



INDEPENDENT SCHOOLS INSPECTORATE

NEW COLLEGE SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

New College School

Full Name of School	New College School
DfE Number	931/6065
Registered Charity Number	1142701
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Head	Mr Robert Gullifer
Chair of Governors	Professor Sir Curtis Price
Age Range	4 to 13
Total Number of Pupils	158
Gender of Pupils	Boys
Numbers by Age	4-5 (EYFS): 16 5-11: 103 11-13: 39
Head of EYFS Setting	Mrs Rosemary Cox
EYFS Gender	Boys
Inspection dates	05 Mar 2013 to 08 Mar 2013

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in October 2009.

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

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors 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

Mrs Jan Preece

Mr Stephen Yeo

Mrs Gillian Bilbo

Reporting Inspector

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 New College School is a day school for boys aged four to thirteen years. It was founded by William of Wykeham in 1379 to provide for the education of the 16 choristers of New College Oxford. Over the centuries it has expanded and developed to admit pupils other than choristers; it moved to its present site near the college in 1903. The governing body of New College delegates responsibility for the administration of the school to a governing committee that consists of Fellows and external members and is chaired by the Warden of the college. There have been no significant changes since the previous inspection.
- 1.2 The school aims to uphold its founding principles of promoting godliness and good learning, within a balanced and challenging curriculum that fosters intellectual curiosity and the enjoyment of learning. It seeks to work closely with parents to develop pupils' character, self-esteem and potential, and to promote the tradition of musical excellence exemplified in its choral foundation. It aims to be a small, friendly school in which individual talents and interests are nurtured.
- 1.3 At the time of the inspection there were 158 pupils, of whom 16 were in the Reception class, the Early Years Foundation Stage (EYFS). Pupils undergo informal assessment for entry to the pre-preparatory department and more formal tests for entry into the preparatory department at the age of seven. Most pupils come from professional and business families in the locality. Pupils are mainly of white British origin, while others represent the range of ethnicities in the area.
- 1.4 Most pupils have an ability that is at least above the national average. The school has identified 18 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support. No pupil has a statement of special educational needs. One pupil has English as an additional language, and receives support from the school.
- 1.5 The school is attended by 24 choristers and probationary choristers. They sing in the college chapel on three weekday evenings, as well as on Saturdays and Sundays, during university terms. They are trained by the college organist and have practices twice a day, except for Wednesdays. They also tour internationally and record regularly. Boys are auditioned for the choir in Year 2, train as probationers in Years 3 and 4, and then serve from Years 5 to 8.
- 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 Throughout the school, pupils' achievement is excellent and the choristers reach extremely high standards due to inspirational training in a choir that has a global reputation. The school is thus highly successful in meeting its aim to uphold its founding principles of godliness and good learning, and to promote the tradition of musical excellence exemplified in its choral foundation.
- 2.2 In the EYFS, the quality of provision and teaching is excellent due to staff's secure grasp of curricular requirements as well as their close understanding of the children's needs, which enable them to provide a wide range of stimulating experiences. Across the school, pupils, including those with SEND and those who are particularly able or talented, achieve very well in relation to their ability and make rapid progress. Each year a significant percentage of leavers gain scholarships and awards to their senior schools, and musical pupils attain high standards. Pupils' success results from teaching of high quality and their exceptionally motivated attitudes to learning. The quality of teaching has improved since the previous inspection due to the better use of information from assessments and more helpful marking. Consequently, most lessons provide for the differing needs of all pupils. The broad and balanced curriculum, enriching opportunities offered to the choristers and wide range of extra-curricular activities strongly support pupils' achievements and their personal development.
- 2.3 The personal development of pupils throughout the school is excellent. Pupils are spiritually confident and self-aware, and taking a lead from the choristers, set themselves high standards. They have a strong ethical sense, coupled, as they grow older, with an ability to see both sides of an argument. They derive satisfaction from undertaking responsibilities and demonstrate a strong desire to help others. Pupils are cared for exceptionally well and relationships throughout the school are warm and supportive. The chorister tutors play a key role in ensuring that the choristers are managing their demanding schedule. Arrangements to ensure pupils' welfare, health and safety are thorough, though risk assessments do not indicate when they are reviewed, nor that relevant staff have read them. Since the previous inspection, checks on staff at appointment are now carried out correctly.
- 2.4 Governance is excellent and ensures that the school is well supported within the college. The dedicated governing committee embraces a useful range of expertise. Governors have close links with the school and maintain careful oversight of their regulatory responsibilities. Leadership and management are excellent and strongly promote high quality educational experiences for the pupils. Since the previous inspection, the school development plan has been strengthened and now encompasses all subjects and departments. The staff's professionalism, collegiality and commitment are strengths of the school. Parents are highly supportive, and all who responded to the pre-inspection questionnaire would recommend the school to another parent. The school has successfully addressed all the recommendations of the previous inspection.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Ensure that teachers always employ a variety of approaches to enable all pupils to be fully engaged in their learning.
2. Record when risk assessments are reviewed and indicate that relevant staff have read them.

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 From the EYFS, pupils demonstrate great enthusiasm for enquiry and enjoyment of their learning, in accordance with the school's aims. The professionalism of the choristers is testimony to the school's original purpose and is manifest in their self-discipline and extremely high choral standards. Across the school, pupils articulate their ideas assuredly, displaying a wide vocabulary. They apply their linguistic skills confidently in French, Latin and Greek. Pupils are attentive listeners and respond thoughtfully and candidly in discussions. In the EYFS, children employ their developing reading skills to enjoy books at library time, and as they grow older, show advanced reading skills in relation to their age and ability, enabling them to access interesting and demanding texts. From the EYFS, pupils are curious, able to think for themselves and reason maturely. Children in the EYFS are beginning to write independently, and older pupils develop proficient skills that they successfully apply to textual analysis, such as in a convincing essay about how and why relationships deteriorate in *Lord of the Flies*. The school magazine contains much evidence of high quality writing.
- 3.3 Most children in the EYFS work confidently with numbers up to ten, and enjoy applying these skills to construct bar charts to indicate their favourite books. Across the school pupils are highly skilled in numeracy, particularly those who are mathematically able and apply their understanding in advanced topics. Pupils' use of information and communication technology (ICT) has improved since the previous inspection, and from the EYFS, where children manage computers confidently, pupils demonstrate their skills in research, data handling and presentation in most subjects, including music composition and computer-aided design. Pupils enjoy taking exercise and demonstrate good physical skills. Their capacity for creativity is demonstrated in the eye-catching two- and three-dimensional art displayed throughout the school.
- 3.4 Many pupils benefit from the highly musical environment and develop excellent skills for their ages. They regularly obtain merits or distinctions in instrumental examinations, with a significant number reaching the higher grades. Several pupils have played with national ensembles and the chamber choir has broadcast on national radio. Pupils of all ages participate in increasingly ambitious productions, ranging from the recent *Mikado* operetta to performing in French or Shakespearian plays. Individual pupils' short stories have been chosen for publication in a national anthology, and other pupils have succeeded well in external academic competitions such as in history and mathematics. The school's teams enjoy increasing success against larger schools, and individual boys have competed nationally in football and cross-country.
- 3.5 The pupils' attainment cannot be compared with average performance in national tests, but on the evidence available it is judged to be excellent in relation to national age-related expectations. The pupils follow an academic and challenging curriculum and the choristers combine this with an exacting musical commitment. When they leave the school, most pupils gain entry to their first-choice local independent day or boarding senior school, and a significant number gain academic and music scholarships. Evidence from inspection interviews and the quality of learning seen in lessons and pupils' books indicates that pupils make excellent progress in relation

to those with similar above average ability. Pupils with SEND make excellent progress in relation to their needs due to the well-targeted support they are offered. This is evident from the improvement in their assessment results, enabling many to manage without additional help after a relatively short period. The most able make similar progress through the challenging extension and enrichment activities in lessons, individual projects, and visits and talks outside of the mainstream curriculum, which provide extra stimulation.

- 3.6 Throughout the school, pupils naturally exhibit exemplary polite behaviour. They demonstrate a strong interest in their learning and apply themselves to work readily. They are as keen to ask as answer questions. In the EYFS, children develop the ability to solve problems independently through the high quality experiences provided by staff. Pupils enjoy working independently to achieve their personal targets, but also collaborate highly effectively with their peers, sharing their ideas confidently.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 Pupils follow a challenging curriculum, which is both broad and well balanced, and which fosters their personal development as well as their individual talents and interests. The extra-curricular programme which encompasses a wide range of interests enhances their educational experience.
- 3.9 The bright and welcoming Reception classroom is very well resourced to meet the requirements of the EYFS programme. Activities are creatively planned around a topic and reflect the needs and interests of the children. The provision of an awning outside the classroom facilitates the use of the outdoor area for free-flow activities. There is an effective balance between adult-led and child-initiated activities, and the children value the opportunity to plan their own learning in the afternoon and choose from the range of resources available. From Reception to Year 2, most lessons are taken by class teachers. The curriculum follows national requirements, but pupils also benefit from specialist teaching in French, music, physical education (PE) and art. In Year 3 specialist teaching for mathematics is added, and from Year 5, when Latin is taken up, all lessons are specialist taught. Greek is offered as an extension class for able pupils from Year 7 and contributes well to boys' linguistic and cultural development. The comprehensive music programme is enhanced by optional attendance at Saturday morning music school, as well as the chamber choir, and for older pupils, the opportunity to join with their parents in the choral society's concerts. All pupils may take part in drama productions, and some take additional speech and drama lessons. A wide range of well-executed projects seen in art and design technology demonstrates that practical subjects are given due importance. In Year 8, classes are divided to meet the differing requirements of scholarship and Common Entrance examinations.
- 3.10 All pupils are supported in developing study and revision skills so that they are well prepared for the next stage of their education. Since the previous inspection, the school now provides many more opportunities for pupils to use ICT. In Years 7 and 8, pupils undertake an extended project requiring independent research in an area of their own choosing. Pupils' understanding of subjects' application is promoted in themed weeks on science and financial awareness. The new library and media room, situated at the heart of the school, is used extensively, including at break times, and highly valued by the pupils. The programme for personal, social, health

and citizenship education (PSHCE) encompasses topics relating to citizenship and self-knowledge which further the pupils' personal development. Provision for pupils with SEND ensures that they are well supported, through effective management and organisation of learning support, both within class and in withdrawal sessions. Provision for gifted and talented pupils is wide ranging, and evident both within lessons and additional activities.

- 3.11 The curriculum is greatly enhanced by a wide range of lunchtime and after-school activities that have significantly increased since the previous inspection. All pupils from Year 2 upwards have opportunities to represent the school in sporting fixtures, and the new scheme of development and excellence squads, run in conjunction with the parents, supports both keen and recreational sportsmen, enabling the pupils to develop their skills at a level appropriate to their abilities. The school makes effective use of its position in Oxford and within New College to invite eminent speakers and to undertake a day of activities within the college. Pupils go on visits to local museums, theatres and botanical gardens, as well as further afield, including residential trips in Wales and abroad. The choristers follow a demanding schedule which affords them choral training of a high standard. In return for the great commitment required of them, they are offered exceptional opportunities to broadcast, make recordings and perform around the world.
- 3.12 Pupils benefit from the school's excellent links with the local and wider community, which enable them to participate in sports fixtures and inter-school competitions. Their interest in life-long learning is stimulated through the school's strong relations with the university and New College. Choristers promote community links effectively when they participate in joint ventures with local maintained schools, as well as when they go on tours.

3.(c) The contribution of teaching

- 3.13 The contribution of teaching is excellent.
- 3.14 Teaching is highly effective in supporting the school's aims and promotes the pupils' rapid progress. Since the previous inspection, teaching has continued to improve and nearly all the lessons seen by inspectors, including in the EYFS, were at least good, and the majority were excellent. Teachers' high expectations and enthusiasm encourage highly positive attitudes to learning from their pupils. Planning is thorough, and lessons generally offer an effective balance of direction from the teacher, with opportunities for independent thought and active learning. In the EYFS, plans are carefully annotated to reflect the children's progress, and adapted to ensure that the next session is beneficial to each child's learning. Staff make imaginative use of a wide range of good quality resources both within and outside of the classroom to provide beneficial opportunities for pupils to develop their skills and understanding and to build on their interests. Specialist French, music, art and PE teaching from an early age and the use of wider school facilities such as the school library and the ICT room further enrich the curriculum. The secure subject knowledge evident in most teaching, particularly in that of subject specialists, enables lessons to be conducted with confidence and clear explanations. The many successful lessons move learning quickly forward through their pace and open-ended questioning. Consequently, pupils' interest is stimulated and they are required to think deeply, which results in rapid progress. In several lessons observed, excellent use was made of paired and group work to stimulate discussion and promote collaborative learning skills.

- 3.15 Teachers effectively use resources, such as interactive whiteboards, to make lessons interesting and involve pupils fully. In the EYFS, the use of a range of teaching styles reinforces learning; for example when learning about money, the children pretended to purchase pets in a class shop, practised their number bonds to ten and matched coins with their value. Very occasionally, teaching is less successful due to lack of variety in teaching strategies and content that is insufficiently challenging. Whilst in these lessons pupils still make good progress due to their motivated attitudes, they are less engaged and their enjoyment is reduced. Relationships in the classroom between teachers, assistants and pupils are excellent and promote learning well. In the pre-inspection questionnaire responses and confirmed in interviews, there was consensus from pupils that teachers help them to learn and give them individual help, that their work is interesting and that they are making good progress.
- 3.16 Most teaching uses teachers' knowledge of individual pupils as well as information from assessment to plan activities with an appropriate level of challenge for differing needs. Staff have a very secure understanding of the requirements of the EYFS, and match these skilfully with school subject syllabuses in preparation for the next stage of learning. Information from assessment is used particularly well by specialist learning enrichment staff to plan interventions and measure the progress of pupils with SEND. Planning by class teachers also supports the progress of these pupils well, such as ensuring that their understanding is secure through targeted questioning, by adapting the activity or by placing them in groups where they can help one another. Those spoken to by inspectors confirmed that they are managing well in class and can discern their progress from teachers' marking and assessment results. In the EYFS, baseline assessments determine each child's starting point and lessons are carefully planned to provide appropriate extension or support. Older more able pupils are given challenging extension or enrichment tasks in lessons, and encouraged to undertake independent research. The needs of those in Year 8 are well met through preparation for scholarship examinations.
- 3.17 The quality and consistency of marking have improved since the previous inspection. Most work is marked with helpful suggestions for improvement, and in several lessons observed effective use was made of self-assessment to help pupils monitor their own performance. In the EYFS, observations and assessments are punctiliously carried out and used to record the progress of each child against the criteria of the areas of learning, and to inform individual learning plans. The school uses a range of standardised assessments as well as internal examinations to enable teachers to gain a picture of pupils' ability and to measure their progress. Since the previous inspection, there has been great improvement in the use of this data to ensure that pupils continue to make progress, to set realistic expectations and to tailor lesson planning and teaching strategies to individual needs.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Pupils are confident and self-aware, and appreciate non-material aspects of life. They benefit spiritually from the experience of being able to worship in the college chapel. Pupils of all ages show a mature capacity for reflection, promoted by the atmosphere of peace and tranquillity engendered by the building itself and the standard of worship. The excellence achieved by the choristers serves as an incentive to others, so that pupils set themselves high standards in many aspects of school life. In the EYFS, the children make choices confidently during free-flow activities, and work well both in groups and independently. In the many opportunities provided for discussion and independent study, older pupils demonstrate an ability to appreciate that others may have differing views, such as an understanding of the stance taken by each side in the Palestine/Israel conflict. From a young age, pupils are encouraged to seek information and ask questions so that they demonstrate a mature self-knowledge and view of the world.
- 4.3 From an early age, pupils demonstrate a clear sense of right and wrong and it is very evident that they care for each other. The PSHCE programme includes effective 'circle time' in the EYFS when children can share their feelings in a safe forum, and the youngest appreciate the rules. Older pupils adopt an assertive yet even-handed attitude when they disagree with their peers. Pupils' strong ethical sense is acquired through discussions and debates, and reflection on the expertise of visiting speakers. They are helped to develop their moral compass in mock trials run by a former barrister.
- 4.4 Pupils exhibit strong social development. The prefect system helps them to develop their leadership skills, and they hold positions of responsibility on the school council, as library monitors or as members of the 'eco' committee. Many older pupils help in the pre-preparatory department and act as good role models for the younger pupils. Pupils are given many opportunities to represent the school in a wide variety of activities, whether sporting, musical or dramatic, and the school endeavours to make it possible for all pupils to participate in these. Pupils are very aware of those less fortunate than themselves. Each term there is a charity week during which a local, national or international charity is chosen and pupils raise considerable sums through a variety of self-initiated activities.
- 4.5 Pupils' cultural awareness is well developed. They are influenced by Western cultural tradition, well exemplified by the college choir, but also explore other cultures, such as in religious studies lessons when they study major world faiths and visit their places of worship. The pre-preparatory department has held an international lunch and pupils have been given a first-hand account of a pilgrimage to Mecca. Pupils are directly finding out about life in a school in Ghana through its link with the school.
- 4.6 When children leave the EYFS they have gained independence; effective handover arrangements ensure that their transition is smooth. By the time pupils move to their senior schools they have a strong spiritual, moral, social and cultural awareness, as the result of the school's particular care in developing these attributes. Pupils make the most of the opportunities which the school and college provide, and are aware of the privilege afforded to them by their environment.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Staff, including the children's key person in the EYFS, know their pupils very well and provide them with effective guidance and support. Excellent relationships, characterised by tolerance and respect, are evident throughout the school community. An atmosphere of purposeful calm pervades the school and an appreciation of appropriate boundaries engenders a relaxed and friendly working environment.
- 4.9 The school has robust procedures, including clear, consistent routines, in addition to the good example set by staff in the EYFS, to support positive behaviour and to guard against bullying, which pupils say, is rare and swiftly addressed. Pupils of all ages understand and are motivated by the school rules, and any poor behaviour is managed efficiently and sensitively. In response to the pre-inspection questionnaire, a few pupils felt that staff are not always fair in giving sanctions. In interviews, however, inspectors found no evidence for this. Pupils stated that they feel safe and happy in school and are confident they can approach teachers with a concern and will be helped to deal with it. The choristers are sensitively supported for their special role by the chorister tutors, who oversee their day-to-day well-being.
- 4.10 Throughout the school, including in the EYFS, pupils demonstrate an excellent understanding of the need for healthy eating. Children in the EYFS manage their personal hygiene effectively and wash their hands before and after meals. In response to the pre-inspection questionnaire, a few pupils said that they do not find the lunches provided appealing. Inspectors found that meals are nutritious and include choices; no dissatisfaction was expressed in interviews with pupils. Choristers are provided with sandwiches and drinks at the college to sustain them before their evening duties. Pupils appreciate the need for regular exercise and have plentiful opportunities to be physically active.
- 4.11 A few older pupils stated in response to the pre-inspection questionnaire that they did not feel their views are sufficiently considered. However, in interviews, pupils were satisfied and gave examples of improvements in response to their requests, such as increased portions of lunch for older pupils and the construction of a climbing wall. The school council meets regularly several times each term, and the eco-committee provides further opportunity for the consideration of pupils' views.
- 4.12 The school has an appropriate three-year plan to improve educational access for pupils with special educational needs and/or disabilities.

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

- 4.13 The contribution of arrangements for welfare, health and safety is excellent.
- 4.14 The safeguarding policy conforms to regulatory requirements and is implemented with due attention. The school ensures that all staff, including in the EYFS, receive training in child protection at the required intervals. Staff, including visiting teachers, are reminded of correct procedures should a concern arise, through additional annual updates and helpful prompt cards. A trained nominated governor maintains oversight of safeguarding. The school now ensures that all checks for staff appointments are carried out correctly, and the college has similar careful arrangements for chapel staff who come into contact with the choristers.
- 4.15 Comprehensive arrangements to promote health and safety are implemented efficiently by school staff, with additional advice and practical support from the college should it be necessary. Staff are kept well informed about health and safety matters, which are considered at all staff meetings. Arrangements to ensure that pupils are appropriately supervised whilst on site are robust, and the choristers are carefully supervised as they walk to the college.
- 4.16 All necessary measures are taken to reduce the risk from fire and other hazards. Evacuation procedures are practised regularly and maintenance checks on equipment and services are carried out at appropriate intervals. The school conducts suitable risk assessments for its premises, pupils' activities, educational visits and choir tours. Whilst these hold all the necessary information, their date of review is not recorded and they do not indicate that all staff involved have read them.
- 4.17 Provision for pupils who are unwell or injured, including any with on-going medical needs, is excellent. Appropriate numbers of staff are trained in first aid at a level commensurate with their duties, including paediatric first aiders in the EYFS. Records are kept of all first aid or medication administered. Any medication is securely stored and parental consent for its administration obtained. The school's admission and attendance registers are maintained correctly and archived for at least 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 The governing committee has an exceptionally well-integrated relationship with the school, within the overall college structure. Strongly supportive and committed governance ensures that the leadership is well supported in securing the school's aims and ethos, as well as promoting the educational and musical achievement of the pupils. The senior management team joins governors for an annual 'away day' at which strategic matters are discussed and the development plan is formalised. Prudent financial management supports a programme of maintenance and improvement to school buildings and resources as well as the recruitment of sufficient well-qualified staff and their on-going professional development.
- 5.3 A strength of the governing committee is in its balance of college Fellows and external governors who are experienced school leaders. Together, they offer high quality professional expertise and provide perceptive oversight, challenge and advice to the leadership. Governors undertake training when appropriate to assist them in their responsibilities. They receive detailed reports from senior leaders each term, as well as presentations from subject and department leaders which enable them to have clear insight into the school's strengths and also to identify areas for improvement. Governors attend school events and meet the staff for lunch twice a year. Some monitor teaching so that they gain a first-hand picture of educational standards. Governors maintain a strong interest in the EYFS. It is viewed as a key base for future learning and the nominated governor pays regular visits to the setting. Many governors are known to parents.
- 5.4 Governors fulfil their statutory responsibilities for all sections of the school well. In response to the shortcomings relating to staff appointment checks found during the previous inspection, the governing committee, through regular monitoring, has ensured that procedures are now implemented correctly. Safeguarding is considered at all meetings of the governing committee, and the nominated governor for child protection meets with the school's child protection officer each term in order to provide governors with updates.

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 are highly effective in ensuring that the school's founding principles of promoting godliness and good learning are well met. As a result, educational standards are high, and pupils have strong personal development and are cared for well. Senior leaders demonstrate a clear awareness of their responsibilities to implement policies for the safeguarding of pupils, including whilst the choristers are at the college, and staff appointment checks are now correctly undertaken. Since the previous inspection, the leadership has formalised its vision for the educational direction of the school into a comprehensive five-year development plan that covers all areas of the school's operation and outlines key

priorities and timescales. This has been arrived at through consultation with all staff and the governing committee.

- 5.7 Due to the small size of the school, senior staff hold responsibilities for managing subject departments as well as their leadership roles, however the senior management team, including the EYFS, functions effectively due to the hard work and commitment of its members, so that the whole school community works harmoniously and purposefully. Roles and responsibilities are clearly defined, and a strength of leadership and management throughout the school is the effectiveness of informal information sharing and support. The EYFS is fully integrated within the school community so that all matters of safeguarding, self-evaluation and improvement planning are undertaken as part of whole-school management.
- 5.8 The school has fulfilled all the recommendations of the previous inspection. In the EYFS, a cover has been provided for the outside learning area and daily outdoor activities have been integrated into the curriculum. The role of subject and department co-ordinators has developed well. They now review their departmental needs annually with the leadership, and their development plans contribute towards the school development plan, with concomitant budgetary planning. A significant strength of management is interaction between staff, so that best practice is shared between those working with differing age groups, including the EYFS, and pupils' continuity and progression are achieved.
- 5.9 Throughout the school, thorough arrangements to monitor the quality of teaching and learning, which are undertaken by both senior managers and subject co-ordinators, have contributed to improvements in the quality of teaching and marking. Pupils' welfare and academic progress are carefully monitored and communicated during weekly staff meetings, which also provide an opportunity for all staff to evaluate the work and development of the school. The well-established appraisal system applied to all staff, including those in the EYFS, is an effective vehicle for professional development. Staff are encouraged to attend training, both to enhance their personal professional practice, and also to support objectives within the school development plan.
- 5.10 Staff as a whole receive annual updates in their responsibilities for safeguarding, welfare, health and safety. Those who are newly qualified or new to the school are effectively supported by a professional tutor who oversees their induction. The management of the ancillary services of administration, maintenance and catering is carried out efficiently and agreeably. In the EYFS, staff frequently discuss any concerns and identify strategies to address them. Effective liaison with outside agencies provides them with valuable guidance, such as the recent changes in the EYFS framework, and also facilitates interventions from external specialists should any child require additional support. At all levels the staff's professionalism, collegiality and commitment are a strength of the school.
- 5.11 The school maintains excellent links with parents. They are highly satisfied with the education and support provided for their children and with the quality of communication with the school. The 'open door' policy and strong lines of communication ensure that all concerns are dealt with quickly at an appropriate level of response. The complaints procedure is available to parents at the beginning of each school year and on request. Parents are very appreciative of the presence of senior leaders in the playground each morning and welcome this effective channel of immediate communication and means of building relationships. In the EYFS,

excellent partnerships with parents ensure that they are well informed about their children's development and learning programme.

- 5.12 Parents appreciate the many opportunities they have to be involved in the life of the school. They attend year group assemblies and are always welcome at the weekly chapel service where coffee is offered afterwards, and at evensong. Parents of EYFS children appreciate the 'show and tell' sessions with their children. Parent volunteers run a variety of clubs including chess; they accompany school trips and give talks to classes. The active parents' association fosters a sense of community between staff and parents, and organises a variety of social and fund-raising events. Parents are encouraged to raise any concerns with their class representatives who bring these to their meetings. Funds are used to supply extra resources to the school.
- 5.13 Parents of current and prospective pupils are provided with helpful information in comprehensive handbooks about the next stage of their children's schooling, as well as on the website. Parents say that each edition of the school newsletter is eagerly anticipated, both for its information as well as its ethical message. Regular and detailed school reports and half-termly orders, together with parent consultations, ensure that parents are well informed of their children's progress. In conversation, parents expressed their satisfaction with the individuality of their children's reports. They commented that reporting reflects the quality of the staff and their in-depth knowledge of each pupil.

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