



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
CAMERON HOUSE SCHOOL**

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Cameron House School

Full Name of School	Cameron House School
DfE Number	207/6350
Registered Charity Number	1114983
Address	Cameron House School 4 The Vale Chelsea London SW3 6AH
Telephone Number	020 7352 4040
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Email Address	info@cameronhouseschool.org
Headmistress	Mrs Lucie Moore
Proprietor	Cameron House School Limited
Age Range	4 to 11
Total Number of Pupils	119
Gender of Pupils	Boys and Girls (54 boys; 65 girls)
Numbers by Age	4-5 (EYFS): 19 5-11: 100
EYFS Gender	Boys and Girls
Inspection Dates	02 Feb 2016 to 05 Feb 2016

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI standard inspection was in March 2010.

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

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

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

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

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

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

INSPECTION EVIDENCE

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

Dr Wendy Bowring	Reporting Inspector
Mr Philip Foley	Team Inspector (Head, IAPS school)
Mrs Gillian Bilbo	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Cameron House School is a small day school for boys and girls from the ages of 4 to 11 in Chelsea, London. The school is based in a large terraced Edwardian house with classroom accommodation and general space provided over its six floors. It was founded in 1980 by the current sole director of Cameron House School Limited when she was the named proprietor, and this represents a change since the previous inspection. A board of advisors drawn from various fields and professions provides support as required to the director in her role of governance.
- 1.2 The school aims to provide a broad, balanced curriculum based on the National Curriculum and to prepare pupils for the next phase of their education. It seeks to maintain high academic standards within a happy and warm atmosphere in which pupils are treated as individuals and are motivated to work and play to the best of their ability. It aims for staff to lead by example in developing the values of care and consideration, good manners, thoughtfulness, kindness, generosity, respect and teamwork, and to encourage pupils to develop self-respect, self-discipline and a firm moral code and to explore the concept of faith. The school strives to maintain close links with parents.
- 1.3 At the time of the inspection there were 119 pupils on roll: 54 boys and 65 girls. There were 19 in the Early Years Foundation Stage (EYFS), for children up to the age of five. The school is divided into two departments: the Lower School, for pupils in Reception and Years 1 and 2, and the Upper School, for pupils in Years 3 to 6. Most pupils leave at the end of Year 6 and go on to independent day schools in London. A few move on to boarding schools across the country.
- 1.4 The ability profile of the school is above the national average. The school has identified 23 pupils as having special educational needs and/or disabilities (SEND), 18 of whom receive additional support. No pupil has an education, health and care plan or statement of special educational needs. Most pupils live locally and are from professional and business families. The majority are of European heritage and a few come from minority ethnic backgrounds. Twenty-three pupils have English as an additional language (EAL); all speak English fluently and require no language support in school.
- 1.5 National Curriculum (NC) nomenclature is used by the school for Reception and throughout this report to refer to year groups. The year group nomenclature used by the school from Year 1 and its NC equivalence are shown in the following table.

School	NC name
Class 1	Year 1
Class 2	Year 2
Class 3	Year 3
Class 4	Year 4
Class 5	Year 5
Class 6	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 An excellent curriculum provides all pupils, including those in the EYFS, with opportunities to achieve high standards in a wide range of subjects and activities, and make significant progress in relation to their starting points, abilities and needs. The contribution of curricular and extra-curricular provision is excellent. A strong emphasis on numeracy and literacy ensures the rapid acquisition of skills by pupils of all ages and abilities, so that their achievement is excellent. Flexibility in curriculum planning enables the school to adapt to pupils' changing needs and interests, although in Reception the school does not use information about children's personal interests gained at induction when planning their activities. Throughout the school, pupils have many opportunities to use a variety of information and communication technology (ICT) resources and tasks to support and extend their learning. Since the previous inspection, the curriculum has been reviewed and continues to be refined in light of the most recent version of the National Curriculum. High quality teaching across the school makes a significant contribution to the pupils' excellent achievements in learning. The best practice in teaching and learning already evident in the school is not always shared across all staff. Pupils with SEND or EAL and the more able are identified early and extremely well supported.
- 2.2 Across the school the quality of the pupils' personal development is excellent. The school's broad Christian values have a strong impact and pupils are highly aware of other cultures and beliefs. All pupils display excellent moral development, have a firm sense of right and wrong, and are extremely courteous. The pupils' social awareness is excellent. Well-developed collaborative work is widely seen across the school, both in the classroom and in extra-curricular activities. Pupils develop an excellent cultural awareness through a variety of trips, concerts and visiting speakers. Across the school the contribution of arrangements for pastoral care is excellent. Strong personal relationships reflect the friendly, family atmosphere. Staff know their pupils very well and ensure that any pastoral concerns are swiftly resolved. Arrangements for welfare, health and safety are excellent. The safeguarding of pupils is given a high priority and any health and safety issues are well managed. Since the previous inspection, sufficient additional washrooms have been installed.
- 2.3 The quality of governance, leadership and management is excellent. The director has a detailed oversight of the school and ensures that her vision is realised in all aspects of school life. She meticulously oversees financial planning and ensures that, within the limitations of the site, the accommodation is of an extremely high specification and resources are plentiful and up to date. Across the school, rigorous adherence to safeguarding and recruitment procedures promotes a safe and welcoming environment. The senior management team provides a strong lead to staff in undertaking rigorous self-evaluation that identifies priorities for future developments. Since the previous inspection, significant progress has been made in the EYFS by introducing a new assessment programme and a formal system for monitoring and evaluating provision, and the balance of child-led and adult-initiated activities has been improved. Across the school, effective strategies have been used for prioritising the school's needs and for improving monitoring of the quality of teaching and learning. The school maintains very close links with parents, who expressed strong support for the school in their responses to the pre-inspection questionnaire.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure that the best practice currently within the school in teaching and learning is shared across all staff.
2. Use the information about children's personal interests, gained when they join the school, when planning activities in the Reception class.

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 The school successfully fulfils its aim to maintain high academic standards within a creative, stimulating environment where all pupils are treated as individuals and encouraged to do their best.
- 3.3 Children in the EYFS achieve very well and make significant progress relative to their starting points, abilities and needs. Carefully planned group work provides the appropriate challenge to individual children, and gives excellent support to those with SEND or EAL. At the end of Reception, most children achieve the Early Learning Goals and some exceed them. Children work accurately when manipulating numbers to 20, consolidating their skills with multi-sensory games and concrete equipment. They understand the concept of subtraction, some successfully using a number square when working with larger numbers. Children creatively apply their developing skills, linking sounds and letters confidently in their free writing, such as when providing fictional equipment lists for Paddington Bear's travels. They use scissors carefully in modelling work and practise their fine motor skills when embedding small beads on clay tablets to make their initials. Children are at ease working individually or co-operatively, as seen when collaborating on building projects with construction materials. Strongly developed critical thinking and investigative skills inform their predictions and fuel animated discussion, as seen in an experiment to find out which objects would float and sink.
- 3.4 From Years 1 to 6, pupils attain high levels of achievement across all areas of the curriculum and in extra-curricular activities. They demonstrate excellent levels of knowledge and understanding, and are able to apply their learning across other areas of the curriculum. For example, older pupils clearly explained how learning about classification in science could be useful in mathematics and humanities studies.
- 3.5 Pupils demonstrate high standards in English. They listen attentively and are keen to answer questions and to offer their opinions, which they express articulately. Younger pupils read competently for meaning and have excellent spelling and grammatical skills. Older pupils reflect on their written work to include more sophisticated vocabulary and phraseology. In mathematics, pupils demonstrate extremely high levels of numeracy. Younger pupils can apply logical thought to problem-solving situations and know which numerical operations to use and when. Throughout the school, frequent use of a broad range of ICT underpins learning and enables outstanding results to be achieved in subjects such as art and design. Pupils created animated video clips of a moving springbok silhouette by taking a series of still pictures using specialist software on a tablet computer and using toy figures collaboratively to retell the story of the Great Fire of London. They conduct independent research to inform their studies across the curriculum and analyse data in a number of useful ways. Pupils develop excellent physical skills at all ages through the busy and demanding range of activities provided at local parks and other sports facilities.
- 3.6 Pupils achieve significant success in competitive sports in relation to the size of the school. Football, cricket, rounders and hockey teams are often successful in inter-school matches and tournaments, and the netball team recently had an unbeaten

season. Swimming skills are strong across all age groups. Approximately half the pupils learn to play a musical instrument, many to a high standard. Good levels of success are achieved in external examinations for activities including music, ballet, speech and drama, and in sporting activities such as karate. Pupils are successful in competitions organised by local groups such as a road safety calendar competition, and more able children are highly competitive in inter-school quizzes.

- 3.7 Pupils have a number of opportunities to showcase their talents and abilities, including class assemblies and termly concerts and productions. Every pupil enthusiastically participates in an annual musical. Pupils eagerly take part in a number of school-run and external competitions such as in creative writing, poetry, mathematics and chess.
- 3.8 Pupils' attainment cannot be measured in relation to average performance in national standardised tests but on the evidence of scrutiny of their written work, assessment records, lesson observation, discussions with pupils and their overall participation, it is judged to be high in relation to national age-related expectations. Pupils follow a demanding curriculum and, on leaving the school, the vast majority proceed to London day schools of their choice which have a high standard of entry; a few pupils have been awarded scholarships. Pupils of all ages therefore make excellent progress in relation to pupils of similar ability.
- 3.9 Pupils with SEND make excellent progress in relation to their starting points. Individual teaching and learning plans set out the strategies to be used, and, together with clear targets, enable these pupils to make rapid progress. Pupils with EAL demonstrate high levels of articulacy in spoken and written English. More able pupils excel in response to the additional challenges provided within the curriculum and in the enrichment activities, such as the 'Discovery and Explorers' clubs that pose intellectually challenging scenarios for the pupils to explore.
- 3.10 Pupils develop extremely positive attitudes to their learning, enjoy all areas of the curriculum and make rapid progress. They are self-motivated and well organised, and sustain good levels of concentration when working independently. They are intellectually curious, ask perceptive questions and rapidly progress their learning when working collaboratively with peers. The introduction of a programme to instil positive learning habits of curiosity, collaboration, creativity, critical thinking and courage, known as the 'Five Cs of Cameron House', has made a significant impact on pupils' attitudes by encouraging them to reflect on and develop the qualities needed to make the most of their schooling. Pupils are able to think for themselves rather than accepting the views of others; for example, older pupils explained cogently the difference between fact and opinion when considering someone else's views on a particular topic.

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

- 3.11 The contribution of curricular and extra-curricular provision is excellent.
- 3.12 In the EYFS, carefully planned programmes of activities effectively cover the seven areas of learning, enabling children of all abilities and needs to reach the expected levels of development. A suitable balance of adult-led and child-initiated activities fosters independent learning and imaginative play, as seen when children enthusiastically explored travel scenarios in the role-play train station, and this represents good progress since the previous inspection. The curriculum is enhanced by specialist teaching in French, swimming, football, music, and extra-curricular ballet and drama, and through visits to local places of interest. High quality resources support learning experiences in the classroom. Although imaginatively incorporated into lesson planning, outside learning opportunities are more limited because of the school's premises, and therefore offer less frequent occasions for controlled risk taking and exploration of the wider world. Children are often able to select which activities to undertake, but these are not directly linked to their personal interests, identified when they joined the setting. Detailed observations of individual progress inform the next stages of learning.
- 3.13 From Years 1 to 6 a strong emphasis on numeracy and literacy ensures the rapid acquisition of skills by pupils of all abilities, making a strong contribution to pupils' achievements and supporting the aims of the school. A degree of flexibility in curriculum planning enables the school to adapt to pupils' changing needs and interests, but all the requisite areas of learning are provided. The schemes of work for science and humanities provide plentiful opportunities for pupils to investigate, explore and expand their knowledge. A wealth of creative activities in art, design and technology, music and drama enables pupils to develop well in various artistic skills. Information and communication technology is effectively used to support learning in all areas of the curriculum. French is taught throughout the school and Latin in Years 5 and 6. Schemes of work and curriculum planning ensure that key British values are not undermined. All parents who responded to the pre-inspection questionnaire indicated that their children are offered an appropriate range of subjects and experiences.
- 3.14 Excellent provision is made for pupils to develop skills in physical education (PE) at local parks and other sporting facilities, including team sports such as rugby, netball, football and hockey. Personal, social, health and economic education (PSHEE) is sensitively taught by class teachers and covers relevant topics including financial awareness, and for older pupils, sex and relationship education. The school provides regular opportunities for pupils to develop their knowledge and understanding of British values and institutions, and ensures a balanced presentation of political views. The curriculum is further enriched through whole-school themed days such as a science day, and by a wide range of visits to local museums, field trips to areas of geographical interest and residential trips to a specialist study centre.
- 3.15 Since the previous inspection, the whole curriculum has been reviewed and continues to be refined in light of the most recent version of the National Curriculum. Robust systems monitor, evaluate and develop its content and delivery, led by knowledgeable subject co-ordinators. A cognitive memory programme which aims to develop effective strategies to develop pupils' capacity for learning has been successfully introduced across the school.

- 3.16 Excellent provision is made for those pupils with SEND or EAL. Well-structured personalised programmes with targets for individual tuition are communicated effectively to ensure that the appropriate support is provided in each subject lesson. Across the curriculum, attention is given to developing individual pupils' learning skills. More able pupils are provided with the opportunity to deepen their knowledge and understanding through being given tasks and challenges as appropriate to their ability.
- 3.17 The curriculum is enhanced by an extensive extra-curricular programme that offers breadth and diversity of opportunities to pupils from Year 1. A good balance of physical and cultural activities ensures that something is available to suit all pupils' tastes. During the inspection and in their questionnaire returns, all pupils who responded indicated that they greatly enjoy and appreciate the range of activities available. These are a valued part of school life and the pupils' successes are well recognised and reported to parents. In their responses to the questionnaire, almost all parents appreciated the range of extra-curricular activities. Pupils take advantage of opportunities to work with a number of local community groups, for example through singing workshops and a variety of road safety events. Local and national charities are well supported by pupils of all ages.

3.(c) The contribution of teaching

- 3.18 The contribution of teaching is excellent.
- 3.19 In the EYFS teachers are well informed of their children's individual needs, which results in rapid progress being made by all. Staff are enthusiastic, become engrossed in their teaching and have high expectations of children of all abilities, who are fully engaged in their learning. Generous staffing levels and strong teamwork enable staff to deliver a range of enriching and stimulating learning experiences using high quality resources. Perceptive observations, efficiently recorded to inform both teachers and parents, enable a detailed profile of progress and achievement to be built for each child and next steps for learning to be identified. Peer and self-assessment is used to good effect, as children listen to each other read and judge the spacing of their own writing.
- 3.20 The high quality teaching across the school makes a significant contribution to the pupils' excellent achievements in learning. This successfully supports the school's aim to encourage pupils to achieve high academic standards. Teaching is effective in promoting pupils' progress and helping them to grow intellectually and achieve their potential. In addition to highly skilled, motivating class teaching, pupils across the school benefit from strong specialist teaching in subjects such as French, music, art and PE. Teachers' expectations are realistically high, and unfailingly positive reinforcement generates an enthusiasm for pupils to want to improve. In a high proportion of lessons observed, teaching methods were varied, which enabled all pupils to make excellent progress. Strong teaching was characterised by brisk pace, clear objectives and targeted planning for different abilities. A very small number of lessons were too prescriptive in their approach and provided limited opportunities for pupils to engage fully with their learning.
- 3.21 Planning across the school is excellent. Teachers have strong subject knowledge and teaching takes full advantage of their excellent relationships with pupils. The teachers know their pupils very well and show an excellent understanding of each pupil's needs. Resources in ICT are used effectively to enhance learning in a number of subjects. Upper School pupils expressed their enjoyment of research

activities undertaken in their studies of the Tudor period and showed great proficiency in using electronic devices in their art lesson. Teachers assess pupils' work regularly and thoroughly in accordance with the school's policy. Rigorous assessment and efficient monitoring systems inform teaching and promote pupils' progress at every level. An excellent systematic approach to using assessment to plan and modify provision for pupils ensures that individual needs are catered for well. Marking largely provides useful, constructive comments that support further learning, as seen when examining pupils' work, and occasionally shows that the advice has been noted. At times marking was a little perfunctory, with over-simplified comments that did not support progress. The use of rewards in the form of stamps and stickers strongly encourages pupils to consider and respond to comments on their work.

- 3.22 Pupils with SEND or EAL and the more able are identified early and supported extremely well. Provision is made in planning to ensure that these pupils have an opportunity to make progress within lessons, and where appropriate specialist one-to-one support is offered. Help from outside agencies such as a speech therapist is quickly sought when needed. Teaching promotes tolerance and respect amongst pupils, is non-partisan in the coverage of political issues and does not undermine British values; teamwork and collaboration are notable features in lessons. All pupils who responded to the questionnaire indicated that their teachers help them to learn and give them individual support when they need it.
- 3.23 Teaching effectively fosters self-motivation and enables pupils to think and learn for themselves. Independent learning skills and a culture in which pupils are confident to try things out are inculcated by the staff, who ensure that pupils are at ease in taking risks in their learning. For example, in an Upper School mathematics lesson, pupils were encouraged to develop their understanding of three-dimensional shapes through building figures of their own to create a castle structure. Cross-curricular links are also made between subjects which successfully reinforce learning. Teaching provides intellectual challenge, as observed in a PSHEE lesson where pupils had to use reasoning in assessing families' essential and non-essential financial commitments.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

4.1 The spiritual, moral, social and cultural development of the pupils is excellent.

4.2 In the EYFS, children's personal development is excellent. They demonstrate considerable self-confidence, build strong relationships with their peers and adults, and show respect for each other's feelings. They are very keen to support one another, as seen when they helped each other with difficult zips. Children make a positive contribution to the school and confidently share their personal aspirations, ranging from improving swimming to becoming 'Star of the Week'. Two members of the class represent views at the school council. Children readily take on simple responsibilities such as taking the register to the office and proudly acting as daily line leaders. They prepare for play independently and follow simple rules sensibly, such as holding the rail on the stairs, putting hands up for questions and eating lunch quietly. British values are embedded in the curriculum and actively promoted, for example learning to treat everyone equally and respecting the variety of cultures in the class. Pupils are well prepared for the transition to the next class as they know the staff very well and share snack and break times with Year 1 pupils.

4.3 The school is successful in meeting its aims to develop self-respect and self-discipline, and develops in its pupils a strong moral code and concept of faith. The school's motto 'Da Mihi Sapientiam', meaning 'give me wisdom', is embodied in the life and work of the school so that pupils are nurtured to be wiser in thought and action.

4.4 The pupils' spiritual awareness is excellent. Pupils appreciate non-material aspects of life and are encouraged to recognise the beauty of the natural world. In a Lower School pedestrian training session, pupils noticed the blossom on the trees and questioned their teachers about it. They appreciate the opportunities for quiet reflection in assemblies, in which they often play a central role. They are highly aware of other cultures and beliefs; the school's broad Christian values have a strong impact on its life and work, and help to shape its character. Those of other faiths and those who have none demonstrate high self-esteem and self-confidence, and are made to feel very welcome at the school.

4.5 All pupils display excellent moral development. They have a well-developed sense of right and wrong, and are extremely courteous. Pupils respect school and class rules that they have helped to determine at the start of the year and which they are encouraged to uphold each day. They demonstrate high levels of self-discipline and relish the opportunity to take responsibility for themselves and each other. Pupils respond very positively to their teachers and demonstrate exemplary manners at all times. They are very keen to win house points and the headmistress's special award for good work, presented regularly. Pupils understand the importance of rules and consider that respecting authority is an essential aspect of society through learning about key public institutions and services in England.

4.6 Pupils' social awareness is excellent. Their deep affection for their school community was strongly evident in discussions with pupils; reference to the school being like a family was a common viewpoint. Older pupils express very positive attitudes and take seriously their responsibilities. Throughout the school, pupils demonstrate an excellent awareness and empathy for those less fortunate than themselves. Upper School pupils developed a clear understanding of how children

in a village in India are not able to enjoy many things they take for granted, such as an education. They gain a great deal from organising and participating in charity days where money raised supports both national and local good causes.

- 4.7 Pupils develop an excellent cultural awareness through a variety of sources, ranging from stimulating trips to local places of interest such as churches and museums, as well as opportunities to see and take part in musical and dance performances, including local arts festivals. The trips programme ensures that pupils gain an understanding of the working of English institutions, for example by arranging visits to the Houses of Parliament. Pupils benefit from cultural days organised by the school such as a languages day, where they experience and learn more about the traditions, dress, food and music from other countries. Parents are actively encouraged to join these events and bring their own personal experiences to share with the pupils.
- 4.8 By the time they leave the school, pupils' personal development is excellent and in line with the school's aims. Pupils develop their gifts and talents, and equip themselves to become tolerant, responsible and considerate members of society, understanding injustice and combating discrimination. They value democracy and the rule of law, and are accepting of those of different genders, faiths and beliefs.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 In the EYFS, key people know their children and families extremely well, ensuring that every child feels safe and that his or her needs are fully met. This creates a relaxed and welcoming environment where simple rules are followed extremely well and both children and teachers visibly enjoy their activities. Healthy eating is encouraged, and regular opportunities to relax in the fresh air are taken during play times. Local venues provide facilities for a wider range of activities, such as swimming and outdoor PE sessions.
- 4.11 In the rest of the school, effective support and guidance are provided, in accordance with the school's aim to instil a firm moral code in its pupils and for staff to lead by example in developing pupils' core values. Class teachers lead discussion on the welfare of individual pupils at weekly staff meetings, which is shared with non-teaching staff and external coaches. Pastoral care makes an excellent contribution to pupils' personal development. Strong personal relationships amongst all in the school reflect the friendly, family atmosphere, as seen by the relaxed yet respectful manner in which staff and pupils address each other. Staff know the pupils very well and their vigilance in following the school's monitoring systems ensure that any pastoral concerns are swiftly resolved. Pupils stated in discussions that there are a number of people to whom to turn if they need to share any worries. In their responses to the questionnaire, almost all pupils were very positive about all aspects of school life and all indicated that teachers show concern for them as a person.
- 4.12 Pupils of all ages learn about the importance of leading a healthy lifestyle. They are encouraged to include balanced choices of foods for snacks and lunches, and frequent outdoor break times ensure that they have fresh air and time to relax. Regular scheduled lessons at local venues successfully extend opportunities for competitive sport and more challenging exercise, such as swimming and team games. The success individual pupils achieve in activities outside school, such as fencing and ice skating, are warmly celebrated by the school. Pupils are highly

aware of the importance of personal hygiene and are encouraged to wash their hands before meals.

- 4.13 A strong culture of praise for good behaviour and respect for school rules is reflected in the infrequent use of sanctions. Pupils appreciate the variety of rewards available to them, such as 'Star of the Week' and 'Golden Time', and are keen to collect house points and stickers for their work, for their observance of class and school rules or for acts of personal thoughtfulness. In response to the questionnaire and in discussions during the inspection, pupils fervently expressed how much they like being at the school. They stated that bullying very rarely happens but they were confident that the school would deal with it quickly and efficiently should it occur. They also feel that rewards and sanctions are fairly awarded. Strict adherence to the school's e-safety policy effectively prevents any cyber-bullying and access to inappropriate websites.
- 4.14 A concise three-year plan improves educational access for pupils with SEND. The plan identifies ongoing developments to ensure access to the curriculum for all pupils and improvements to the site. The school has undertaken an external accessibility assessment to inform its priorities going forward.
- 4.15 The school uses effective means to seek the views of pupils. Representatives from each form take suggestions for discussion to school council meetings. These are then presented to the headmistress for her consideration. As a result, a new type of school waterproof has been introduced and a school mascot established.

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

- 4.16 The contribution of arrangements for welfare, health and safety is excellent.
- 4.17 In the EYFS, children's safety is assured by the rigorous implementation of school policies and procedures. The safeguarding of children is given a high priority, and arrangements to prevent radicalisation and extremism across the whole school are embedded in all aspects of school life. Staffing ratios are appropriately maintained so that children are appropriately supervised at all times. Daily risk assessments are carried out to ensure that the environment is safe, and regular equipment checks identify old or damaged resources that are immediately replaced. The school's requirement for prompt and regular attendance is well supported by the parents. Paediatric first aiders are always on site and the EYFS strictly adheres to first-aid protocols.
- 4.18 Since the previous inspection, a high priority continues to be placed on welfare, health and safety. The safeguarding policy is regularly updated, with meticulous regard to official guidance, and close links exist between the school and the local safeguarding children board. New staff and volunteers undertake a formal induction process that includes all aspects of welfare and safeguarding. The designated safeguarding lead and deputy have up-to-date training at the appropriate level for their roles, and all other staff receive training in child protection at the required frequency, enabling them to confidently take appropriate action should the need arise. Teaching pupils how to keep safe, including e-safety, is a strong strand within the curriculum and ethos of the school.
- 4.19 Effective arrangements for health and safety are well managed by the senior leadership, although this is seen as a shared responsibility by all staff. Efficient systems ensure that risk assessments and the review of all aspects of health and safety are carried out. All necessary measures are taken to reduce the risk of fire

and other hazards. Regular evacuation procedures are conducted, and the relevant equipment is checked at appropriate intervals. The fire safety manual and all records are meticulously kept. Risk assessments, including those for visits out of school, are excellent. These rigorously cover the management of risk, provision for the individual needs of pupils and lessons learnt from evaluations. Pupils are looked after well throughout the day.

- 4.20 Comprehensive health and safety policies include effective and sensitive arrangements for those with SEND. Sick or injured pupils are sympathetically cared for in a room that doubles as an appropriately resourced medical facility and parents are contacted immediately. A large number of staff have received first-aid training, including some with paediatric first-aid qualifications. The first-aid officer is appropriately qualified, and efficiently oversees the implementation of the school's comprehensive medical and first-aid policies.
- 4.21 Admission and attendance registers are completed accurately and stored appropriately. The efficient work and support of secretarial, administrative and all other non-teaching staff make an excellent contribution to pupils' welfare. Almost all parents who responded to the pre-inspection questionnaire indicated that their children feel happy and safe at school and are well looked after.

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 director is fully aware of the statutory requirements for the EYFS and has a clear understanding of what is required. Staff and parents feel fully supported through her frequent visits to the school and by her informed knowledge of the children and their families. She is readily available to speak with staff and parents.
- 5.3 The director has an effective oversight of the school and ensures that her vision, shared by the senior leadership and other members of staff, is realised in all aspects of school life. She readily seeks guidance from individuals on a panel of external advisors who come from a range of useful and complementary fields to provide expert advice when necessary. She meticulously oversees financial planning and ensures that, within the limitations of the site, the accommodation is of an extremely high specification and resources are plentiful and up to date. The director is fully aware of safeguarding and child protection requirements. She conducts a formal annual review of the safeguarding policy and procedures, and is vigilant in ensuring that all policies and procedures for the welfare, health and safety of pupils are appropriately reviewed and implemented.
- 5.4 High quality staff are recruited, and the director ensures they feel well supported in their various roles. The genuinely collaborative culture within the school stems from the director's input. She works closely with the senior leadership and members of staff to identify areas for school improvements and effect change for the benefit of all pupils. She has full insight into the running of the school and is extremely well informed of day-to-day matters, providing support, challenge and stimulus for improvement. At the time of the initial visit of the previous inspection, the school did not meet the requirement for sufficient washrooms for pupils. An additional washroom was installed prior to the final visit for that inspection, and a further two washrooms have been installed since, now providing sufficient facilities for pupils and staff.

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 Senior leaders ensure rigorous adherence to school safeguarding and recruitment procedures so that children in the EYFS are kept safe at all times. Close attention is given to ensuring that the premises are well maintained, thus promoting an environment that is always safe and welcoming. All EYFS staff contribute to the departmental development plan and help to set realistic targets for improvement. In addition to an annual appraisal, Early Years staff undertake regular formal supervision meetings. These provide an efficient channel of communication which allows staff to raise any sensitive concerns about the children in their care and their families. Strong partnerships with parents and external agencies are forged in order to provide children with appropriate support as necessary.

- 5.7 Dynamic and energetic leadership across the school is highly effective in enabling the school to successfully fulfil its aim to create a happy and warm family atmosphere in which pupils are treated as individuals and are motivated to work and play to the best of their ability. The vision for the school is shared by all staff, who fully support its aims. The clearly defined line management structure ensures that the educational programmes, policies and procedures are regularly reviewed and effectively monitored, and any changes are quickly shared with staff for immediate implementation. Safeguarding and child protection arrangements are regularly reviewed, and the designated safeguarding lead is quick to ensure that staff are kept abreast of changes made as soon as possible. As such, all staff demonstrate a secure understanding of their roles in ensuring the safeguarding of all pupils in their care through regular training.
- 5.8 The senior management team has successfully fashioned a culture that encourages pupils to collaborate, use their initiative and take risks in their learning. It ensures that opportunities for the active promotion of fundamental British values are regularly planned for and thoughtfully delivered, such as staging a mock general election and the forum for discussion in the school council. The school ensures that British values are inculcated in the EYFS by children learning to respect everyone's viewpoint and sharing the diverse cultures of families in the class. The recent introduction of the 'Five Cs' programme to foster positive learning habits has successfully instilled a culture amongst staff and pupils alike where they feel empowered to try new things. This has had a tangible impact on the ethos of the school.
- 5.9 Senior and middle managers provide clear educational direction and this is demonstrated in the excellent quality of pupils' achievements and in their outstanding personal development. The senior management team provides a strong lead to subject co-ordinators in undertaking rigorous self-evaluation that identifies priorities for future developments. Highly effective teamwork is clearly evident and is a strength of the school. A truly collaborative approach to school improvement means that all staff have genuine ownership of the curriculum and the clear, concise arrangements for monitoring and evaluation. Staff feel extremely well supported by the senior management and know that their views are actively sought, valued and often acted upon.
- 5.10 The senior management team is highly successful in recruiting and retaining motivated staff through a commitment to ongoing support and development. Arrangements for the induction of new staff and volunteers, including the role they play in safeguarding, welfare, health and safety, are firmly implemented. Thorough measures exist for checking the suitability of staff and volunteers. All the necessary checks are accurately recorded on the single central register, in accordance with safer recruiting requirements, promoting the effective safeguarding of pupils at all times. An annual appraisal system for all staff includes peer observation and sets clear targets for professional development which are regularly followed up over the year. The school is very supportive of individual training needs, and ensures that staff have regular opportunities to undertake short courses to develop their skills and knowledge, and to attend in-house training days. The commitment to continuing professional development has a positive impact on pupils' learning.
- 5.11 Since the previous inspection, significant progress has been achieved with regard to the recommendations made at that time. The management of the EYFS has introduced an assessment system to identify children's starting points on entry, which ensures that progress can be clearly monitored. A formal system for

monitoring and evaluating EYFS provision has been introduced. As a result of a planning review, a better balance has been established between adult-directed and child-initiated activities, although opportunities for pupils to choose activities outside remain more limited. The school successfully uses a range of strategies to focus more rigorously on the effectiveness of teaching and learning when monitoring lessons. It has developed thorough procedures to use information from monitoring and assessment to identify priorities. This is then included in the school's development planning and linked to the professional development of staff.

- 5.12 The school fulfils its aim to maintain close links with parents. In response to the questionnaire and during discussions with inspectors, almost all parents expressed their unequivocal satisfaction with the education provided and whole-hearted support for the school. They feel that the school is extremely special because the staff know the children and their families extremely well and are always available to discuss any concerns. In the EYFS, they particularly appreciate the care shown by the older pupils who make their children quickly feel part of the school family. The school handles the rare instances of complaints with care and in accordance with its published procedures. In practice, almost all concerns are successfully dealt with quickly and informally.
- 5.13 All parents who responded to the questionnaire indicated that information about the school and its policies are readily available. Weekly newsletters, regular curriculum evenings and the website provide helpful information for parents of both current and prospective pupils. Parents enjoy the many opportunities to take part in school activities, such as talking to the pupils about their careers or their family cultures, or listening to readers. Parent representatives from each class support families new to the school and bring parents and staff together for social and fund-raising events. The Cameron House Foundation raises funds to support academic scholarships.
- 5.14 Detailed written reports and scheduled consultation evenings present a summative picture of individual progress and achievements. However, they do not consistently provide targets for future improvement. Parents of older pupils particularly appreciate the quality of reports provided for future senior schools, which accurately describe their children's personalities and capabilities in detail.

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