



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
LONDON CHRISTIAN SCHOOL**

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London Christian School

Full Name of School	London Christian School
DfE Number	210/6397
Registered Charity Number	1133692
Telephone Number	020 31306430
Fax Number	020 31306449
Email Address	mail@londonchristianschool.com
Headmistress	Miss Georgina Hale
Chair of Governors	Revd Chris Fishlock
Age Range	3 to 11
Total Number of Pupils	101
Gender of Pupils	Mixed
Numbers by Age	3-5 (EYFS): 33 5-11: 68
Head of EYFS Setting	Mrs Anna Pringle
EYFS Gender	Mixed
Inspection Dates	17 Jun 2014 to 20 Jun 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 ISI inspection.

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.

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', '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 chair of governors and one other 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 Beryl Fawcett	Reporting Inspector
Ms Linda Glithro	Team Inspector (Former Deputy Head, GSA school)
Mr Oliver Price	Team Inspector (Former Head of Junior Department, ISA school)
Mr Ross Settles	Team Inspector (Director of Studies, IAPS school)
Mr Chris Manville	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The school is a charitable trust, overseen by its governing body. Founded in September 2007 in Rotherhithe, the school was relocated to a former commercial building in the area of London Bridge in 2009, after a complete renovation of the building to accommodate school facilities. Since its inauguration, with four pupils, the school has built on its intake year by year, starting from Reception to Year 6.
- 1.2 The school has a distinctive Christian ethos. It aims to deliver an excellent Christian education through teaching a creative and engaging curriculum; to nurture a love for learning and to celebrate pupils' achievements.
- 1.3 The most significant changes in the nature of the school since its initial Ofsted inspection include: a new building; staff training and induction procedures; the introduction of training for newly qualified teachers; dispersal of leadership roles and responsibilities; and initiatives to enhance communication with parents.
- 1.4 At the time of the inspection, there was a total of 101 pupils on roll, with 33 (16 boys and 17 girls) in the Early Years Foundation Stage (EYFS) and 68 (35 boys and 33 girls) in Years 1 to 6. Pupils come from families representing a range of socio-economic and cultural backgrounds. Many parents are professionals who benefit from the school's close proximity to the City of London.
- 1.5 The ability profile of the pupils is wide, with the majority being above the national average.
- 1.6 The school identifies seventeen pupils who speak English as an additional language (EAL), six of whom have special support. The seven pupils who are identified as having special educational needs and/or disabilities (SEND) all receive support from the school.
- 1.7 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The nomenclature used by the school and its National Curriculum equivalence are shown in the following table.

School	NC name
Sapphire Class	Nursery
Jasper Class	Reception
Amethyst Class	Year 1
Emerald Class	Year 2
Carnelian Class	Year3
Onyx Class	Year 4
Pearl Class	Years 5/6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' academic achievements and learning is good. Throughout, they are well educated in accordance with the school's distinctive Christian aims and ethos. In Years 1 to 6, pupils build on the secure foundations established in the EYFS. Pupils demonstrate high standards in listening, reading and writing, and are articulate. Achievement in mathematics is generally of a high standard throughout the school. Pupils' progress, including those with SEND or EAL, is good in relation to national age-related expectations. The small class numbers mean that staff know individual pupils extremely well, and are able to monitor their progress carefully and meet their learning requirements. Pupils' achievement is supported by a suitably broad curriculum. Information and communication technology (ICT) is not yet embedded into the curriculum, although the school has plans in place to address this in the coming year. The programme of extra-curricular activities, which is currently satisfactory, is developing as pupil numbers grow. Teaching is good; it engages and motivates children in the EYFS and makes some excellent provision in Years 1 to 6. Pupils of all ages have enthusiastic attitudes towards their work. At present, opportunities for pupils to direct their own learning are limited, although where they are given scope they rise to the challenge.
- 2.2 The personal development of the pupils is excellent, as is the quality of pastoral care. The Christian ethos permeates the life of the school and contributes greatly to the educational experience enjoyed by pupils. Pupils' personal qualities are strongly developed through the school's rich environment and supportive community, in which they all feel valued. The pupils are confident in themselves and self-aware. Responsibility is cheerfully accepted, and the pupils are pleased to contribute to the life of the school. The social development of the pupils is considerable, and by the time they leave it is excellent.
- 2.3 The quality of governance is good, with many excellent features. The governing body has a good oversight of all sections of the school, including the EYFS. It is very reliant on the good level of information and guidance provided by the headmistress. Governors are not always sufficiently versed in educational matters to offer an appropriate level of challenge or to monitor implementation. They understand and discharge well their responsibilities for financial planning and investment in staff, accommodation and resources, and have good insights into the working of the school. In many ways they are effective in exercising their monitoring role and providing support. The governing body successfully discharges its responsibilities for statutory requirements, including the annual review of safeguarding and child protection. Dynamic leadership and dedicated management have successfully driven the school's development in terms of its ethos and aims, and all aspects of its provision. All those with leadership roles discharge their delegated responsibilities well, particularly for policy implementation and the safeguarding of pupils. A clear educational direction is reflected in the quality of the pupils' education and the high standard of their personal development. In the EYFS, there is an ambitious vision and clear priorities for improvement. The school is successful in securing staff of high quality and ensuring that they are suitably trained for their roles in safeguarding pupils and in welfare, health and safety. Links with parents, carers and guardians throughout are excellent. In response to the pre-inspection questionnaire, parents expressed an exceptionally high level of satisfaction with all aspects of the school. A small number of parents stated that

they would like more information about how their children's achievements relate to national expectations.

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. Develop the use of technology in learning across the curriculum, including in the EYFS.
2. Develop a greater focus on independent learning and consistency of teaching, by sharing the best practice that exists within the school.

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 good.
- 3.2 Pupils are well educated in accordance with the school's distinctive Christian aims and ethos. In Years 1 to 6, pupils build on the secure foundations established in the EYFS, where all children reach at least the expected levels of performance for their ages. Children with SEND or EAL are supported well to reach this standard. Across the school, pupils' listening skills are exemplary and they are articulate speakers, expressing their views with confidence and clarity. Pupils achieve high standards in reading and writing. Guided reading observed in Year 3 was well matched to the needs of the pupils, with the most able pupils using a children's newspaper. High quality poetry inspired by the World War 1 poem *Flanders Field* was evident in the classroom for Years 5 and 6. Achievement in mathematics is generally of a high standard throughout the school. Pupils in Year 4 order fractions, decimals and percentages by calculating the lowest common denominator, and Year 2 pupils are able to identify several fractions equivalent to a half. Good independent thinking is evident, for example when pupils were asked to judge what might make a suitable whole-school writing task.
- 3.3 In the range of extra-curricular pursuits, the school has recently hosted a chess competition and won a bronze medal in a national chess competition. Individual pupils have achieved success in drama and ballet examinations, as well as Association athletics competitions. Pupils have entered national writing competitions and some have had pieces published.
- 3.4 Pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, it is judged to be good in relation to national age-related expectations. The pupils follow a broad curriculum and the first, very small, cohort of Year 6 pupils has successfully gained places at appropriate senior schools and records show that pupils in Year 5 are currently on track to achieve similarly next year. This level of attainment, as judged, indicates that all pupils, including those with SEND or EAL, make good progress in relation to those of similar ability. This is based on inspection evidence including lesson observations, work scrutiny, discussions with pupils and examination of the school's own assessment data.
- 3.5 Pupils have enthusiastic attitudes towards their work and their involvement in activities. They enjoy their lessons and are able to work efficiently, both individually and with others. They show an exceptional level of respect towards one another, which enhances their achievement. At present, opportunities for pupils to direct their own learning are limited. In the instances where they are given scope pupils rise to the challenge, for example in a team-building assembly and in volunteering to say prayers.

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

- 3.6 The contribution of curricular and extra-curricular provision is good.
- 3.7 In the EYFS, the school is exempted from the national learning and development requirements. The curriculum for older pupils, based on the National Curriculum, the school's aims and Christian values, and the assessment of pupils' ability, meets the needs of the range of pupils and covers all required elements, with appropriate time allocation for subjects. It effectively fulfils the school's aim to provide a varied and integrated curriculum. There is a particular focus on English and mathematics, and on biblical studies within religious education. All pupils have the opportunity to learn Mandarin from Reception upwards, fencing from Year 3 and Latin from Year 4.
- 3.8 The curriculum takes account of a variety of links across subjects, including the creative arts, and is well matched to pupils' varying abilities. It provides pupils with a range of experiences across the required areas of learning. As a result, the pupils develop effective knowledge, skills and understanding.
- 3.9 A strong long-term plan has been drawn up for history, politics, geography and science for Years 3 to 6. Educational provision in physical education now includes specialist sports groups, specialist classical ballet teaching and fencing. Staff members have been trained in the teaching of swimming and a certified programme has been adopted. Increased integration of ICT has been targeted, though the school acknowledges that its use is currently under-developed. Cross-curricular ICT is not yet embedded into the curriculum and changes planned for the coming year are intended to address this. Co-ordinators of English and mathematics have been appointed and have received in-service training to help them develop these areas of the curriculum.
- 3.10 The school makes good provision for pupils requiring learning support. Those who are identified as making insufficient progress or as having additional learning needs are added to the school's special educational needs register. The headmistress oversees the support for pupils with SEND or EAL, and assists teachers' planning to ensure that these needs are met. Provision for these pupils and those requiring extension is clearly indicated in subject programmes of study, and clear targets are set through small group and individual education plans.
- 3.11 The school has identified those pupils who are gifted or talented, and has produced a policy giving teachers guidance as to how best to provide for their learning needs, for example in the gifted writing group. Pupils are prepared well for moving to Year 1 from the EYFS and for transfer to senior school at Year 6.
- 3.12 Curriculum planning is generally of a high quality. Curriculum units, schemes of work, and short- and long-term plans are thorough, and careful attention is paid to groupings of pupils in class. Thorough English and mathematics programmes are produced on a weekly basis by classroom teachers, and include movement, song, drama and fun activities to stimulate pupils' interest and enjoyment. The school action plan is a key factor in curriculum development, and targets a range of appropriate and achievable aspects of curricular provision.
- 3.13 The personal, social and health education (PSHE) programme supports the school's aims and ethos. It includes a process of setting and achieving goals, and is taught in assemblies and in classroom 'circle time'. It is designed to ensure that pupils are prepared for the opportunities, responsibilities and experiences of adult life through a yearly schedule of age-appropriate topics.

- 3.14 The curriculum is further enriched by community visits to places of interest in London, including weekly visits to a local library. Community projects, for example the school's local habitat project, add further valuable opportunities.
- 3.15 The programme of extra-curricular activities is expanding as pupil numbers increase. There has been a deliberate and appropriate focus on pursuits that can be undertaken by individual or small numbers of pupils. The range is appropriate for the current pupil population. Pupils enjoy fencing and swimming lessons and inter-school events are planned for the coming year.
- 3.16 Links with the international community, including a charitable Christmas operation and fund raising for a Ugandan school for literacy, further broaden pupils' social and spiritual awareness and encourage them to empathise with children in a very different situation from their own. Pupils' participation in all of these activities benefits their education and their personal development.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching is good.
- 3.18 Teaching is effective in promoting pupils' progress and supports the aims of the school well. Excellent standards of behaviour are maintained. In the EYFS, staff engage and motivate the children and have high expectations, supported by assessment and planning processes; they are knowledgeable about how to promote learning and development and use good quality resources.
- 3.19 In most lessons in Years 1 to 6, the teaching seeks to use innovative approaches to stimulate pupils' interest. The most effective teaching is conducted at a lively pace, with regular changes of emphasis and activity that keep the pupils deeply involved and attentive. Pupils are encouraged to think for themselves and discover answers from their previous knowledge. The flexibility of approach enables exploration of a relevant concept beyond the scope of lessons plans when an interesting idea or avenue arises.
- 3.20 In the few cases of less effective lessons, the pace is too slow, the teaching is over-directed and the opportunity for independent learning is limited. Planning is always thorough but sometimes can be somewhat inflexible and prescriptive. When this is the case, pupils become restless and inattentive.
- 3.21 The small size of the classes ensures that all pupils are well known and their individual needs can be met. Work is regularly marked and a symbol indicates the success of a given task. Oral feedback observed during lessons was found useful by the pupils, and a commercial progress tracking and data analysis system keep a close track of the pupils' progress. The teaching observed universally displayed good subject knowledge, but on occasion the desire to adhere rigidly to lesson plans meant that some lessons were slightly rushed towards the end, to the detriment of the conclusion. There is a significant absence of the use of ICT throughout the school during lessons and the computer suite is under-used. All classes are equipped with interactive whiteboards, but these are not always used productively. Classroom displays vary in quality, although in some rooms, particularly in the EYFS, they are outstanding, celebrating pupils' work and contributing to their learning and understanding.
- 3.22 A list of those pupils who have specific learning needs is maintained and regular meetings and reviews ensure that pupils who have SEND or EAL receive the

necessary help. These pupils make good progress in response to the support offered by teaching staff and the classroom assistants who are present in many lessons. In many lessons the variation of tasks to match the range of pupils' abilities ensures that work is set at a suitable level for each individual. The most able pupils are also given work suited to their ability and they make good progress.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The Christian ethos runs deeply through the life of the school, and contributes greatly to the educational experience enjoyed by all pupils and to their spiritual development. Pupils' personal qualities, such as confidence, empathy, spiritual awareness and integrity, are strongly developed through the rich environment offered by the supportive community, in which they all feel valued. The pupils are self-assured and self-aware, and care greatly about non-material aspects of life. Many school activities begin and end with a prayer, regularly led by volunteer pupils, who show considerable maturity.
- 4.3 Pupils' moral development is excellent. They clearly demonstrate a strong sense of right and wrong. They care about one another and listen well to each other in class. Behaviour is generally good and pupils are unfailingly polite and show respect for their surroundings. The guidance displayed on all classroom walls, to be kind, polite, careful, a good listener and hard working, is regularly referred to and clearly understood and followed by the pupils. Pupils' moral development is supported by the wide-ranging and effective PSHE programme.
- 4.4 The social development of the pupils is strong, and by the time they leave it is excellent. Responsibility is cheerfully accepted, and the pupils are pleased to contribute to the life of the school. The school council, newly constituted in its current form in the current academic year, is an excellent body that enables pupils to have their say and initiate several exciting projects. Breakout groups at a school council meeting were chaired by pupils who led constructive discussion that produced some very useful ideas. Older pupils help younger children, and a school council discussion about a whole-school writing project revolved around how to include the junior classes fully. Links with a school in Uganda were established as a result of pupil initiative. Pupils regularly work in pairs and small groups and develop an ease of dialogue with others. They contribute to an atmosphere that is purposeful, friendly and calm, and are clearly both proud of their school and happy to be there. This adds much to the life of the entire school community, with regular focus on standards and values within the school and in society.
- 4.5 Pupils develop an excellent understanding and awareness of other cultures. They interact happily in an environment that welcomes a wide range of backgrounds, valuing the diversity and the achievements of those from different traditions to their own. Pupils' awareness of their own and other cultures, including Western cultural traditions, is extended by their experience of the arts and through a wide range of activities and visits.

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

- 4.6 The contribution of arrangements for pastoral care is excellent.
- 4.7 The school promotes a high standard of behaviour and an atmosphere where all of its members are valued as individuals. The school's aim to give its Christian ethos the highest priority is fulfilled.
- 4.8 Within the warm and harmonious atmosphere, relationships are very good and pupils feel safe, secure and valued. The staff expect courtesy and careful consideration for others, and model these qualities themselves, encouraging the pupils to do the same. Pupils form strong relationships with adults and appreciate the significance and values of their experience in being part of a caring Christian community.
- 4.9 The staff continue to provide very good support and guidance for the pupils as they move up through the school. Parents said that the school looks after their children well, and pupils were very positive about being able to approach members of staff should they have any concerns. The strong rapport amongst pupils and between pupils and staff creates a true sense of community in the school.
- 4.10 The house system promotes positive behaviour through the award of merit points. Special certificates are highly regarded, and presented in assembly, and the weekly house cup competition highlights and celebrates a range of achievement.
- 4.11 Pupils confirm that staff are fair in their use of rewards and sanctions, and they fully understand the anti-bullying policy. The school behaviour policy offers clear guidance for staff on managing behaviour and on the issuing of rewards and sanctions. On the rare occasion when bullying occurs, the pupils are confident that it is dealt with swiftly and fairly. Effective mechanisms for dealing with bullying are in place. Parents said that any such issues are addressed and resolved promptly.
- 4.12 The health and well-being of individuals are of paramount importance to the school. The pupils are informed about healthy lifestyles and through their work in science and PSHE are encouraged to eat healthily, including drinking water regularly during the school day. The school promotes the benefits of regular exercise as a key aspect of a healthy lifestyle, and provides adequate opportunity for this. Pupils are enthusiastic about the work of the school council, which meets every week and enables them to have a forum for voicing their views and ideas with school management. The school has in place an appropriate plan to improve educational access for all pupils with SEND.

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

- 4.13 The contribution of arrangements for welfare health and safety is good.
- 4.14 Routine welfare, health and safety arrangements are of good quality. The school is responsive to changing requirements, and by the end of the inspection had ensured that new child protection guidance requirements had formally been put in place. Safeguarding arrangements, including those for child protection, meet all requirements.
- 4.15 All necessary measures are taken to reduce the risk from fire and other hazards. The record of procedures and maintenance is thorough and demonstrates clear understanding of the school's responsibilities in these matters. Arrangements to

ensure health and safety are effective and include provision for pupils who are ill, injured or have SEND. The admission and attendance registers are appropriately maintained and correctly stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governance has many excellent features. Through a well-conceived vision and clear sense of purpose, the governing body has overseen the development of the school in the last seven years, enabling it to grow considerably. In line with its aims and ethos, the governing body has a good oversight of all sections of the school, including the EYFS. Governors are very reliant on the good level of information and guidance provided by the headmistress, although they are not always sufficiently versed in educational matters to offer an appropriate level of challenge or to monitor implementation. They understand and discharge well their responsibilities for financial planning and investment in staff, accommodation and resources.
- 5.3 The governing body's insights into the working of the school are good and based on contributions from all members by various means. Some governors are parents, including a number who were involved from the beginning and report that the school has been developed as originally envisaged. Others make regular visits to the school; some are attached to classes and some have responsibilities for finance or oversight of safeguarding. The headmistress has regular contact with the chair of governors. In many ways governors are effective in exercising their monitoring role and providing support. They offer good stimulus for growth and development through the school action plan and realistic discussions about planning for the future. Although they are less well placed to offer challenge about educational matters, they question decisions and developments in the school and actively suggest where practice would benefit from outside interventions.
- 5.4 The governing body is effective in discharging its responsibilities for statutory requirements. This includes the review of the effectiveness of safeguarding and child protection arrangements, which is undertaken annually by the whole of the governing board and involves a high level of discussion.

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

- 5.5 The quality of leadership and management is good.
- 5.6 Many features of leadership and management are excellent. The headmistress has served the school since its inception and provided the dynamic leadership and dedicated management that have successfully driven the school's development in terms of its ethos and aims, and all aspects of its provision. In the last year, some key roles, such as that of deputy headmistress and co-ordinators for English and mathematics, have been devolved to experienced staff, who are building well on their leadership roles in accordance with the aims of the school.
- 5.7 Leadership and management provide clearly defined educational direction, as reflected in the quality of the pupils' education and the high standard of their personal development. A range of improvements exemplifies the determination of the leadership to continuously improve standards of education. Effective systems for the assessment of pupils' achievements and progress, particularly in literacy and numeracy, are developing successfully, although a few parents would value an

explanation of the information provided by assessment and how it facilitates a clear overview of their children's progress. Formal systems for evaluating and improving teaching have been implemented and are starting to provide feedback, together with regular and relevant in-service training, although as yet there is no policy to guide teaching practice. The introduction of new senior managers is starting to provide greater consistency of the monitoring of both learning and teaching.

- 5.8 In the EYFS, an ambitious vision and clear priorities for improvement are driven by effective systems for self-evaluation. The educational programmes are effectively monitored. Staff supervision is regularly carried out in terms of professional support from senior colleagues, and facilitates continuous professional development for identified needs.
- 5.9 A clear focus on improvement and self-evaluation is evident in the school action plan, which is regularly reviewed and updated to provide an effective impetus to the school's development. The newly introduced weekly management meetings provide opportunities for newly appointed senior staff to be made aware of policies, procedures and practices. Whole-school policies are reviewed and revised on a regular cycle.
- 5.10 The school is successful in securing, supporting and motivating staff of high quality. It effectively ensures that they are suitably and regularly trained for their roles in the safeguarding of pupils and in meeting the needs of them all in terms of welfare, health and safety. Throughout the school, the safeguarding of pupils is carefully promoted in a welcoming, safe and stimulating environment. All required recruitment checks are carried out and records of these are maintained correctly. Administrative and other non-teaching staff give wholehearted and unstinting support to the leadership and management team and make an excellent contribution to pupils' learning and welfare. A happy, lively and purposeful atmosphere pervades all areas of the school and, in accordance with its aims it successfully provides an excellent Christian education for all.
- 5.11 Links with parents, carers and guardians throughout the school are excellent. In response to the pre-inspection questionnaire, parents expressed an exceptionally high level of satisfaction with all aspects of the school, in particular that pupils are happy and feel safe, that standards of behaviour are excellent and that the school is well led and managed. All parents who responded said that they would recommend the school to others. A small number of parents stated that they would like more information about how their children's achievements relate to national expectations. Inspection findings support this view.
- 5.12 A weekly newsletter keeps parents very well informed about events and activities throughout the school. Workshop events provide parents with useful information and skills for supporting their children's learning at home. Parents feel very welcome and comment positively on the 'open door' policy that ensures that any concerns or queries are dealt with promptly, in line with the complaints policy, as necessary.
- 5.13 Parents appreciate the opportunities they have to be involved in the school. They attend special assemblies throughout the year, for example for Remembrance Day and World Book Day. Other events, such as an exhibition of pupils' art and the annual sports day, are well attended.

- 5.14 An informative parents' handbook and regularly updated website ensure that the parents of current and prospective pupils are provided with all required information, including access to school policies and other relevant documents.
- 5.15 Parents appreciate and value the written reports and parent consultations that are provided at appropriate intervals throughout the year. Reports provide a clear overview of pupils' progress, but few indications are given regarding areas for development.
- 5.16 Constructive relationships have been developed through meetings that provide an effective forum for discussions between parents and senior leaders. The parent body organises a range of social events, such as coffee mornings and curry nights to further develop the sense of community within the school.

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