



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

QUEEN ELIZABETH'S HOSPITAL JUNIOR SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Queen Elizabeth's Hospital Junior School

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

Full Name of School	Queen Elizabeth's Hospital Junior School		
DfE Number	801/6014		
Registered Charity Number	1104871		
Address	Queen Elizabeth's Hospital Junior School Berkeley Place Clifton Bristol BS8 1JX		
Telephone Number	0117 930 3087		
Email Address	juniors@qehbristol.co.uk		
Head	Mr Martin Morris		
Chair of Governors	Mr Nicholas J Tyrrell		
Age Range	7 to 11		
Total Number of Pupils	96		
Gender of Pupils	Boys		
Numbers by Age	7-11:	96	
Number of Day Pupils	Total:	96	
Inspection Dates	02 Dec 2014 to 05 Dec 2014		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. This was the school's first full inspection by ISI.

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, as amended. 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.

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.

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

Inspectors

Mr Richard Johnson

Reporting Inspector

Mr Michael Connolly

Team Inspector (Head, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Queen Elizabeth's Hospital Junior School is a day school for boys aged from seven to eleven. It was opened in 2007 as the junior section of the historic Queen Elizabeth's Hospital School (QEH). This was originally founded in 1586 by John Carr, a Bristol merchant. The school's charter was granted by Queen Elizabeth I in 1590 for 'the education of poor children and orphans'. For many years the pupils were known for their distinctive blue coats. In 1984 Her Majesty the Queen became the school's patron. The school is a registered charity, overseen by a board of governors. The head of the junior school reports to the headmaster of the senior school, who is responsible to the board for the operation of both sections of the school.
- 1.2 The junior school occupies two Georgian town houses, adjacent to the senior school, located on Brandon Hill in the Clifton area of Bristol. As well as classrooms, there are specialist teaching areas for music, art and information and communication technology (ICT). Pupils from the junior school share facilities for sport, performing arts and science with the senior school.
- 1.3 Both senior and junior schools aim to help each pupil to develop his academic potential to the full and to provide opportunities for pupils to extend their other abilities across a range of activities, within a friendly, supportive community where pupils learn to respect one another. The schools aim to support pupils through a high standard of pastoral care, so that they feel secure and grow into responsible members of society. The school is a Christian foundation that welcomes pupils of any religious faith.
- 1.4 There are 96 pupils, all boys, aged from seven to eleven years. Six pupils are identified as having special educational needs and/or disabilities (SEND) and all receive extra learning support. There are no pupils with a statement of educational needs, or who require support for English as an additional language. The results of national standardised tests indicate that the ability profile of the school is above the national average. The school draws pupils from a local catchment area, which reflects the ethnic diversity of the local population. Most parents come from professional backgrounds.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Queen Elizabeth's Hospital Junior School is highly successful in meeting its aims. The achievements of the pupils are excellent, both in their academic studies and also in a wide range of sporting, musical, dramatic and extra-curricular activities. Their enthusiastic and positive approach to their learning is a strength of the school. They benefit from a curriculum that is broad, and combines excellent provision for the learning needs of all pupils with opportunities to develop their abilities in other areas. The timetabling of some specialist teaching from the senior school is not always well matched to the junior school timetable. The quality of teaching is excellent and lessons are well-planned to meet the needs of all learners, frequently using challenging and innovative strategies that enthuse the pupils. Teachers are adept at assessing the progress of their pupils and adapting their strategies accordingly.
- 2.2 The pupils' personal development and the school's provision of pastoral care are both excellent. Strong spiritual, moral, social and cultural outcomes can be seen in the pupils' self-confidence, ability to reflect and social awareness. There are very positive relationships within the school community, and staff ensure high standards of care for individual pupils. Welfare, health and safety standards are good. Medical provision is outstanding and there is much good practice. A small number of health and safety issues were identified during the course of the inspection which were attended to promptly.
- 2.3 Governance is good; the support given by governance specifically linked to the junior school is notably strong. The monitoring by the board of governors of the implementation of some whole-school policies is not sufficiently robust. The leadership and management is excellent and enables the highly committed staff to maintain high standards of academic and personal development within a caring environment. Links with parents are very strong. Parents express high levels of satisfaction with almost all aspects of their children's education. The recommendations of the school's accreditation inspection have been addressed.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. Ensure the safeguarding policy is up-to-date and that all governors understand their role within it.
 2. Monitor all aspects of the school's operation to ensure that routine matters of health and safety are addressed promptly.
 3. Improve the timing of specialist teaching, so that it is better matched to the junior school timetable.

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 Pupils are very well educated in accordance with the school's aim to develop their academic potential to the full. Pupils demonstrate high levels of skill in their literacy and numeracy work. They are articulate and write clearly and concisely; younger pupils showed very high levels of ability in a creative writing class. Pupils can use their numeracy skills to solve practical problems. They develop a sound knowledge of French and Spanish. Their reading levels are excellent and they listen well. The pupils' ICT skills and scientific knowledge are well developed, and they apply these very effectively. Teams have competed successfully in a national robotics challenge, and results in national mathematics competitions are consistently high. Recently, another team qualified for the finals of an international problem-solving competition held in the United States.
- 3.3 An excellent understanding of history and geography topics allows pupils to make links across the curriculum. This fosters their natural curiosity and leads to much independent learning and research. A wide range of high-quality artwork displayed throughout the school contributes effectively to the learning environment. This ranges from studies in modern art to the artistic merits of Tudor swords.
- 3.4 The pupils' achievement in a wide range of extra-curricular activities is good and sometimes excellent. They take part in a wide range of activities outside the classroom and have achieved success in many areas. The chess team competes in the national schools' competition; pupils have represented England and national and European competitions in their age group. The pupils' physical skills are very well developed and this is reflected in the success that teams enjoy in many sports fixtures and tournaments. Pupils compete in regional and national competitions in rugby and swimming, as well as achieving individual success in biathlon and taekwondo. Drama productions and other opportunities to speak in public help pupils to develop excellent oral and dramatic skills. They regularly take part in literary and music festivals, including the national Shakespeare festival. Many pupils play a musical instrument, and a significant number have successfully passed instrumental examinations with merits or distinctions.
- 3.5 The pupils' attainment cannot be measured through nationally standardised assessments but it is judged to be well above age-related expectations. This is supported by lesson observations and a scrutiny of pupils' work. Almost all pupils proceed to the selective senior school. Pupils achieve awards which range from academic scholarships to those in areas such as sport. This level of attainment indicates that pupils make excellent progress in relation to pupils of similar ability. Progress for pupils with SEND and the more able is also excellent. Their learning needs are quickly identified and they are both supported and challenged effectively by individual and group programmes.
- 3.6 Pupils are extremely well-motivated, mutually supportive and conscientious in their approach to all classroom activities. Behaviour in lessons is excellent and they work co-operatively, showing a mature attitude by developing high levels of knowledge and excellent learning skills, which they then apply effectively across a range of activities. This enthusiasm shown in their approach to lessons is a notable strength of the school.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 This fully supports the school's aims. In response to pre-inspection questionnaires, parents expressed high levels of satisfaction with the educational opportunities provided by the school.
- 3.9 A broad and balanced curriculum provides all pupils with the opportunity to develop the full range of skills, knowledge and understanding appropriate to their age and ability. The school provides an excellent array of subjects and experiences; the curriculum covers all of the requisite areas of learning. In Years 4 to 6, the deployment of subject teachers and the use of setting by ability in the teaching of core subjects contribute to the excellent progress made by pupils. Good use is made of specialist teaching from the senior school. The timing of these lessons is not always appropriate to the needs of the junior school curriculum, as they do not co-ordinate well with the existing timetable, and the pupils' established routines.
- 3.10 The recent adoption of an innovative creative writing scheme has achieved a positive impact on standards. In humanities teaching, pupils receive good opportunities to link aspects of their knowledge across subjects, and they make effective use of them. Pupils are actively encouraged to reflect upon current affairs and social issues, and have suitable opportunities to learn about British society and its values. They show a strong awareness of these in discussions. Religious education is accorded due importance, and is closely linked to the school's personal, social and health education provision. This helps to promote the pupils' excellent knowledge and strong awareness of other faiths.
- 3.11 Provision for most able pupils and those with SEND is excellent, and is highly effective in meeting their needs. Dedicated learning support staff develop strong links with classroom teachers with the result that detailed education plans, with clear targets, are implemented well. These are reviewed regularly with the relevant staff.
- 3.12 There is an excellent choice of extra-curricular activities and clubs, ranging from philosophy to judo; the pupils value these and participate with enthusiasm. There is excellent provision for music, sport and dramatic arts. The recommendation of the accreditation inspection to address the balance between academic and sporting activities in the curriculum has been met in full. School drama productions give all pupils the opportunity to perform in public, and they regularly take part in a variety of local festivals. Teams compete in sports tournaments and play fixtures against other schools, and opportunities to represent the school are provided for pupils of all abilities.
- 3.13 There are frequent educational outings to places of educational and cultural interest, which enrich the pupils' learning. Recent visits have included art galleries and different places of worship. The school has forged good links with local girls' schools and a number of joint events are held. Residential trips take place for each year group, which help to develop the pupils' independence. An outstanding outdoor education programme, the QE award scheme, involves older pupils in a range of activities that enhance their self-confidence and teamwork skills. The pupils benefit from excellent links with the community, including both local and international charities. The school has established constructive links with a school in Kenya, allowing interaction with children of a different culture.

3.(c) The contribution of teaching

- 3.14 The quality of teaching is excellent.
- 3.15 Throughout the school, teachers know their pupils well and consistently take their individual needs and abilities into account. The school provides a supportive learning environment where pupils with SEND are given appropriate tasks to ensure they make rapid progress commensurate with their abilities. Lessons are carefully planned to match the age and abilities of the pupils, and include challenging tasks for the most able pupils. Great emphasis is placed on continuity and progression so that pupils have a firm grasp of previous topics before assimilating new concepts. The quality of marking is generally thorough, and includes detailed, positive comments which highlight individual pupils' strengths whilst suggesting aspects for development. A system of clear targets in the pupils' exercise books allows them to monitor their own progress.
- 3.16 Assessment of the pupils' progress is carried out through effective questioning in lessons and the monitoring of the quality of pupils' written work. A colour-coded card system was used with particular success in a mathematics lesson to help pupils to communicate their confidence level when assimilating new concepts. In addition, samples of pupils' work are regularly assessed against national age-related expectations.
- 3.17 Teaching demonstrates very secure knowledge of individual subjects, which is shared keenly with pupils. Teaching enables pupils to make cross-curricular links which enhance their educational experience. For example, in a mathematics lesson clear links were made between a practical investigation using bathroom scales to explore the properties of gold, and a science topic. In almost all teaching the pace is appropriate to maintain the pupils' interest and promote rapid progress.
- 3.18 Teaching uses a variety of methods, including individual and small group sessions, to provide a positive learning experience for the pupils. In rare cases, the teaching is less successful because the activities are too teacher directed, which restricts the pupils' opportunities to learn independently. A wide range of resources are used effectively, including interactive boards. Teaching assistants are deployed to ensure that additional help is provided to those pupils who require it.
- 3.19 Much teaching generates a genuine sense of enjoyment pupils, who find it both stimulating and rewarding. Praise and encouragement are used frequently to promote high levels of application. Interviews with pupils confirmed the rapport which they have with their teachers and this was observed frequently.

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 A profound mutual respect and genuine concern for others is a notable feature of the school. This is apparent in lessons, and also as pupils move around the school.
- 4.3 The quality of the pupils' spiritual development is excellent. Pupils are articulate, confident and enthusiastic, and convey a sense of wonder at non-material aspects of life. This is apparent in their artwork and displays around the school. Their self-esteem is enhanced by the importance which the school places on valuing them as individuals within a mutually supportive community. It is further strengthened through assemblies, as well as lessons in religious education (RE); personal, social and health education; art and music. Their responses to poetry and classic literature reflect a mature and insightful appreciation of spirituality.
- 4.4 The quality of the pupils' moral development is excellent. Pupils are fully conversant with the standards of conduct expected of them and are keen to comply with these. They respect the moral and ethical values of the school and those of the wider community; for example, they care for the environment and those less fortunate than themselves. In a literacy lesson on *A Christmas Carol*, older pupils were able to comprehend how poor life choices by Scrooge led to his personal predicament.
- 4.5 The quality of the pupils' social development is excellent. They are always polite, extremely well-mannered, thoughtful and considerate to visitors, as well as each other. Older pupils are given positions of responsibility, such as becoming a house captain, and they use this authority responsibly. The school council, which includes representatives from every class, is another forum in which pupils take leadership roles successfully. Pupils are keen to offer community service, such as through involvement in planting trees in a local park. Pupils correspond with their counterparts in a school in Kenya and also raise funds to aid the school. A termly charity week involves a variety of fundraising tasks where pupils provide tangible help for many charities. In addition, many older pupils successfully develop their knowledge and understanding of social, political and economic matters through a number of extra-curricular activities such as philosophy club and the debating society.
- 4.6 The quality of the pupils' cultural development is excellent. They are introduced to several major world religions within religious education lessons and show both respect for, and interest in, other cultures. Varied and interesting wall displays of the pupils' work convey a wide range of cultural interests and activities. Opportunities to study several modern languages add another dimension to the pupils' appreciation of the Western cultural tradition.
- 4.7 Visiting speakers from diverse roles, such as a justice of the peace, police officers and an imam reinforce the pupils' understanding of fundamental British values of democracy, rule of law and individual liberty, as well as a respect for other faiths and cultures. Pupils have an excellent standard of personal development by the time they leave the school.

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

- 4.8 The contribution of the arrangements for pastoral care is excellent.
- 4.9 The school is highly successful in achieving its aim to create a friendly, supportive community. Parents commented in questionnaires on the excellent quality of pastoral care provided and high standards of behaviour achieved. Pupils say that they are well cared for, and know whom to go to if they have a concern.
- 4.10 Class tutors are an effective point of contact for both pupils and parents. Since the accreditation inspection, a senior management role with responsibility for pastoral care has been created, which has increased communication between staff, and with parents. Daily staff briefings ensure that any concerns about individuals are raised and recorded. The pastoral role of the teaching assistants is a significant strength.
- 4.11 Relationships between staff and pupils are excellent. Teachers know their pupils very well, for example they sit together at meals. Pupils are confident that they can turn to any member of the staff if they have a concern. Relationships are similarly positive between the pupils. Year 6 boys support the younger ones by acting as 'buddies'.
- 4.12 Staff promote excellent behaviour and courtesy at all times. The system of rewards and sanctions is highly effective in nurturing good behaviour. Pupils value house points and 'star performer' awards. A very small minority of parents expressed concerns regarding the school's response to bullying. Inspection findings from interviews with staff and pupils and a scrutiny of behaviour records do not support this view; staff and pupils are strongly aware of how to guard against bullying. Healthy eating is encouraged through appetising and balanced meals. The excellent physical education and sports programme ensures that pupils take regular exercise.
- 4.13 The school has a suitable plan for improving educational access for pupils with specific learning needs and/or disabilities.
- 4.14 Pupils value the role of the school council, which is effective as a medium through which to communicate their suggestions. A small minority of pupils felt that they do not receive a response to these. Inspectors agree; feedback on the pupils' ideas, to ensure that they feel their views are considered, is not yet provided consistently.

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

- 4.15 The arrangements for the welfare, health and safety of the pupils are good.
- 4.16 The school promotes the welfare, health and safety of the pupils effectively. Designated figures in the senior and junior schools liaise closely. All staff receive safeguarding training at regular intervals. The whole school safeguarding policy did not meet current guidance at the start of the inspection; this was subsequently rectified. All junior school staff have read the most recent statutory guidance and it is implemented appropriately. Staff recruitment checks are carried out efficiently and the central register of staff appointments is well maintained. The school has good links to local child protection agencies.
- 4.17 An excellent quality of medical care is provided by the health centre, manned by well-qualified staff. Rigorous procedures ensure the medical needs of pupils are fully met. Staff are well-informed about the medical needs of their pupils, including the provision of detailed information for activities outside school. Thirteen staff have

first-aid training. First-aid boxes throughout the school are checked and restocked on a regular basis. Appropriate documentation allows for the safe administration of both non-prescription and prescription medicine as necessary. All accidents are recorded conscientiously and parents are informed as soon as practical.

- 4.18 Health and safety procedures are good overall. There are many examples of strong practice, and risk assessments are prepared for all activities on and off site. Some of these are not completed correctly and a small number of potential hazards had not been identified or addressed promptly. These were remedied during the inspection. Fire practice, training and maintenance records indicate that an efficient system is in place. Staff and pupils are aware of fire exits and these are clearly displayed. Admission and attendance registers are accurately maintained and stored appropriately.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governors have a clear vision for the school which is shared by the school's leadership. Specific arrangements exist for oversight of the junior school. These provide excellent support and challenge, and enable the board to have a thorough understanding of the school.
- 5.3 Governors receive good quality information about the school at termly meetings. This includes reports from senior managers, including in the junior school, who attend these meetings. A wide range of sub-committees monitor aspects of the school effectively overall, and report to the full board. Staff give presentations on a range of relevant issues. In addition to their regular meetings the governors hold a biennial strategic planning seminar.
- 5.4 The board of governors has a good balance of long-standing and newer members. Many are active in professions such as education, law, finance and business, and provide experience relevant to the governance of the school.
- 5.5 Governors maintain a well-informed oversight of the school, and communication between governors and the senior management is excellent. They attend school functions and frequently make visits during the working day. Firm financial control ensures that the school has a realistic development programme. All school policies are reviewed on a cyclical basis. There is an appropriate annual review of safeguarding policy and procedures. A number of policies, including for safeguarding, required amendment in order to meet regulatory requirements. Some, for example in the area of health and safety, are not implemented with sufficient rigour.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.7 This is reflected in the excellent educational success and personal development of the pupils, supported by high quality pastoral care. Firm and highly committed leadership enables the school to provide a vibrant learning environment and a supportive, friendly community which responds effectively to the needs of all pupils. The school is highly successful in meeting all of its aims.
- 5.8 The senior leadership team plans realistically for the future and has a clear vision of how to implement these changes. The school development plan is a comprehensive document. Specific objectives are set, which include challenging academic targets and the provision of enhanced academic and pastoral support for individual pupils. All staff have the opportunity to review and contribute to this process. The continual evolution of the curriculum ensures that it is adapted effectively to meet the needs of the pupils. The recent introduction of a new assessment system allows leaders to track pupils' progress and meet their individual needs, and this is under continual review.

- 5.9 The staff are given very clear guidance on how to realise the school's aims, specifically in meeting the pupils' educational and pastoral needs. Close links with the senior school allow the sharing of staff and facilities, although this currently has an adverse impact on the timetabling of lessons. Regular staff meetings, together with ease of informal communication throughout the school, ensure that staff are kept well informed and feel highly involved in sustaining the caring ethos of the school. Pastoral systems are excellent, and appropriate records are well maintained.
- 5.10 Training sessions and initiatives for staff have improved outcomes in creative writing substantially, and stronger assessment strategies have been introduced. The implementation of the school's teaching policies is effectively monitored through classroom observations, informal visits and a regular work scrutiny, which contribute to the high standards of achievement.
- 5.11 The school is staffed by well-qualified and experienced teachers who are suitably trained for their roles in meeting the needs of all pupils including safeguarding, welfare, health and safety. Induction procedures are thorough, cover all requisite areas, and allow new staff to adapt quickly to their new role. A formal system of appraisal fosters the development of teaching and non-teaching staff, with the use of clear individual targets. Members of staff are given regular opportunities to attend courses in order to develop their professional skills. This is supplemented by much informal sharing of good practice between staff, an outstanding sense of teamwork and a desire to achieve high standards in all areas.
- 5.12 Responsibility for many aspects of the welfare, health and safety of pupils is shared by the management team of the whole school. Aspects of those policies that affect the junior school are generally implemented with care. The completion of a small number of risk assessments lacks sufficient rigour. Senior leaders are effective in the discharge of their responsibilities for safeguarding pupils. The centralised register of appointments is well maintained and all appropriate checks are made to ensure the suitability of staff and governors to work with children. Supervision duties are discharged most effectively.
- 5.13 Excellent use is made of the grounds, buildings and facilities, to allow pupils to learn and develop within the constraints of a historic site. A highly committed administrative and support staff help the school to maintain the high standards of education.
- 5.14 Since the accreditation inspection the assessment process has been strengthened and the curriculum has been rebalanced. Reports to parents have been revised to indicate the pupils' levels of achievement clearly, and a new assessment procedure has been introduced, ensuring that its recommendations have been fully met.
- 5.15 Links with parents are excellent. Responses by parents to the pre-inspection questionnaire indicate very high levels of satisfaction with all aspects of the management of the school and the information that parents receive. Parents commented on the friendliness and accessibility of the staff and senior leaders.
- 5.16 Parents are provided with detailed information. New families are offered a comprehensive induction programme. A weekly newsletter celebrates success, highlights future events and a text message service allows the school to contact parents, if necessary. The school website is an excellent source of information, including homework details and team lists, as well as the required policies. Links between teachers and parents are strong, through the use of daily diaries and email

communication. Curriculum evenings are held each year, in addition to a recent e-safety tutorial, and all of these are well attended by parents. The school has a compliant complaints policy; this is rarely used.

- 5.17 Parents receive a written report at the end of each term on their child's progress, and there are parental consultations twice yearly. These are detailed and include achievement and effort grades, as well as advice to enable further improvement. Parents of pupils in Years 5 and 6 also receive regular grade cards. Class assemblies are held twice yearly, to which parents are invited. These are used to celebrate the work of the children in a variety of interesting and entertaining ways. Many of these initiatives have arisen out of the parental and pupil questionnaires that are conducted every two years. The 'Junior Friends' supports the school through social events and fundraising, a proportion of which goes to local charities. These events provide an additional and valued link between the parents and the school.

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