



INDEPENDENT SCHOOLS INSPECTORATE

HEATH HOUSE PREPARATORY SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Heath House Preparatory School

| | |
|------------------------|--|
| Full Name of School | Heath House Preparatory School |
| DfE Number | 209/6294 |
| Address | Heath House Preparatory School 37 Wemyss Road Blackheath London SE3 0TG |
| Telephone Number | 020 8297 1900 |
| Fax Number | 020 8297 1550 |
| Email Address | info@heathhouseprepschool.com |
| Head | Mrs Sophia Laslett |
| Proprietors | Mrs Sophia Laslett and Mr Ian Laslett |
| Age Range | 4 to 11 |
| Total Number of Pupils | 94 |
| Gender of Pupils | Mixed (59 boys; 35 girls) |
| Numbers by Age | 3-5 (EYFS): 13 5-11: 81 |
| Head of EYFS Setting | Miss Caroline Delfs |
| EYFS Gender | Mixed |
| Inspection dates | 24 Sep 2013 to 27 Sep 2013 |

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. This is the first full inspection carried out by the Independent Schools Inspectorate (ISI).

The Independent Schools Inspectorate 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 proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Linda Donowho

Mr Ian Sterling

Mrs Sue Bennett

Reporting Inspector

Team Inspector (Headmaster, ISA school)

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) Recommendations 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 | 11 |
| (a) The quality of governance | 11 |
| (b) The quality of leadership and management, including links with parents, carers and guardians | 11 |

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Heath House Preparatory School is a non-selective independent day school for boys and girls aged from four to eleven years. It is located in three separate buildings in Blackheath, in south east London. The school was established in 1993 by the current proprietors. There is no governing body and the proprietors are responsible for the financial and administrative operations of the school. One of the proprietors is the head teacher and takes responsibility for all educational aspects of the school: she is supported by two family members who make up her senior leadership team.
- 1.2 At the time of the inspection, there were ninety-four pupils on roll. Thirteen of these are in the Early Years Foundation Stage (EYFS); the six boys and seven girls all attend full-time. Eighty-one pupils were in Years 1 to 6. The school has identified one pupil as having special educational needs and/or disabilities (SEND) and extra support is provided. Eleven pupils have English as an additional language (EAL), two of whom require extra support. No pupil has a statement of special educational needs.
- 1.3 The ability profile of the school is above the national average. The pupils come predominantly from business and professional families. Most pupils are of white British ethnicity and others are from a broad mix of other nationalities and cultures, reflecting the diversity of the local population.
- 1.4 The school aims to develop happy, confident, well-mannered pupils and inspire them to excel academically through their learning and investigation, as well as succeeding in sport, dramatic arts and linguistic endeavours. It seeks to provide a happy, safe and stimulating environment, which nurtures their individuality.
- 1.5 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 quality of the pupils' academic and other achievements, and of their learning, is excellent. Pupils of all ages and abilities, including those with SEND or EAL, are very successfully educated, as are the more able. The school amply fulfils its principal aim to inspire its pupils to succeed in a happy, friendly atmosphere. Pupils develop high levels of knowledge, understanding and skills, which they apply effectively over a broad range of academic and creative subjects, games and activities. Their love of reading is reflected in the high standard of their writing. Pupils visibly enjoy learning and are attentive and responsive in class. Their enthusiasm and energy are tangible. Their achievements are reflected in their consistent success in entrance examinations at the age of 11 to academically selective schools. The pupils' success is also promoted by excellent teaching and their exemplary attitudes to learning, which contribute particularly well to their progress. In lessons teaching methods are particularly effective in motivating and enthusing pupils, and challenging them to work collaboratively and think for themselves. This team spirit, evident amongst both the staff and pupils, is a strength of the school.
- 2.2 The quality of the pupils' personal development is excellent, supported by the highly caring and nurturing environment of the school. Pupils are very secure in the care and attention of the staff, teaching and non-teaching. Relationships between staff and pupils are excellent; there is mutual respect and an atmosphere of warmth and friendliness. Pupils are tolerant and respectful of each other and collaborate extremely well when working together; they have clear insight into their own cultures and those of others. Older pupils develop supportive relationships with younger pupils. They are given many opportunities for responsibilities and accept these with enthusiasm and pride.
- 2.3 The quality of governance is good. The proprietors have a keen oversight of all aspects of the school and play an active part in its success. They are motivational in their dedication and determination to achieve the highest possible standards throughout the school. The safety and welfare of the pupils are a high priority, although in the past there has been a lack of formal meetings to ensure that all policies are reviewed regularly with regard to recent statutory guidance on safeguarding. The school took action to meet all regulatory requirements during the inspection. The school is well managed overall, but similarly, formal systems for monitoring are not firmly in place. This includes systems in the EYFS for the supervision of staff to support continuous improvement and the monitoring of teaching. The school development plan has now identified areas for improvement and a new management structure is developing positively. However, responsibilities have not yet been fully implemented. Links with parents are excellent. They are extremely positive about all aspects of the school's educational and pastoral provision, and inspection evidence supports these views.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 In order to comply with the safeguarding and welfare requirements of the Early Years Foundation Stage, the school is required to:
- put in place an appropriate formal programme of supervision for EYFS staff in support of their contact with children and families.

(ii) Recommendations for further improvement

- 2.6 In addition to the above regulatory action point, the school is advised to make the following improvements.
1. Fully implement the recently formulated school development plan.
 2. Formalise all governance and management structures and meetings, and ensure that the meetings are fully minuted.
 3. Regularly, formally review all policies and procedures to ensure up-to-date compliance with regulatory requirements and the associated guidance.
 4. In the EYFS, put appropriate arrangements in place for the supervision of staff to include the monitoring of teaching and general practice.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 All pupils, including those with SEND, become increasingly confident in their individual abilities and make great strides in their academic progress, reflecting the school's aims to inspire them not only academically but also in sport, dramatic arts and linguistic endeavours.
- 3.3 From the EYFS onwards, pupils receive a focused education in a stimulating learning environment, centred on a rigorous academic core. Pupils of all ages develop high levels of knowledge, skills and understanding because of their attitude to learning and their strong commitment to achieving high standards. They demonstrate excellent literacy and numeracy skills as a result of the strong focus and careful monitoring of progress in these areas. In the EYFS children are happy and settled, and greatly enjoy their learning experiences. Children can recognise the sounds in their name and are beginning to make connections between letters and sounds, as well as making excellent progress with reading and writing skills. Throughout the school, pupils are articulate and confident, both with each other and when talking to adults. They listen exceptionally well, respecting the views of others. Pupils read enthusiastically, reaching extremely high standards. They are given every opportunity for independent thought and are expressive when answering questions and presenting their ideas, as seen, for example, in a religious education lesson where they sensitively discussed their beliefs as to the presence of the soul. This opportunity for independent thought is consistent across all year groups.
- 3.4 Pupils demonstrate excellent ability in mathematics, developing their own strategies for problem solving and for working practically. Children in the EYFS count ably to ten and are developing an understanding of simple addition concepts, such as adding on one more. Consequently, by the end of their year in Reception, all children, including those with SEND or EAL, reach at least their expected attainment levels, and the majority exceed the Early Learning Goals, responding well to the high expectations of staff. Across the school, pupils acquire a high level of understanding of scientific concepts and their investigative skills are consistently well developed. In the EYFS, children concentrate very well on tasks and relish opportunities to investigate and become active learners. Throughout the school, pupils work exceptionally well collaboratively to resolve problems; they devise solutions and show great enjoyment and perseverance. Pupils make appropriate use of information and communication technology across the curriculum and are competent from an early age. Pupils' creativity is evident in the high quality of creative writing and poetry displayed around the school, alongside colourful and expressive artwork.
- 3.5 Achievements of all kinds, both at home and school, are strongly encouraged and celebrated. The well-supported extra-curricular programme offers pupils opportunities to achieve excellent levels of success in a wide range of activities. Throughout the school, the pupils are successful in music examinations, all gaining merits or distinctions. Pupils have gained considerable success in recent poetry competitions, having their work published and performed. Games and physical education (PE) skills are well developed in a variety of sports, and all pupils have the opportunity to represent the school.

3.6 Pupils' attainment cannot be measured in relation to average performance in national tests, but on the evidence available from lesson observations, work scrutiny and interviews with pupils, it is judged to be excellent in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make good progress as they move across the school in relation to pupils of similar ability. Pupils with SEND make excellent progress, as seen in their improved reading and spelling skills. This is due to the strong support they receive both in class and in individual lessons when necessary. Pupils achieve a range of scholarships each year as they progress to their first choice of maintained or independent school.

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

3.7 The contribution of curricular and extra-curricular provision is excellent.

3.8 This provision enables pupils to achieve high standards in all areas of learning, amply fulfilling the aims of the school for them to progress to the next stage of education with self-esteem, self-confidence and resilience.

3.9 The curriculum is suitable for all ages, needs and abilities. It is effective in promoting the pupils' excellent standards of learning and outstanding personal development, whilst providing a range of creative, linguistic and technological experiences, with a particularly strong focus on literacy and numeracy.

3.10 In the EYFS, the rich breadth of provision meets the needs of the range of children who attend extremely effectively. A wide variety of indoor and outdoor opportunities, some of which are adult led and others chosen by the children, presents children with many exciting experiences. Clearly structured programmes in all the required curriculum areas encourage independent learning, exploration and problem solving, and ensure that children have the key skills needed for the next steps in their learning. However, the activity timetables do not reflect the correct terminology for the EYFS: this confuses links with other systems within the provision, such as the assessment processes. The curriculum for these youngest children is further enriched with an introduction to Mandarin and French, and Spanish is added for pupils in Year 3 upwards.

3.11 Lesson plans are detailed and show separate tasks for pupils of differing abilities. Curricular support for pupils with SEND or EAL is excellent. Clear targets are set in individual education plans, which allow pupils' needs to be met in one-to-one lessons, in extra tutorial sessions and with appropriate support in mainstream lessons. In the EYFS, children's curricular needs are identified to support their next stages in learning extremely well. Pupils value the intervention and support provided.

3.12 The range of extra-curricular activities is wide, and discussions with pupils confirm their appreciation and enjoyment of these. This range includes sport, art and music, and allows the pupils to make choices based upon personal skills and enjoyment. The curriculum is further enriched by a wide range of visits and visitors. Educational visits make full use of the school's situation in London. Further afield, there are residential trips to Europe, including Switzerland, Brussels, Rome and Greece, as well as local residential camping expeditions and trips to the coast. Pupils effectively use these experiences to further enhance their understanding of the wider world.

3.13 Curricular links with the local and wider community are strong, such as the annual whole-school celebration of Chinese New Year with a dragon parade through the local town. Pupils benefit further from attending concerts and plays staged at a local

theatre, and extensive daily use is made of the conveniently located heath for sporting and recreational activities.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent.
- 3.15 Pupils' high levels of achievement are attained largely as a result of the excellent teaching, which is highly effective in promoting their rapid progress. Teaching throughout the school provides activities that enthuse the pupils, so that learning is enjoyable and productive.
- 3.16 The school's policy to retain a relatively small roll enables staff to create a personal and supportive framework that fosters excellent behaviour, and positive relationships and learning both inside the classroom and out. In-depth knowledge of individual pupils ensures that any particular needs are quickly identified and effective support put in place.
- 3.17 Teachers have high expectations and an extremely secure knowledge of their subject areas. Teaching in lessons is consistently well planned, and almost always exhibits fun, pace and challenge. In the best teaching, teachers use an imaginative range of methods to keep pupils interested and engaged. Pupils are actively involved in their learning. They are given opportunities to reason for themselves and think creatively through open questioning and challenges. They enjoy working together and are supportive of each other. This team spirit which is regularly fostered in lessons has a strong impact on learning.
- 3.18 Pupils apply themselves with concentration and effort, and behave extremely well. They are aware of lesson objectives and longer-term targets, and they are encouraged to refer to them regularly. Teachers create an atmosphere in which pupils feel secure and are continually encouraged to ask for clarification when it is needed, which they do with vigour. They are given a high level of personal attention, and benefit greatly from working in an environment where hard work is praised. Pupils understand and respond positively to their teachers' comments during lessons, using them as an aid to improvement and a measure of success. This is a main strength of the teaching. In interviews, pupils reported that their teachers are kind and friendly and that they help them to learn.
- 3.19 In the best lessons, more able pupils are frequently given challenging work. Staff work closely with parents and provide support for pupils with SEND: the suitable targets set in individual education plans are regularly reviewed and recorded. Teaching assistants provide effective additional help.
- 3.20 Small class sizes enable teachers to give pupils individual feedback and support as the lesson is progressing and help the pupils to move their learning forward. Throughout the school, appropriate assessment tools are used to gain information about the ability levels of each class. Staff monitor pupils' learning carefully through formal testing and informal observations, both of which provide an accurate record of pupils' development. Scrutiny of assessment results by the leadership ensures that pupils' progress is tracked appropriately. In the EYFS, planning documents are consistently good and clearly provide for children's individual needs. Assessment processes accurately reflect children's level of achievement and help to identify their next stages in learning extremely well. Staff have a thorough knowledge and understanding of how young children learn and set high expectations. They

complete individual learning observation records, which ensure that each child's progress is carefully monitored.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of pupils is excellent.
- 4.2 The personal development of pupils throughout the school is excellent. Pupils are responsible and well mannered, and work together in harmony. They develop a strong sense of responsibility to others and the wider world, and benefit from the school's supportive ethos. In the EYFS, children feel valued and gain considerable self-confidence. They play happily with their friends and are able to share any concerns with staff. Children understand the importance of turn taking and sharing, and work co-operatively together, helping to tidy and organise resources. They respond quickly to staff direction and are keen to oblige.
- 4.3 Pupils' spiritual awareness is excellent. They are self-confident, yet also caring and sensitive to other members of the school community. They celebrate the success of others with generosity of spirit. Pupils have a strong sense of self-esteem as a result of the recognition they receive in class, in assemblies and around the school. They demonstrate a strong sense of reflection on non-material aspects of life when taking part in assemblies, the creative arts and musical activities.
- 4.4 The moral development of pupils is excellent at all levels. They have a strong sense of right and wrong. A clear ethos of mutual trust exists throughout the school. The mature behaviour of older pupils contributes significantly to the well-developed sense of community. Pupils are unfailingly kind and helpful to one another. They are aware of laws within society and the Eco-Council is active in making staff and pupils more aware of local issues. Pupils produced poems and artwork for an appeal to save a local arts centre, successfully raising the profile of the campaign to secure the building's future. Pupils understand that there are others less fortunate than themselves and raise money for a variety of good causes, such as a charity which raises money for children with genetic disorders.
- 4.5 Pupils' social development is excellent. They share highly positive attitudes, ensuring a happy and harmonious atmosphere. They are confident in setting themselves targets and enjoy the school's reward systems. Various badges of merit are worn with pride by pupils of all ages. Pupils make an exceptional contribution to school life. For example, those in Years 1 and 2 spend one lesson a week with EYFS children playing in their environment and helping them to learn, in activities such as chess, 'shops' and ball skills. Pupils are excellent role models in their demonstration of kind and gentle support. The school uses its links with the European Parliament effectively to organise an overnight trip to Brussels, where pupils learn about democracy and politics. They successfully compare and contrast this experience with a visit to the UK Parliament. As a result, they have an excellent understanding of public institutions.
- 4.6 Pupils' cultural awareness is excellent. They have a true understanding of and respect for the different cultures and faiths represented in their community. This is greatly augmented through the visits of parents to support specific topics on faiths, such as Diwali and other religious celebrations. Year 2 pupils have visited a local mosque and a local church provides a setting for a variety of services. There are over thirty different cultures represented within the school community and this diversity was celebrated, for example, last Christmas, when pupils learned *The Twelve Days of Christmas* in twelve different languages.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Pastoral care is a strength of the school. The highly committed and caring staff provide exemplary support and guidance for pupils. Consequently, the school successfully fulfils its aim in creating a happy, safe, stimulating environment, which nurtures pupils' individuality.
- 4.9 There is a strong inclusive community feel to the school, within which pupils feel equally treated and extremely well supported by the staff who care for them. Relationships between staff and pupils and amongst the pupils themselves are highly positive. In the EYFS, the key person system is highly effective and places great emphasis on children's happiness and emotional well-being. Staff know children extremely well and work closely with their families to help the children settle quickly into the routines of the school. Staff are exemplary role models, who work together extremely well as a team. This helps to nurture positive relationships amongst pupils themselves. The 'buddy' system, where older pupils support younger children during their early days at the school, and the support older pupils give to younger pupils during mealtimes, significantly contributes to the personal development of all concerned. The school provides high quality support and guidance for pupils as they transfer between educational phases and in particular, their entry to senior schools.
- 4.10 Pupils are positively encouraged to be healthy. Lunchtime meals are well balanced, nutritional and immensely enjoyed by the pupils. Pupils with specific dietary needs are particularly well catered for. Furthermore, the curriculum in subjects such as science, and personal, social and health education provides good quality guidance in developing pupils' awareness of healthy diets and lifestyles. A wide range of physical activities, such as playtimes, PE lessons and extra-curricular pursuits, provides ample opportunity for pupils to engage in exercise and benefit from time outdoors.
- 4.11 Measures to safeguard children against harassment and bullying are robust. The school deals promptly and constructively with any incidents of unacceptable behaviour and has a focused consideration towards any related difficulty or disability. Pupils say that incidents of unkind conduct are extremely rare. They feel that the school's systems of sanctions and rewards are fair and work well, and consider these to be beneficial to their personal development.
- 4.12 The school has a suitable three-year plan to improve the educational access for pupils with SEND.
- 4.13 The school provides excellent support systems for pupils' pastoral well-being. It listens closely and responds very well to the views of pupils. For example, 'Tell the teacher' boxes, child support posters and the school council provide all pupils with a wealth of opportunities to contribute their views or express their concerns. During interviews and conversations, pupils said that they feel extremely well supported by the staff and have a clear understanding of who they can turn to with a concern. In their responses to the pre-inspection questionnaire, parents expressed their overwhelming appreciation for the pastoral support and guidance that pupils receive.

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

- 4.14 The contribution of arrangements for the welfare, health and safety of pupils is good.
- 4.15 The school has a well-developed and effective system to provide for the welfare, health and safety of the pupils and this has a significant effect from the earliest age on their personal development. Requiring some adjustments during the inspection, safeguarding arrangements now have regard to official regulatory guidance and are fully compliant. Designated senior staff receive specialist training every two years and ensure that all staff are trained at the appropriate times. Safer recruitment procedures are meticulously followed on all new staff appointments and the centralised register is accurately maintained.
- 4.16 All necessary measures are taken across the school to reduce risk from fire and other hazards; fire drills take place regularly. Thorough risk assessments are prepared for all facilities, trips and activities, and the proprietors maintain a constant review of the site. Rigorous systems are in place for the supervision of pupils as they cross the road when moving between sites.
- 4.17 Appropriate arrangements are in place for sick or injured pupils. The school has suitable facilities for medical provision and most staff are trained in first aid, including paediatric first aid. Staff are well informed about individual pupils' needs and conditions, including any relating to SEND. The admission and attendance registers are maintained accurately and suitably archived.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The work of the school, including the EYFS, is enthusiastically overseen by the proprietors. They have a strong vision that helps to secure the school's aims and ethos, and supports the pupils' excellent academic achievement and personal development.
- 5.3 Prudent financial management and effective strategic planning have underpinned significant investment in high quality staff and resources, and the imaginative development of the well-maintained accommodation. The recent acquisition of an additional building has greatly improved the pupils' learning environment and had a positive impact on their learning.
- 5.4 Responsibility for the educational and strategic development of the school rests largely with the leadership, who is also a proprietor, and with the senior leadership team. They ensure that human and material resources are continually developed to strongly support the needs of the pupils.
- 5.5 The proprietors are largely effective in discharging their responsibilities for child protection, welfare, health and safety. They have reviewed the policy and procedures for safeguarding but there are no formal meetings, and in the past, updating of the relevant policies had not kept pace with recent regulatory changes and no formal minutes have been recorded of the review process. The welfare of pupils is a strong focus for the proprietors and they have ensured that the maintenance of high standards is carefully managed across the three school sites.

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

- 5.6 The quality of leadership and management is good.
- 5.7 Senior leadership shares a strong vision for the school. It is intent on continually improving quality, whilst keeping the fulfilment of the school's aims and ethos firmly in focus. It provides consistently good quality support to colleagues. The strengths in its work are reflected in pupils' excellent academic standards and personal development, in extremely effective teaching, and in the happy and friendly atmosphere that pervades the school. This significantly contributes to the successful management of the school and its positive ethos. In the EYFS, managers and senior leaders have a clear understanding of the statutory learning and development requirements. The planning for educational programmes is regularly monitored, although there are currently no formal meetings between EYFS management staff and senior leaders to facilitate full scrutiny of the provision.
- 5.8 Whole-school development planning, with an appropriate number of objectives clearly identified, results in a clear shared vision for school improvement and educational priorities for the future. This is an emerging process, and while a comprehensive system for staff appraisal is in place, it does not yet closely link to the development plan. For example, procedures are not formally documented to effectively contribute towards the whole-school development plan. The appraisal

process in the EYFS is effective in supporting the professional development of staff. However, the setting lacks a formal programme of supervision for EYFS staff that includes review meetings to help ensure high quality practice and best outcomes for children.

- 5.9 The monitoring of teaching and learning through peer review and book scrutiny is developing. This, alongside the strong systems of assessment, enables all staff to have a clear oversight of the development of subjects throughout the school as well as the standards pupils attain. However, as the school recognises, management roles and lines of delegated responsibility are not yet fully realised.
- 5.10 New staff receive excellent induction on appointment, particularly to inform them of their responsibilities in relation to pupils' well-being. An extremely comprehensive staff handbook provides all staff with useful guidance about policies and routines. Staff receive suitable update training for their roles and responsibilities in safeguarding, welfare, health and safety.
- 5.11 Although recently requiring some adjustments, safeguarding arrangements now have regard to official statutory guidance and are fully compliant. Training of staff on child protection is thorough and regular.
- 5.12 The premises are suitably maintained by committed staff, providing a safe environment in which the pupils have opportunities to develop their potential and demonstrate their skills. The school runs efficiently due to the care of all those who work hard to support the pupils, including the administration, housekeeping, and maintenance personnel.
- 5.13 From the EYFS onwards, the quality of links with parents and carers is excellent. During discussions and in their questionnaire responses, parents commented that they are extremely satisfied with the quality of education and support that the school provides. They cite the school's ethos as a particular strength that supports their children's personal development highly positively and prepares them well for their transfer to senior schools.
- 5.14 Highly efficient channels of communication, such as the school's 'open door' policy, ensure that parents have a wealth of opportunities to contact staff and senior leaders. The school has a suitable complaints procedure. Parents feel that staff respond quickly and supportively to any queries or concerns that they may have.
- 5.15 The school's website and prospectus provide prospective parents with a good introduction to its aims and ethos. The handbook for parents provides them with comprehensive information about daily routines. Additionally, the termly newsletter and the parents' portal on the website keep parents extremely well informed about events, and pupils' learning experiences and achievements. The daily journals enable highly effective links between home and school, and strongly encourage parents to be involved in and support pupils' learning. Termly meetings, progress scores and comprehensive end-of-year reports provide parents with an excellent picture of their children's learning achievements. Although comments to identify pupils' next stages in learning are not reflected in the report text, parents are fully aware of their children's learning targets.
- 5.16 There are many opportunities for parents to be involved in the life of the school. The Friends of Heath House meet termly and everyone is invited to attend. Senior leaders are also present at the meetings, and discussions focus on school updates

alongside future fund-raising and charity events. The school warmly invites parents to attend events such as class assemblies, concerts and plays.

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