND is excellent. There is a suitable

plan to improve the educational access for such pupils. Pupils with SEND are well supported by the highly effective use of teaching assistants. In addition, high quality IEP's developed with good parental involvement means that the detailed needs of these pupils are well known and acted upon by all. Language therapy is also provided for any pupil with EAL.

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

- 4.13 The contribution of the arrangements for the welfare, health and safety of the pupils are sound.
- 4.14 In most areas, practice is at least good, but in the areas of staff recruitment checks and the centralised register of appointments, until very recently, did not meet requirements.
- 4.15 The safeguarding policy is comprehensive and accurately reflects official guidance. All staff, including those in EYFS, receive child protection training which is updated regularly with a briefing in addition to full training at the required times. There is a designated child protection governor and two child protection officers. Policies are clear, reviewed carefully on a regular annual cycle, and well integrated into the procedures and practices of the school. Parents and pupils expressed confidence in the care the school provides. The school has close links with the child protection agencies and uses local services to ensure that designated staff and their colleagues are appropriately trained.
- 4.16 Those involved in the appointment of staff have all completed safer recruitment training. Health and safety procedures are excellent with thorough policies and risk assessments prepared for tours, trips, activities and the school's facilities. All risk assessments are approved by the deputy head. The school employs the services of a professional risk management company to assist in the process of risk assessment of the school's buildings. A system for reviewing health and safety issues is in place. Relevant staff are quickly and efficiently informed of any health and safety matters arising, with issues soon resolved. Staff are aware of the need to inform the bursar or premises manager should a problem occur. All the necessary measures to reduce the risk from fire and other hazards have been taken and termly fire practices are held. The fire alarm is tested on a weekly basis.
- 4.17 Twenty-one staff are qualified in first aid, with 17 being qualified at a higher level. Should pupils become ill at school they are cared for by one of the teaching assistants and their parents are contacted. Staff are well informed about pupils' individual medical needs and any new issues are passed on to the relevant teachers by the first aid coordinator. Medical information is kept electronically and on a hard copy in the reception class. An accident book for pupils, teachers and visitors is held in the reception class. Parents are informed on the same day or as soon as reasonably practicable about accidents and any treatment given. The admission register meets requirements and attendance registers are completed and stored correctly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of the governance of the school is sound.
- 5.2 Governors provide careful and considered governance which supports the school in the achievement of most of its aims, as well as supporting the pupils' excellent personal development and their overall achievements. Governors generally have a broad range of specialist skills that cover most legal and financial requirements. In addition, individual governors have specific responsibilities for areas within the school such as safeguarding and the EYFS. Governors carry out careful financial management. Communications between governors, particularly the chair of governors, and the senior managers of the school are excellent. In the EYFS the designated governor takes a keen interest and the detailed, effective policies and procedures are regularly reviewed. All aspects of education and care provided by the school are discussed at governors' meetings.
- 5.3 Governors work very well with the staff and senior managers to consider the future developments of the school. Consequently, they are well involved in strategic planning. In addition, well informed reports from the head teacher ensure that they are well aware of developments going on in the school. Furthermore, when opportunities arise they take every opportunity to visit the school to observe some teaching and talk to pupils. This is particularly so on the annual 'Visitation Day' when all governors spend the day at the school. As a consequence of their good understanding of the school's needs, they are able to maintain an oversight of the school and are therefore able to oversee strong educational provision and appropriate investment in staff and material resources.
- 5.4 Governors are aware of their legal responsibilities and have carried out most of these carefully. In terms of safeguarding and child protection they, through their link governor, have regular contact with the school's designated persons and as a group, review the school's policy and practices. Health and safety policies and the associated risk assessments are also carefully monitored at this overview level. They have been less effective in monitoring, on a regular basis, the efficiency with which they are carried out. Consequently the systems for the completion of the single central register and the full completion of staff records have been insufficiently rigorous. Very recent staff appointments have demonstrated that there is now a fully rigorous system in place.
- 5.5 In order to maintain contact with the school and its work, governors attend a variety of other school functions including concerts, sports matches and many other school events. Some governors, particularly those with areas of specific responsibility, visit the school on a more regular basis to observe the day-to-day practice.

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

- 5.6 The quality of the leadership and management of the school, including links with parents, carers and guardians, is sound.
- 5.7 The leadership and management of the school are most effective in enabling the school to achieve most of its aims; the school's outcomes are of very high quality. However failure to meet some regulatory requirements means that aims related to the safety and welfare of the pupils have, until recently, not been fully met, particularly in the area of safer recruitment. Since the previous inspection excellent progress has been made in revising the roles and responsibilities of senior managers so that there is now an appropriate system in place for monitoring teaching and learning as well as the assessment procedures used by the school. The head teacher and senior management team are highly efficient and approachable and effectively lead the work of the school. In addition, they have a very clear vision for its future. Their role in overseeing the work of the school and the standards that pupils achieve is also well structured, and is effectively carried out. Pupils' work is carefully scrutinised as is teachers' planning and the quality of teaching that pupils receive. The roles of middle managers are developing appropriately, although the school rightly recognises that more work remains to be done in this area.
- 5.8 The leadership and management of the EYFS are sound. The EYFS coordinator's strong leadership sets a clear direction for the setting with a strong focus being on the well-being of each pupil and their personal achievement. The safeguarding and welfare of the children is sound. EYFS staff are well trained in their roles, have enhanced Disclosure and Barring Service (DBS) clearance and have received full training in child protection, fire safety and paediatric first aid.
- 5.9 All those in senior management positions play a most significant part in extending pupils' personal development and in continually seeking ways to raise their achievement levels. A welcoming and stimulating environment is provided for the pupils. Good quality school development planning clearly identifies an appropriate number of objectives. Subject development plans are not as securely in place. Sound strategies to monitor the on-going work of the school are carried out by the school's senior management.
- 5.10 The school takes care to select high quality staff and effective strategies for their induction are used. The professional development of staff is good and they are adequately trained in their individual roles. In addition, the school's appraisal system is of good quality and plays a significant role in individual staff development. Policies and procedures for various areas of school life are regularly updated and these again are of a good quality. On occasions, not all policies, for example the policy related to the marking of pupils' work, are rigorously carried out in practice. Teachers, classroom support assistants and non-teaching staff are deployed effectively and make a major contribution to pupils' welfare and learning. Staffing levels are good and first-rate support is given to all pupils.
- 5.11 Senior managers have not been insufficiently diligent in ensuring that those working with pupils are suitably checked through the appropriate recruitment procedures. The central register of appointments had, until very recently, significant shortcomings and records of staff appointments with the appropriate record keeping were inadequate. However, a rigorous system is now in place. All staff are

appropriately trained in safeguarding and child protection procedures. In their responses to the pre-inspection questionnaires and in interviews, pupils reported that they really enjoy being at the school and that they were very proud of it.

- 5.12 The school's links with parents, carers and guardians are excellent. In the pre-inspection questionnaires parents were overwhelmingly positive about the school and expressed their confidence in the support given to their children. They would recommend the school to another person, feel that any concerns are dealt with promptly and well and value the easy access to staff through the class email system. Parents are most happy with the comprehensive information they receive about their child's progress. No areas of concern were specifically identified.
- 5.13 Communication has been further enhanced by a new system of sending information to parents electronically and the open door policy of the head teacher means that parents can contribute ideas and make suggestions easily.
- 5.14 Links with parents are strengthened by the enthusiastic Parent Teacher Association, which holds many social and fund raising events over the school year, for example; quiz nights, annual Christmas fete, and summer ball. In addition, it contributes considerable sums of money to the school for the benefit of the pupils. For example, they recently donated £30,000 towards the cost of the all-weather play surface and in the past have bought the two school minibuses.
- 5.15 Parents have many opportunities to be involved in the life of the school, for example, by joining the school for the weekly Mass, drama and musical productions, supporting sports matches and helping in classrooms and on school trips. The school is successful in meeting its aim to work in partnership with parents and works hard to develop a family community.
- 5.16 Detailed information is available to parents and prospective parents through the prospectus and website and current parents receive regular, informative newsletters to keep them in touch with new initiatives and successes. A secondary school fair for the parents of older boys provides valuable information regarding next schools.
- 5.17 Excellent reports providing clear information about pupils' work and progress, and indicating targets for improvement, are issued twice a year and more frequently for Year 6. Regular parents' evenings provide good opportunities for individual discussion.
- 5.18 The school has an appropriate policy for handling complaints, and its procedures are followed on the few occasions when concerns have arisen.

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