



INDEPENDENT SCHOOLS INSPECTORATE

GRANGEWOOD INDEPENDENT SCHOOL

INTEGRATED INSPECTION

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Grangewood Independent School

Full Name of School	Grangewood Independent School
DfE Number	316/6051
Registered Charity Number	803492
Address	Grangewood Independent School Chester Road Forest Gate London E7 8QT
Telephone Number	020 8472 3552
Fax Number	020 8552 8817
Email Address	admin@grangewoodschool.com
Headteacher	Mrs Beverley Roberts
Chair of Governors	Mrs Marcia Elizah
Age Range	3 to 11
Total Number of Pupils	70
Gender of Pupils	Mixed (40 boys; 30 girls)
Numbers by Age	3-5 (EYFS): 12 5-11: 58
Number of Day Pupils	Total: 70
Coordinator of EYFS Setting	Miss Rebecca George
EYFS Gender	Mixed
Inspection dates	24 Sep 2013 to 27 Sep 2013

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in February 2010.

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

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Jan Preece

Mr Ashley Martin

Mrs Deborah Buckenham

Reporting Inspector

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Grangewood Independent School is a day school for pupils from the ages of three to eleven years. It was established in 1979 to educate the children of Christian families and now admits pupils of all faiths on the understanding that they will be educated within a distinctly Christian ethos. The school is owned by Grangewood Educational Association, a company limited by guarantee. It has charitable status and is administered by a board of governors. This is comprised of one of the directors of the company, the bursar, the headteacher, a staff representative and parents. The school is located in a former church building in Forest Gate, in east London. Pupils use local facilities such as leisure centres and the nearby park, for physical pursuits. Since the previous inspection, a new chair of governors took up post in June 2012 and a new headteacher was appointed in September 2012.
- 1.2 At the time of inspection there were 70 pupils on roll, 40 boys and 30 girls. Of these, 12 were in the EYFS, 4 of whom were aged 3 to 4 and 8 aged 4 to 5. Twenty-five pupils are in Years 1 and 2 and 33 in Years 3 to 6. Children in the EYFS work in separate groups, Nursery and Reception, in the morning and come together during the afternoon. Pupils in the junior age groups work in two classes which each encompass two academic years. All pupils are selected for entry following the school's admission procedure. Many pupils move on to Christian schools in the maintained sector and others to independent senior schools and grammar schools.
- 1.3 The majority of the pupils live within two miles of the school; however, a few live more than five miles away. Pupils' backgrounds reflect the cultural diversity of the locality and 33 have English as an additional language (EAL), though only 3 of these require extra support in school. The school has identified 17 pupils as having special educational needs or disabilities (SEND), of whom 9 receive additional support in school; no pupil has a statement of special educational needs. From the results of standardised tests, the ability profile of the school is above the national average.
- 1.4 Grangewood's aims are to establish a truly caring Christian community by teaching faith in Christ, growth in responsibility, and industry in academic, physical, creative and artistic pursuits. It seeks to care for pupils as individuals, and to provide discipline as a means to ensure that all pupils feel safe, comfortable and free to learn. The school aims to be a place where potential is unlocked and where excellence is the hallmark. These aims are underpinned by the explicit articles of faith, fundamental beliefs of effective Christian service and 21 specifically educational objectives.
- 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 Grangewood School fulfils its aim to educate pupils within a truly caring Christian community. The quality of their learning, achievement and progress has improved since the previous inspection and is now good, as are their positive attitudes to learning. Throughout the school, including in the EYFS, pupils, including those with SEND and EAL, achieve well in relation to their abilities and starting points. Pupils who are particularly able make similarly good progress through provision within the curriculum and specific extra-curricular activities. Pupils' achievement is supported by a broad curriculum which includes a good range of visits and increasing participation in events within the local community. They enjoy the wide range of extra-curricular activities offered. Pupils' progress is promoted by teaching which has improved since the previous inspection and is generally well planned to accommodate varying abilities, and uses a variety of approaches to engage their interest. Occasionally teaching proceeds at too slow a pace and does not give pupils sufficient opportunities to apply their skills independently.
- 2.2 From their time in the EYFS, pupils display good levels of personal development. Their spiritual development is excellent and their moral sense and social development are good. Pupils' cultural awareness is sound. They do not learn about other faiths although pupils of differing faith traditions are encouraged to share their experiences and festivals. Pupils' responses to the pre-inspection questionnaire were largely positive and these views were confirmed in interviews during the inspection. A small minority expressed some dissatisfaction with the fairness of rewards and sanctions. Inspectors found that pupils are motivated by the school's rewards system and accept that there is a suitable scale of sanctions for misdemeanours. A minority of pupils felt that the school did not always elicit their views. In interviews pupils indicated that they have opportunities for discussion within the school council and their houses but inspectors noted that, whilst pastoral care is good, teachers do not always provide sufficient opportunities for informal exchanges at form times. Whilst the school has suitable policies to promote pupils' safeguarding, welfare and health and safety, aspects of their implementation are unsatisfactory.
- 2.3 Governors provide some effective support and challenge and most are involved with the school on a day-to-day basis. Overall, governance of the school has improved but governors do not provide sufficient oversight of the regulatory requirements for which they are responsible. The leadership and management of the school, including of the EYFS, are sound. The recently appointed leadership and all the staff are extremely committed and hard-working and many new initiatives are in place to improve pupils' learning and personal development. Many of these are at an early stage of implementation although improvements in teaching and pupils' achievements demonstrate their efficacy. However, the workload of the single leader precludes thorough monitoring of practice, and a recommendation of the previous inspection to further develop the use of the outside area in the EYFS has not been satisfactorily implemented. Links with parents and carers are excellent and those who responded to the pre-inspection questionnaire expressed overwhelming satisfaction with all aspects of the school.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:
- implement all appropriate safeguarding arrangements, including that all staff have received child protection training, and that the governing body complete an annual review of policies and their implementation [Part 3, paragraph 7.(a) and (b), under Welfare, health and safety];
 - implement the required actions of the fire risk assessment [Part 3, paragraph 13, under Welfare, health and safety];
 - devise a three-year accessibility plan [under Schedule 10 of the Equality Act 2010];
 - ensure that all staff checks, including against the barred list and of medical fitness, and the taking up of references, are completed before they start work and recorded accurately in the single central register [Part 4, paragraph 19.(2)(a), (b)(ii); paragraph 22.(3)(b),(5), under Suitability of Staff and Proprietors, and Part 3, paragraph 7.(a) and (b), under Welfare, health and safety].
- 2.5 In order to comply with the safeguarding and welfare requirements of the Early Years Foundation Stage, the school is required to:
- put appropriate arrangements in place for the supervision of staff who have contact with children and families.
 - ensure that regular appraisals are carried out for all staff working in the EYFS.

(ii) Recommendations for further improvement

- 2.6 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Ensure that governors develop their understanding of their statutory duties, particularly in relation to safeguarding and health and safety.
 2. Ensure that those in leadership roles, including in the EYFS, have sufficient time and training in order to carry out all their duties effectively.
 3. Increase the range of child-initiated activities in the EYFS to ensure that all children have the opportunity to engage in active learning.
 4. In the EYFS ensure that the outdoor area provides stimulating investigative activities across all areas of learning.

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 This level of achievement contributes to meeting the school's aim to provide a school environment that inspires and promotes learning. In the EYFS children, including those with SEND and EAL, make good progress in their learning and development relative to their starting points. Pupils write well and with considerable creativity in a variety of genres. They develop an excellent standard of handwriting, express themselves clearly on paper and are articulate in discussion. Pupils, including those in the EYFS, who follow instructions well, listen carefully. The standard of reading is consistently high throughout the school and exceptional by the time pupils leave. Children in Reception can identify initial sounds and the more able read simple words and enjoy interpreting pictures to tell a story. However, children in the EYFS are given limited opportunities to express themselves independently and to be active learners. Children in the Nursery count to five confidently and throughout the school pupils have well-developed numerical skills. They have limited opportunities to apply their mathematical knowledge to solving problems and the school is to make this a focus for this term. Their geometrical and data handling skills are less well developed and they carry out independent surveys and investigations infrequently.
- 3.3 Pupils demonstrate age-appropriate creative and independent learning skills as seen in projects on Ancient Egypt and the orchestra. They have insufficient opportunities for independent study in order to develop their creativity and critical thinking. Pupils enjoy performance and demonstrate a strong sense of musical rhythm and pitch in music lessons and choir. They develop fluency in information and communication technology (ICT). The youngest children confidently operate the interactive whiteboard, and use appropriate games and electronic devices such as the digital camera. The oldest pupils use graphic modelling and drawing software well. They are learning to make good use of the internet for research. Pupils demonstrate age-appropriate skills and abilities on the sports field, in swimming and extra-curricular sport.
- 3.4 Pupils achieve well in many extra-curricular activities. In sport, they have won gold medals in the local borough games and the boys' swimming team won a bronze medal swimming in Newham Primary Schools Mini Games. The tennis team won the final of Newham Schools Tennis Tournament and represented the borough at the 2013 London Youth Games at Crystal Palace. Both younger and older pupils have competed in creative writing competitions and had their poems published in anthologies. All pupils taking external music examinations up to Grade 5 have been successful.
- 3.5 The numbers of pupils entering national tests at age 11 are too small for reliable comparison, but in the past three years for which comparative statistics are currently available, results have been high in relation to the national average for maintained primary schools. From analysis of standardised test results in English and mathematics, the achievement for children of all abilities, including those with SEND and EAL, is higher than national norms. An example of this is where pupils who enter the school with little command of English, attain very high reading levels and converse assuredly with their peers and inspectors. Results for the most able pupils demonstrate that they are achieving according to their potential. This level of

attainment indicates that pupils make progress that is either broadly appropriate or good in relation to pupils of similar ability. This judgement is supported by scrutiny of pupils' work, curriculum interviews and observation of their progress in lessons. Each year some pupils are successful in entrance examinations to independent and maintained grammar schools.

Pupils' achievements are very well supported by their positive attitude towards their work. Children in the EYFS are motivated and very keen to join in all activities. Older pupils work well individually and in the responses to the pupil questionnaire and at interview all feel that they are making good progress. Although they have limited opportunities for cooperative work, they show kindness in assisting their peers. They demonstrate pride in the presentation of their written work.

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

- 3.6 The quality of curricular and extra-curricular provision is good.
- 3.7 The curriculum provides well for the pupils' academic, creative and physical development. It offers breadth and challenge and covers all the requisite subjects. The educational programme in the EYFS makes good provision in meeting the needs of the range of children who attend and gives good opportunities to children to work confidently and with enjoyment, although it offers limited child-initiated activities. Pupils' linguistic skills benefit from the inclusion of French from Reception and Spanish, which has replaced Latin, from Year 5, both taught by a subject specialist. Personal, social and health education (PSHE) is well planned and relevant and enables pupils to prepare for adult life by exploring and discussing important issues, including relationships and citizenship. The library does not provide a wide selection of books, but ICT provision has improved since the previous inspection with the recent acquisition of additional laptop computers.
- 3.8 The curriculum is suitable for the ages, abilities and needs of the pupils and is in line with the mission statement of the school to develop the individual talents of every pupil along the lines of faith, growth, industry, care and discipline. To this end, emphasis is placed on the core areas of mathematics, English, reading and writing and the prime aim of the curriculum which sets at its centre the Christian faith, to prepare every pupil for all eventualities and challenges in later life.
- 3.9 Provision for pupils with SEND and EAL is appropriate. Pupils are identified and their progress is carefully monitored. Those requiring additional support generally receive work of a suitable level and some support from a teaching assistant. Where necessary, pupils are given an individual education plan with appropriate targets which are reviewed regularly, although no specialist support outside of the classroom is available. Pupils who are gifted and talented are also identified. They receive additional challenge in class in some subjects and through extra-curricular provision.
- 3.10 The content of the curriculum is carefully planned, although the quality of documentation for each subject is variable. Since the previous inspection, the role of subject co-ordinators has been better defined and following an audit of provision for each subject, new curriculum documents are in preparation. The school makes careful provision for entrance to senior schools. This involves discussions with parents and work on transitions in PSHE, together with academic preparation in Years 5 and 6.

- 3.11 The provision and range of extra-curricular activities are good. Parents and pupils, in their responses to the pre-inspection questionnaires, were highly appreciative of the wide range of activities available. The school provides high-quality opportunities to develop the pupils' creative and sporting talents and for them to make music and sing. Two major drama productions, as well as those performed by year groups, and activities which include art and craft, football, chess, the choir and street dance, several of which are taken by external instructors, enhance pupils' self-confidence and self-knowledge. Throughout the school, pupils benefit from a varied programme of speakers and visits to places of interest including museums, historic sites, and environmental areas. Older pupils' independence is developed through a residential visit incorporating a range of team-building activities.
- 3.12 Pupils benefit from the school's positive and growing links with the local community. These include inter-school fixtures in football, tennis and swimming, performances by the choir and presenting assemblies at Easter for local maintained schools.

3.(c) The contribution of teaching

- 3.13 The overall quality of teaching is good.
- 3.14 Children in the EYFS are helped to learn effectively. Planning is clear and appropriate to the age range and covers the required seven areas of learning. However, insufficient activities to give greater challenge for the more able are incorporated into the programme. Teachers demonstrate secure subject knowledge and teach core skills in reading, spelling, writing and mathematics very thoroughly. This results in good progress by pupils of all abilities and makes a significant contribution to pupils' standards of achievement. From Year 1, lessons are generally well planned with clear learning objectives shared with pupils. Those which result in the most rapid progress are particularly well thought out to engage pupils' interest. They include varied strategies which foster pupils' application and utilise a variety of resources, including ICT, to support learning.
- 3.15 Although teaching has improved since the previous inspection, its quality varies. In the most successful practice, effective open-ended questioning enables teachers to check pupils' understanding. This effective teaching includes tasks which are well matched to the differing abilities of the class, including for pupils with SEND or who are particularly able. Pupils with SEND or who are at an earlier stage of competency with English, are given individual or group support to ensure that they make good progress and those who are particularly able are given more challenging tasks, as in mathematics. Less successful lessons proceed at too slow a pace and pupils consequently become inattentive, which reduces their progress. Some teaching is over-directed, placing a heavy reliance on imparting information. In these lessons limited time is given to tasks which allow pupils to apply their skills creatively or independently. The school has correctly identified the need to include more opportunities for investigative work and problem-solving in lessons. Teachers' insistence on good behaviour, in accordance with the school's aims, ensures that the classroom atmosphere is conducive to learning. Extensive and good quality displays of pupils' work provide an attractive learning environment and show pupils' creativity, but some do not reflect recent work.
- 3.16 Teachers' knowledge of their pupils' abilities and learning needs is well supported by the assessment of pupils' work and tracking of their progress, both improved since the previous inspection. In the EYFS, staff work well together as a team, planning experiences for the children based on their prior skills, knowledge and

understanding on entry to the setting. Further regular observational assessments are recorded and discussed at the end of each day to help plan the next stages for individual learning. This enables good support to be given to those with SEND and EAL, where needs such as language development are identified and addressed in close partnership with parents. The results of nationally standardised tests for Years 1 to 6 are now used to identify pupils who may need additional help and those who may benefit from more challenging work. All pupils' progress is tracked and their individual performance is shared between teachers. As a result, individual targets are set and shared with parents. Since this is a recent initiative, the benefits in enabling pupils to be set tasks in class which closely match their abilities are at an early stage of development. The details of each child's assessment and behavioural records are recorded in comprehensive pupil record folders which provide valuable continuity of information to their teachers as pupils progress through the school.

- 3.17 The marking policy has been recently reviewed and pupils' work is marked thoroughly, usually with encouraging comments. In the best practice, these comments not only praise success but explain how a piece of work can be improved. In their questionnaire responses every pupil expressed satisfaction with their progress and a high proportion said that they found the system of grades and teachers' comments useful in assessing their own 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 pupils is good.
- 4.2 Pupils' spiritual development is excellent and reflects the school's aim to encourage attitudes of love, understanding and care for one another and for others. They consider, explore and reflect upon ideas and non-material aspects of life in assemblies, PSHE and religious education. Pupils display a well-developed awareness of the needs of others and of the world outside the school. Bible study and acts of faith, such as singing hymns and prayer, permeate the school community. Younger pupils explore feelings and emotions in PSHE as appropriate to their ages. Pupils throughout the school respond enthusiastically to discussions in class and reflect on issues such as differences between people and the uniqueness of each individual.
- 4.3 Moral development at all ages throughout the school is good. Pupils demonstrate a well-developed sense of right and wrong. They know what constitutes good behaviour and strive towards this, showing ready contrition when they misbehave. The teachers actively guide good behaviour and illustrate the potential impact on others. Older pupils are able to express their understanding of religious symbolism, and the connections between Christian stories and the way that they should live their lives. Pupils generally act responsibly, and understand and mostly appreciate the fairness of the school's sanctions and rewards. All age groups contribute to promoting good behaviour in their own classroom and around the school in accordance with the school's expectations. Their well-developed moral sense, grounded in bible study, emphasises the link between faith and developing their own moral code.
- 4.4 In all parts of the school, pupils' social development is good. They are at ease talking with adults and with each other. Many are articulate, invariably polite and helpful and show respect for one another's differences. They enjoy the variety of opportunities that they have to take on leadership roles and house captains demonstrate a rare quality of maturity and consideration of the needs of both individuals and the school when leading house assemblies. Here they celebrate each other's achievements and discuss how their actions can benefit all members of the community, both inside and outside school. Senior pupils value the opportunity to be involved on the school council and are enthusiastic about having the opportunity to represent their views and influence change. Pupils of all ages take pleasure in the responsibilities of being register monitors and in organising sports equipment for physical education and lunch breaks. Pupils demonstrate their social conscience by actively supporting a number of local and national charities.
- 4.5 Pupils' cultural awareness is sound and reflects the school's aim to encourage a respect of people of other religions and ways of life, and a concern for people in the locality, in the nation and in the world. Pupils from a variety of cultural backgrounds cooperate happily in the school community as seen in classroom discussions in Reception, a music lesson on African drumming and through holding whole-school events such as the International Day. They demonstrate a fair understanding of the lifestyles, music, food and arts of their peers, but do not learn about a range of faiths in the academic curriculum. Nevertheless, their knowledge has improved since the previous inspection through the school's encouragement of pupils of differing faith traditions to share their experiences and festivals. Pupils develop a good awareness

of British citizenship when they visit museums, the House of Commons, the local town hall and through visits from representatives of public services.

- 4.6 Children in the EYFS develop their independence and are very well prepared and supported for the move into Year 1 through effective liaison between staff. They trust the adults in school and are self-assured, secure and happy. By the time they leave the school pupils achieve a good standard of personal development. The Christian ethos which permeates the whole school contributes a significant additional depth and relevance to the way they approach their academic and personal lives.

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

- 4.7 The arrangements for pastoral care are good.
- 4.8 The school's welcoming and friendly ethos reflects its aims to provide pastoral care to the children and their families. Every parent who answered the questionnaire agreed that their child is well looked after. Relationships between staff and pupils are respectful and inclusive. Staff demonstrate a perceptive knowledge of each individual which enables them to provide highly effective support and guidance, firmly grounded in Christian values. In their responses to the pre-inspection questionnaire, pupils were highly positive about the help teachers give them.
- 4.9 In the EYFS, staff act as good role models and consequently promote very positive behaviour. They ensure that children feel safe and secure in a warm and welcoming setting where excellent relationships are quickly established. Children are confident when talking and playing with adults. However, at the beginning of the inspection a key person had not been identified for each child, which has detracted from otherwise strong provision for children's well-being.
- 4.10 The school aims to instil a sense of respect and discipline. Procedures to promote positive behaviour have been strengthened recently and the behaviour seen by inspectors was generally obedient and considerate. In questionnaire responses, parents and pupils said the school's measures to counter bullying were effective but in interviews a few younger pupils still expressed concerns about bullying. The few instances of bullying have been clearly recorded in the sanctions log, with details of their effective resolution. However, the school's anti-bullying policy does not explicitly state how bullying should be reported or effectively addressed across the curriculum to ensure that pupils, staff and parents are clear about what to do should there be a problem. In questionnaire responses, a small minority of pupils expressed dissatisfaction with the fairness of rewards and sanctions and in interviews a few said that punishments were not always correctly ascribed. Inspectors found that pupils feel motivated by rewards such as house points for good behaviour and that the school's behaviour ladder utilises sanctions appropriate to the level of misdemeanour. Relationships between pupils, and notably between age groups, such as in the houses and at break times, are generally friendly and tolerant.
- 4.11 Pupils learn in PSHE lessons about the importance of exercise and eating healthily. In the EYFS children understand the importance of exercise and enjoy daily movement sessions. The school provides an optional cooked lunch and pupils throughout the school may bring their own healthy snacks for break time. The school ensures that pupils have sufficient opportunity for exercise through the use of the local park for lunchtime recreation and games as well as swimming lessons for

older pupils and extra-curricular clubs. The school reviews the progress of pupils who have difficulties in learning or behaviour to ensure that their needs are addressed. It does not have a suitable three-year plan to improve educational access for pupils with SEND.

- 4.12 Although a small minority of pupils in their questionnaire responses commented that their opinions are not sought and responded to, inspection evidence found that the school council and house assemblies offer pupils suitable opportunities to represent the views of their peers and in interviews pupils were generally positive. In form times and break times teachers do not always provide sufficient opportunities for informal exchanges.

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

- 4.13 The arrangements for welfare, health and safety are unsatisfactory.
- 4.14 The school's health and safety policy is adequate overall but some recommended elements are not specifically covered. Electrical and fire equipment is tested regularly and any recommendations made are carried out. In the EYFS risk assessments are completed for outside visits but were not completed for the classrooms until the inspection. Risk assessments have been completed for areas of the school, activities and visits but documentation used does not clearly indicate how each risk will be reduced. The school has met most of the regulatory requirements made in the last inspection report, including the need for a full fire risk assessment, and the named responsible person has recently received suitable training for managing fire procedures. The recommendations deemed critical or highly urgent in the fire risk assessment have not yet been completed. The school has appropriate basic arrangements for fire safety; all staff have recently received fire marshal training, fire drills are regularly conducted in school time and are logged and evaluated.
- 4.15 The headteacher, as designated person for child protection and safeguarding, has received suitable training from the local authority. Deficiencies in safeguarding arrangements include some staff not having received suitable training in child protection matters, oversights relating to recruitment checks and failure of the governing body to carry out its annual review of the school's safeguarding policy and procedures.
- 4.16 Arrangements for pupils who are ill or injured in school and those to ensure that medicines are suitably stored, administered and logged, are appropriate. The school administrator is trained in first aid and gives kind support to children who seek solace or medical assistance. Records of accidents are maintained and first aid training is undertaken by staff, appropriate to their areas of responsibility.
- 4.17 The admission and attendance registers are maintained accurately and are correctly stored for the previous three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is unsatisfactory.
- 5.2 Since the previous inspection the governing body has moved to a more stable position and demonstrates some significant strengths. The governing body, largely drawn from the school and church community, has good first-hand insight into the quality and standards of education provided. Education is strongly represented on the governing body, although governors rightly acknowledge the need for a wider distribution of expertise and are in the process of appointing new members, including one with experience of the EYFS. The governing body exercises prudent oversight of the school's finances to allow adequate resources and has identified the need for longer-term financial planning in order to budget for larger projects.
- 5.3 Governors are highly committed to the school's future success and to the promotion of its Christian ethos. Those who can, visit the school frequently, informally gaining feedback from staff and parents. Governors regularly attend school events and some provide practical assistance, as with concerts and plays. The leadership and chair of governors are in regular and supportive contact. Governors' monthly meetings are well informed by the headteacher's detailed report and they provide advice to the leadership as they consider progress with the school development plan.
- 5.4 In responding to the previous inspection recommendation, governors now take more interest in school policies and procedures and provide greater challenge to the leadership. However, they have not monitored policies and their implementation, particularly those relating to statutory requirements, with sufficient rigour. This was a recommendation of the previous inspection and weakens the considerable overall progress that has been made in governance. One governor is responsible for health and safety and governors have ensured the required equipment checks have been carried out. However, they have not addressed issues highlighted in the recent fire risk assessment with sufficient urgency. All governors have attended safeguarding training; one takes responsibility for safeguarding and has trained in safer recruitment. Governors are informed regularly by the headteacher of safeguarding issues, but have not kept abreast of current regulations and therefore their monitoring has been less effective particularly in respect of the annual review of safeguarding and staff recruitment checks.

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 sound.
- 5.6 The leadership and all the staff, including those in administrative and support roles, are highly committed to promoting the ethos of the school and securing its Christian values. This is reflected in the quality of pastoral care shown to pupils and has contributed to their high standards of personal development and good standards of achievement, as well as to improvements in the overall standard of teaching. In her first year in post the headteacher has introduced many important initiatives which have been set out in the school development plan, some of which are intended to

improve teaching and learning and others in order to devolve management. Staff have considered some of the proposed changes and have a growing understanding of the role of self-evaluation to improve their practice. These developments have not yet had sufficient time to become fully established and too many responsibilities currently rest with a single leader to ensure that they may be consistently driven forward.

- 5.7 Leadership of the EYFS is enthusiastic and highly committed. Staff have appropriate qualifications, all are trained in paediatric first aid and some have had basic training in the Early Years Framework. Moderation support is given by the local authority. However, regular self-evaluation involving all the EYFS staff is not fully established so that actions to address areas for development are not clearly understood or documented.
- 5.8 The role of the coordinator now has a stronger emphasis, although coordinators do not yet have job descriptions for their roles and are at an early stage in assuming their responsibilities. Since the previous inspection the school has established appraisal for teachers. As part of this process they are encouraged to undertake further training, linked to the school development plan, to secure their targets for improvement. Since appraisal is not yet offered to support staff, some EYFS practitioners have not yet been included, and supervision for staff in the EYFS is not in place. Professional development of benefit to all staff, for example on SEND, is provided at training days where staff, including all those in the EYFS, have received instruction to enable them to discharge their responsibilities for first aid, safeguarding and fire marshalling.
- 5.9 Subjects are coordinated in small staff teams and revisions of subject schemes of work are underway, but monitoring, other than for appraisal purposes, is not yet established. Teaching and learning are evaluated through scrutiny of planning by the leadership and limited scrutiny of work. Lesson observation, other than as part of appraisal, is not sufficiently regular to ensure that the best practice in teaching is shared.
- 5.10 Prior to the inspection, evidence showed that the school has not been sufficiently rigorous in keeping up to date with the most recent regulatory requirements. By the end of the inspection the school had taken steps to ensure that shortcomings in most policies had been rectified, although had not had sufficient time to fully implement them. Whilst most staff have attended training in safeguarding at the required intervals, arrangements have not been made to ensure that any absentees are similarly trained. Not all checks on some staff at appointment have been rigorously undertaken, and, whilst supply staff have undergone the correct checks, they have not been entered on to the single central register. Nevertheless, disclosure and barring checks have been carried out on all staff.
- 5.11 Links with parents are excellent. The leadership has worked hard to provide an open environment, where parents feel welcome. Throughout the school, including in the EYFS, parents who responded to the pre-inspection questionnaire were very supportive of all aspects of the school's provision. They were particularly appreciative of the opportunities on offer, the high standards of behaviour and the ease with which they can communicate with the school, either in person, through email, by text for a more urgent message, or by telephone. They are confident that the staff know the individual child very well and appreciate the family atmosphere supported by the strong Christian ethos. Parents new to the school are provided with useful information in the prospectus as well as tours with the head, and children

are invited for a taster session prior to entry. Parents are given a comprehensive information pack at an induction evening. The accessibility of the leadership is an outstanding feature of this effective partnership and the school is proud of its open door policy. Parents are encouraged to be involved in the life of the school by attending concerts, plays and supporting matches. They are invited to be volunteers in class, for example hearing readers or accompanying the children on outings.

- 5.12 Fortnightly newsletters and a website keep parents up to date on day-to-day events such as awards, achievements and class assemblies, which are all celebrated. Parents' consultation meetings are held in the autumn and spring terms, supported by an end-of-year report on their child's progress and achievement. Should parents wish, they may meet teachers in the summer term to discuss their child's report. Reports, which are of good quality, give a clear picture of what has been studied, progress made and areas in which the pupils might improve.
- 5.13 Parents are encouraged to be involved in a range of social and fundraising events organised by the Grangewood Association of Parents, such as an International Day, where parents dress in traditional costume and cook and serve food, as well as a very successful summer fete.
- 5.14 Parents have access to procedures should they wish to make a formal complaint. The school handles any concerns well, ensuring that any problems can be resolved promptly.

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