



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

CHINTHURST SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Chinthurst School

Full Name of School	Chinthurst School
DfE Number	936/6347
EYFS Number	EY482613
Registered Charity Number	271160
Address	Chinthurst School Tadworth Street Tadworth Surrey KT20 5QZ
Telephone Number	01737 812011
Email Address	office@chinthurstschool.co.uk
Head	Mr David Williams
Chair of Governors	Mr Andrew Bisset
Age Range	2 to 13
Total Number of Pupils	147
Gender of Pupils	Mixed (117 boys; 30 girls)
Numbers by Age	0-2 (EYFS): 7 5-11: 101 3-5 (EYFS): 36 11-18: 3
Number of Day Pupils	Total: 147
EYFS Gender	Mixed
Inspection Dates	2 to 5 December 2014

PREFACE

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

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 and vice-chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Graham Sims	Reporting Inspector
Mr Peter Nicholson	Team Inspector (Head, IAPS school)
Mr Adrian Procter	Team Inspector (Former Head of Mathematics, IAPS school)
Mrs Jane Morgan	Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	2
(i) Compliance with regulatory requirements	2
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	10
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	11
(a) The quality of governance	11
(b) The quality of leadership and management, including links with parents, carers and guardians	11

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Chinthurst School, situated on the outskirts of Tadworth village, is a co-educational day school for pupils aged from 2 to 13 years. It sees itself as a school with traditional values and a modern approach to teaching. It seeks to treat every member of the school community as unique and equally valuable and to instil consideration for others and respect for the community. It aims to encourage participation in sporting and co-curricular activities which develop and enhance team spirit and self-confidence and to produce well-rounded individuals who are appropriately equipped for the next stage of their lives.
- 1.2 The school was founded in 1908 and in 1958 became a school for boys only. In 2011, the governing body decided to revert to co-educational status, and girls were re-admitted in April 2012. At the time of the inspection, the school had 147 pupils (117 boys and 30 girls), of whom 43 were in the Early Years Foundation Stage (EYFS). The school started to admit two-year-olds into the Nursery in September 2014 and has seven children under the age of three. This provision was not inspected. It has recently been registered with and judged suitable by Ofsted and is awaiting its registration inspection. Classes for children from the Nursery to Year 2 are located in a separate building, and this section of the school is known as the 'pre-prep'. Classes from Year 3 upwards are referred to as the 'main' school. The ability range of the pupils is wide and differs from one year group to the next. Scores from standardised tests undertaken by the pupils indicate that the overall ability level is above the national average. The school has identified 13 pupils as having special educational needs and/or disabilities (SEND), all of whom receive support for their learning. No pupil has a statement of special educational needs. The large majority of pupils are White British and come from professional and business families in the local area. Three pupils speak English as an additional language (EAL).
- 1.3 Since the previous inspection, the school has had a new headmaster, who took up the post in September 2013. The school is a charitable trust whose trustees form the governing body and oversee the management of the school. The school is in the process of selling its pre-prep building and the land on which it is located, and building a new pre-prep facility which is due to open in September 2015.
- 1.4 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 The school is successful in meeting its aim to produce well-rounded individuals. Children make good progress in the EYFS, where they enjoy their learning. In Years 1 to 8, the pupils achieve well, both in their academic studies and in a wide range of extra-curricular activities. The school is very successful in preparing pupils for their move to senior schools. By the time they leave, pupils are articulate and demonstrate good reading, writing and mathematical skills. Pupils with SEND and EAL achieve well because of the close individual attention given by teachers. Pupils' sporting achievements are excellent. The school provides a broad and balanced curriculum with an excellent range of extra-curricular activities. Throughout the school, the teaching is generally of good quality, but is not always sufficiently challenging to enable the most able pupils to achieve at the highest level or to develop their ability to work independently. Pupils have excellent attitudes to learning and are well prepared for the next stage of their education.
- 2.2 The pupils' personal development is excellent. The school succeeds extremely well in fulfilling its aim to teach consideration for others, traditional values and respect for the community. Throughout the school, the pupils are extremely well behaved, and relationships between pupils and staff and among the pupils themselves are excellent. The quality of pastoral care and the attention given to the pupils' welfare, health and safety throughout the school are excellent and make a major contribution to their personal development.
- 2.3 Governance is good and has improved markedly in response to recommendations from the previous inspection. Governors have become increasingly effective in maintaining oversight of the school and discharging their responsibilities, especially those for health, safety and safeguarding. They have taken major decisions with far-reaching consequences, such as the reintroduction of co-education.
- 2.4 Leadership and management are good throughout the school. The school's leaders have been successful in realising many of the school's aims and dealing with most of the recommendations from the previous inspection. They have managed the re-admission of girls extremely effectively and, through a period of considerable change, have maintained the excellent, friendly ethos of the school which is so appreciated by parents and pupils. There have been major improvements in the way the school is managed, particularly with regard to promoting pupils' welfare and the safe recruitment of staff. The school's comprehensive development plan demonstrates excellent oversight of all areas of the school and provides very clear educational direction. However, the monitoring of the quality of teaching is not rigorous enough, and assessment systems do not provide sufficient information about pupils' progress. Links with parents are excellent. The school provides parents with a wide range of information, keeps them well informed about their children's learning and offers many opportunities for them to be involved in the life of the school.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Ensure that the teaching provides a greater level of challenge for the most able pupils to enhance their achievement and independent learning.
2. Develop a more systematic approach to monitoring the quality of teaching in order to share the most effective teaching practice.
3. Make more effective use of assessment data to track pupils' progress in order to enhance the quality of teaching and to identify any pupils who may be falling behind.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of pupils' achievements and learning is good.
- 3.2 Pupils are well educated in accordance with the school's aim to produce well-rounded individuals who are appropriately equipped for the next stage of their lives and for transfer to their senior schools.
- 3.3 In the EYFS, the children are very happy in school and enjoy their learning experiences. The children make good progress in relation to their starting points in both the Nursery and Reception classes. Children in the Reception form letters correctly, and write short words and sentences confidently. They cut and colour skilfully, following instructions carefully. Some of the children are beginning to read simple texts, and all recognise initial sounds and use them to blend words. By the end of the Reception year, they have developed a good ability to explore, investigate, concentrate and work independently, and they are well prepared to move on to the next stage in their education.
- 3.4 As pupils move through the pre-prep and prep schools, they demonstrate good subject knowledge and understanding and develop good communication skills. They are confident and articulate, listen extremely well, have well-developed writing skills and good mathematical skills. Through the course of the year, they produce a good quantity of written work and achieve well in a broad range of subjects. They have a sound working knowledge of two modern foreign languages and are confident users of information and communication technology (ICT).
- 3.5 Pupils' sporting achievements are excellent. Many pupils represent the school with distinction in matches, tournaments, galas and races, and go on to represent club, county, regional and national teams in a range of different sports, with rugby being a particular strength. Pupils also achieve well in music, art and drama and in a wide range of extra-curricular activities. An increasing number of pupils take music and drama exams, laying firm foundations for later success in these areas.
- 3.6 Because the pupils do not take external tests or examinations, pupils' attainment cannot be measured in relation to average performance against a fixed national norm but, on the evidence available, it is judged to be good in relation to national age-related expectations. The pupils follow a broad curriculum which prepares them well for senior schools. For the last few years, almost all leavers from Years 6 and 8 have gained places at their first-choice senior school, and a good proportion of pupils have won scholarships and awards.
- 3.7 Evidence obtained through observing pupils at work in lessons, through looking at their written work in a wide range of subjects over the course of the year, and from discussions with pupils, indicates that they make good progress in relation to those of similar ability. The small class sizes and the resultant attention given by teachers to individual pupils enables those with SEND to make good progress and, in many cases, to keep up with their peers. The small number of pupils with EAL also make good progress because of the sensitive support and encouragement which they receive. However, although the most able pupils achieve well, they are not always given sufficient challenge or opportunity to enable them to achieve at the very highest levels.

- 3.8 Pupils have excellent attitudes to learning. They are particularly attentive in lessons, follow instructions well, and try hard to achieve work of a high standard. Good work habits build steadily as pupils move through the school. They demonstrate a good ability to work quietly at set tasks on their own, but are equally happy discussing issues with the whole class or in smaller groups. Their willingness to apply their knowledge and understanding helps them to develop into pupils who are well prepared for the next stage of their education.

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

- 3.9 The contribution of curricular and extra-curricular provision is good.
- 3.10 Throughout the school, the curriculum meets the needs of the pupils, covers the requisite areas of learning, exceeding the range of subjects usually found in English schools, and fulfils the school's aim to produce well-rounded individuals who are appropriately equipped for the next stage of their lives. The introduction of French and Spanish from Reception enhances the pupils' linguistic abilities from an early age, while classics is taught from Year 3. Sport and physical education are notable strengths of the school's provision in the scope of activities offered. Generous staffing allows good access to cricket, rugby, hockey, netball, and soccer to pupils throughout the school.
- 3.11 In the EYFS, the provision of small class sizes, with an excellent ratio of staff to pupils, enables the needs of individual children to be met well, and ensures those with SEND are given appropriate support. Through observations and assessments, staff identify children's individual needs and interests and meet these through well-planned educational activities carried out under the guidance of staff. These ensure that almost all children reach a good level of development by the end of the Reception year. The recommendations of the previous inspection to develop outdoor provision and to plan for more child-led activities to foster children's independence have been partially fulfilled. The first-floor location of the Reception classrooms hinders free access to the outdoor areas, a factor taken into account in planning the new building. Children have opportunities through the day to choose their own activities, but the range of available activities and resources from which children may choose is not planned well enough. Children are not provided with really challenging activities which develop their understanding and ability to work independently to a sufficiently high level.
- 3.12 In Years 1 to 8, the curriculum broadly follows the English National Curriculum although, in accordance with the school's aims, additional provision is made to prepare pupils for entrance examinations at ages 11 and 13. Curricular planning is thorough, and is underpinned by regular reviews by subject leaders and staff to ensure that the curriculum for each year group builds on what pupils already know. Pupils with SEND receive specialist support and have individual action plans, which are reviewed regularly in consultation with parents. However, the planned curriculum does not always stretch the most able pupils or provide them with sufficient opportunities for more independent learning.
- 3.13 Up until Year 5, core subjects are taught by class teachers and specialist staff offer expertise in particular areas such as languages, music, and design and technology (DT). From Year 6, specialist subject teaching enhances the development of pupils' specific abilities. Pupils acquire good skills in ICT, although these are not fully utilised in all subjects. Good provision is made for pupils to design, produce and display their work in art and DT, furthering their creative skills. Provision for music is

good, and there are regular opportunities for choirs to perform in the weekly church services and in the local area. Tuition is offered in a wide range of instruments, while drama is timetabled from Year 5 to provide further creative opportunities. Personal, social and health education (PSHE) is effective in encouraging pupils to develop their understanding of themselves, other people and the wider world.

- 3.14 The provision of extra-curricular clubs and activities, including for children in the EYFS, is excellent. Almost every parent and pupil responding to the pre-inspection questionnaires expressed their satisfaction with the range of activities on offer. Pupils take good advantage of a rich and varied programme which includes a wide range of sporting and cultural activities from major team sports to table tennis, and fencing, as well as art, cookery and dance among many others. The curriculum is also enriched through numerous educational visits, visitors to the school, and the input of parents, such as an Argentine mother who came in to talk to pupils about Christmas traditions in her home country. Links with the local community are fostered through the school's close association with the neighbouring church. An excellent range of residential trips extends pupils' experiences further. For example, senior pupils have visited a community project in South Africa, others take part in an annual visit to an outward bound centre, and various sports trips within the UK and abroad also contribute well to pupils' cultural development.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is good.
- 3.16 The teaching makes an effective contribution to the pupils' achievements and progress and supports the aims of the school. Pupils' and parents' responses to the questionnaires were overwhelmingly appreciative of the quality of teaching in the school, as were the comments of pupils in interview.
- 3.17 In the EYFS, the highly committed staff team works cohesively to support the children in their learning, making effective use of the plentiful resources. Specialist teaching enhances curricular provision in sport, music and languages. Staff understand how young children learn and, through a balance of adult-focused and self-selected activities, they motivate and engage the children, encouraging them to be active learners and to explore the world in which they live. However, children are not challenged consistently to think critically and creatively, and not enough opportunities are provided for them to experiment and develop their own ideas.
- 3.18 In Years 1 to 8, the teaching is effective in promoting pupils' progress, and teachers take advantage of the small class sizes to provide individual attention to pupils in accordance with the school's aims. This is particularly helpful in ensuring that pupils who might be struggling do not fall behind. However, the school does not always fulfil its stated intention to provide sufficient challenge for the most able pupils. The school's effective use of interactive whiteboard technology contributes to its aim of offering a modern approach to learning, but the adoption of other innovative modern approaches to teaching is inconsistent. Teaching in Year 6 and Year 8 prepares pupils well for entrance examinations.
- 3.19 Teachers' subject knowledge is good. Planning of lessons is generally effective for the large majority of pupils and, in the best examples, is based upon an evaluation and recognition of pupils' individual needs and abilities. Following a recommendation from the previous inspection, marking and assessment have become more consistent and, in many classes, the teachers' marking is helpful.

However, pupils do not often respond to teachers' written comments or correct mistakes in work which has been marked. The analysis of attainment and effort grades helps to provide pupils with guidance as to their relative standards.

- 3.20 Throughout the school, lessons are characterised by lively and enthusiastic teaching and skilled questioning techniques, which maintain pupils' interest, reinforce their knowledge base and extend their learning while promoting discussion and co-operative learning. This has a considerable impact on developing pupils' communication skills and self-confidence. The tasks that pupils are required to do are varied and well matched to the abilities of most pupils, fostering their continued interest, but not always stretching the most able or offering them sufficient opportunity to develop as independent learners. On some occasions, the pace of learning is too slow for the most able and, as a result, they do not progress as quickly as they should. Praise, encouragement and the award of house points are used well and add significantly to the motivation, well-being and self-assurance of pupils. Unobtrusive, but highly effective, strategies ensure excellent behaviour in every class.
- 3.21 Resources for pupils to use in the classroom are of good quality. Teachers use them well to support pupils' learning and to motivate them. In some cases, a reliance on the use of worksheets limits opportunities for independent thinking and further challenges.
- 3.22 Pupils with SEND are clearly identified and well known to teachers. Good strategies are in place to support individual pupils within the classroom. These include the provision of coloured paper for dyslexic pupils and the occasional attendance of the special educational needs coordinator (SENCO) or teaching assistants to provide additional support.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 In the EYFS, children join in very confidently with activities and make carefully considered contributions to discussions, often using mature vocabulary. The children form extremely strong relationships thanks to the excellent role models provided by the staff and their sensitive support. Children understand the need to respect their peers as well as adults and respond very positively to the family ethos which pervades the school. Children's personal, social and emotional development is excellent and they are well prepared as they move on to the next stage of their education.
- 4.3 Older pupils show a good level of spiritual development. They become increasingly confident and self-assured; they appreciate their own strengths and weaknesses and show much emotional maturity for their age, while remaining children at heart. Much of this positive development is attributable to the supportive and nurturing ethos which pervades all areas of school life. As a result, the school succeeds extremely well in fulfilling its aim to teach consideration for others, traditional values and respect for the community. Pupils' spiritual development and the Christian ethos of the school are strengthened well through regular contact with the local church. Their understanding of other religions is further enhanced by visits to other places of worship.
- 4.4 Pupils show a very high standard of moral development. They clearly understand the meaning of right and wrong. They not only understand and respect the values and conventions of the school and of society generally, including the rule of law, but also benefit from the opportunity to define the acceptable rules of conduct within the school. They contribute ideas for the whole-school approach to managing behaviour and help to draw up sets of rules for tutor groups. Older pupils engage enthusiastically in debate about moral issues.
- 4.5 Pupils show highly developed social awareness. They are keen to help around the classroom, they support their peers sensitively, praise each other's efforts and achievements and particularly enjoy being chosen as helper for the day. Their eagerness to take responsibility results in pupils who have an acute understanding of the contribution individuals can make to the smooth running of society. Older pupils provide very positive role models for younger pupils, both in terms of their behaviour and their attitudes. They learn democratic principles by electing representatives for the school council and understand how such organisations can have a helpful impact on others. The pupils take an active part in developing the team and family atmosphere that exists and which is a significant strength of the school. They develop an excellent understanding of the needs of others as they regularly take responsibility for charitable fundraising, suggesting deserving recipients of their beneficence and ways in which funds can be raised.
- 4.6 Pupils develop a good understanding of British institutions, including the political system. This was highlighted in a discussion held with pupils in Year 8 in which they showed a good grasp of political parties and governmental organisation and stressed the importance of reading newspapers in order to keep abreast of developments in the wider world. Pupils in Year 8 benefited greatly from their visit to

the House of Commons and all pupils developed their understanding of the concept of British values, discussed in house assemblies.

- 4.7 Pupils develop an excellent understanding of other religions and cultures, particularly those of the Western cultural tradition. This is as a result of the school responding well to a recommendation from the previous inspection report and broadening the scope of its religious education provision. Pupils also develop their excellent understanding of other cultures through the PSHE programme and through the direct experience of sharing their community with pupils from other countries. Pupils throughout the school gain further excellent insight into other cultures, through the annual exchange and regular contact with South Africa which, both as a sporting venture and as a cultural exchange, help them to see what the experience of foreign nationals might be like when they come to their school.
- 4.8 Pupils leave the school as extremely well-rounded young people who have a very good sense of their own worth and the worth of others.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 The high quality of pastoral care makes a significant contribution to the pupils' personal development. The atmosphere of caring within the school is particularly marked and fulfils the school's aim to treat every member of the school community as unique and equally valuable.
- 4.11 In the EYFS, staffing levels ensure that classes and groups for each key worker are small. As a result, the children are cared for extremely well in a welcoming, nurturing, friendly environment. All staff know the children very well, and strong bonds are readily formed. Children happily ask an adult for help when needed and are quick to share their concerns. They respond positively to the extensive use of praise and rewards made by all staff, and this is reflected in their confidence, self-esteem and independence. The excellent attention provided by the staff helps to develop extremely high standards of behaviour and leads to children listening attentively, sharing and taking turns, following established routines, and respecting resources, toys and equipment. Thoughtful allocation of responsibilities develops children's awareness of how they can contribute as useful members of society. Staff place a high priority on developing healthy lifestyles and establishing hygiene routines. Children enjoy the nutritious lunches which are cooked and served by the kitchen staff who know all children by name and cater well for all their dietary needs.
- 4.12 In Years 1 to 8, clear lines of communication ensure that any pastoral concerns are identified and shared, but such is the quality of relationships between staff that the formal procedures combine efficiently with many informal contacts to form a network of support, which involves not just the staff, but also the pupils themselves and their parents. Pupils are aware of those persons to whom they can turn if they have concerns, and relationships between pupils and staff and among the pupils themselves are excellent. The tutor group system is effective, although there is not always a clear link between what happens in tutorial sessions and PSHE lessons, which means that issues introduced in one area are not reinforced or developed as effectively as they could be in others. Pupils are genuinely aware that all staff have their welfare at heart and are keen to support them, should they need help. Discussions with pupils, and the responses of pupils and parents to the pre-

inspection questionnaires, indicate almost unanimous praise for the accessibility of staff and the standard of care provided.

- 4.13 Thorough records of pastoral and disciplinary issues are kept, which enable staff to identify trends and patterns should they arise. Instances of misdemeanours are infrequent and are dealt with through an effective system of sanctions. The pupils are encouraged to consider what makes for good community living and are aware of measures to combat bullying. The pupils feel a sense of being cherished, while still being allowed to develop as individuals. The school council allows and encourages responsibility and communication and gives effective voice to the pupils' views and opinions.
- 4.14 Pupils are encouraged to be healthy. The school helps pupils to understand the principles of healthy eating and provides nutritious meals of good quality. In addition to a healthy diet, pupils undertake much healthy exercise both on the games field and in PE lessons.
- 4.15 The school has a suitable three-year plan to widen access of pupils with SEND or other disabilities to the education provided.

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

- 4.16 The contribution of arrangements for welfare, health and safety is excellent.
- 4.17 The arrangements make a strong contribution to the pupils' well-being and the school takes effective measures to provide a safe environment in which the pupils can thrive and grow, both in the physical surroundings and in the social environment, in accordance with its aims.
- 4.18 In the EYFS, the school has established effective systems to maintain high standards of care for the children and to ensure all safeguarding and welfare needs are met. As children move around the school, they negotiate the staircases sensibly and adhere to well-established safety routines. Throughout the day, children are carefully supervised both indoors and out, and also as they move around the school and play outside at break times. They are taught to use equipment and resources safely.
- 4.19 Safeguarding arrangements throughout the school are of a high standard and have regard to official guidance. Procedures have been strengthened through the appointment of two new deputy safeguarding officers, so that each section of the school has a designated safeguarding officer who can oversee at first hand that policies are being implemented. Staff training in child protection has been thorough and regular. A well-defined code of staff behaviour ensures that they respond appropriately to children. Strong links have been developed with local welfare agencies and the local authority designated officer, should the need for consultation over any safeguarding issue arise.
- 4.20 Thorough and regularly reviewed measures are in place to safeguard pupils from fire and other hazards, and clear guidelines, within the staff handbook, clarify expectations on staff for safe supervision of pupils. Suitable arrangements enable the effective care of sick or injured children, and staff are appropriately trained in first aid. Admission and attendance registers are properly maintained and stored. Parents who responded to the pre-inspection questionnaire were unanimous in saying that their children feel safe at school.

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 improved markedly in response to recommendations from the previous inspection report. The governing body as a whole, its various committees, and individual governors with specific responsibilities, have become increasingly effective in maintaining oversight of all sections of the school and in discharging their responsibilities, in line with the school's aims. Governors, most of whom have, or have had, close links with the school, either as former pupils or as parents of pupils, take a close interest in the school. Staff appreciate the fact that governors are much more involved in the life of the school than was the case a few years ago. Through their visits, the reports they receive from the headmaster and other school leaders, and through the detailed work of the four committees, the governing body is well informed about particular successes, the school's finances, staffing issues, accommodation and resources. This insight has been crucial in helping the governing body to debate and take major decisions with far-reaching consequences, such as the reintroduction of co-education, and the planned sale of land to finance the construction of a new pre-prep building. However, the school's assessment systems do not provide sufficient information for the governing body to gain a clear insight into pupils' academic progress to enable it to provide support and challenge to the school's senior leaders.

5.3 The allocation of specific responsibilities to individual governors and the committees, and training which governors have undertaken, have enabled the governing body to exercise its monitoring role more efficiently than in the past and to ensure that it discharges its responsibilities for statutory requirements. For example, one governor has a specific role to represent EYFS issues at meetings of the governing body. She is a frequent visitor to the setting, is well known to the staff, and provides highly effective support for the EYFS. The governing body has been particularly effective in overseeing issues relating to health and safety, and to the safeguarding of pupils through its thorough annual review of safeguarding policy, procedures and practices. A very close eye is kept on the school's finances, and everything possible has been done to ensure that human and physical resources are carefully and prudently provided to enhance the education of pupils.

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

5.4 The quality of leadership and management, including links with parents, is good.

5.5 The school's leaders have been highly successful in ensuring the realisation of many of the school's aims, particularly with regard to the way the school treats every member of its family as unique and ensures that pupils are considerate, and have an excellent understanding of traditional values and respect for the community. The school has continued to encourage sporting and extra-curricular activities, which develop and enhance team spirit and self-confidence, and successfully produces well-rounded individuals who are appropriately equipped for the next stage of their lives. The school's aims to provide a modern approach to teaching, to facilitate differentiation and to maximise academic development and standards have yet to be

fully realised. The school's ambition to provide sufficient challenge for the most able pupils is not yet fully realised.

- 5.6 Leadership and management in the EYFS are good. Leaders have maintained good provision and made good progress since the previous inspection. Senior managers are aware of their responsibilities for meeting statutory requirements and for monitoring their implementation and effectiveness. The safeguarding of children is well promoted. The leadership is committed to the further development of the setting and has an ambitious vision for the future, derived from accurate self-evaluation and expressed in the development plans for the new pre-prep building. Leaders develop staff capability through whole-school and specifically targeted training, as well as encouraging attendance at external courses and meetings with staff from local settings. Staff meetings and informal discussions provide opportunities for reflection and evaluation which link with an established system of appraisal. Although regular dedicated supervisory meetings do not currently take place, staff are very well supported in all aspects of their teaching and care for the children. In turn, their reflections on practice feed into future planning for the whole school. The recommendation of the previous inspection to provide time and resources for its leaders to monitor new initiatives and oversee learning has been partially met. However, the senior leader currently has full class-teaching responsibilities and has limited time to develop further the teaching and learning in EYFS.
- 5.7 In the school as a whole, since the previous inspection, leaders have successfully implemented some major changes. The re-admission of girls has been managed extremely effectively. Although girls currently only account for just over one-fifth of the total number of pupils, staff have been sensitive and thoughtful in the way they have adapted curricular provision, facilities and resources to accommodate the girls, who have integrated extremely quickly and have become delighted and vociferous supporters of the school. There have been major improvements in many aspects of the school's management. Systems for checking the suitability of staff and other adults who engage with pupils have been overhauled and are now efficient and effective. Similar improvements have been made to the oversight of all aspects of health and safety and the regular maintenance of the school's accommodation and resources. As a result, systems for the safeguarding of pupils throughout the school have become much more rigorous. Leaders have responded well to issues highlighted in the previous inspection to improve governance and develop pupils' cultural understanding, and more consistent approaches have improved some aspects of teaching, such as the marking and assessment of pupils' work.
- 5.8 The school's comprehensive development plan, many of whose objectives have already been or are in the process of being achieved, demonstrates an excellent oversight of all areas of the school and its management, and of the quality of education provided. It provides staff with very clear educational direction for the school. Leaders at various levels have been successful in maintaining a good quality of education. All staff have worked very closely together during a period of considerable change to maintain the school's excellent, friendly, caring, supportive ethos which is so valued by parents and pupils. However, not all leaders have been rigorous enough in their monitoring and evaluation in identifying ways in which good provision could be raised to excellent. For example, although leaders occasionally observe colleagues teaching, there is no concerted whole-school approach to highlighting the most effective teaching practice. As a result, innovative and stimulating modern practices which could be disseminated to other staff and motivate the pupils to achieve even higher standards are not identified. Although the

teaching enables good progress, it misses opportunities to extend pupils even further. Pupils' attainment is measured regularly, but not in a way which enables staff to ascertain exactly how much progress each pupil has made from one year to the next, or to identify if individual pupils may be falling behind.

- 5.9 Managers have been successful in securing and retaining a body of well-qualified and highly committed staff who are well equipped to meet the needs of the pupils. Staff are extremely supportive of each other, and newly qualified and trainee teachers say there is always someone to whom they can turn for support. The training which staff receive, either at induction or through the year, emphasises the importance of safeguarding and the welfare, health and safety of the pupils, and ensures the highest standards of care and concern for each individual pupil.
- 5.10 The school has excellent links with parents, carers and guardians. From their responses to the pre-inspection questionnaire and in discussion at meetings during the inspection, parents were overwhelmingly supportive of the school. They particularly value the warm, friendly atmosphere and the overarching family ethos which they believe makes the school so individual. They feel part of a special community and say that Chinthurst is their school, not just their children's. Parents, including those with children in the EYFS, are confident that all staff know their children extremely well and appreciate the open-door policy which promotes regular, informal communication. Staff are always available to meet with parents and resolve any worries. Should a parent have a concern or complaint, they are handled with care and in accordance with the school's published procedures. Responses to the pre-inspection questionnaire, however, show that parents are delighted with the school and only the smallest proportion have had any concerns.
- 5.11 The EYFS setting has extremely strong links with parents, who have many opportunities to be involved with their children's learning and to contribute to their records of progress. Planning documents, displayed for parents to view, keep them up to date regarding their children's daily activities and the books which are shared at story times. Termly progress reports are extremely detailed and include comments from the headmaster. In addition, parents are informed of their child's EYFS Profile scores at the end of the Reception year and have the opportunity to discuss these with staff. Formal parents' evenings take place twice a year and there is a transition meeting at the end of the summer term when parents have the opportunity to meet their child's teacher for the following year. Prior to joining the school, children and parents are offered several 'taster days', and these provide parents with the opportunity to share information about their child with key staff, as well as for the child to become familiar with the EYFS environment.
- 5.12 In the rest of the school, termly parents' evenings, written reports and interim reports ensure that parents are well informed about their children's learning, achievements and progress. The full reports which parents receive at the end of each term, are detailed and include helpful targets for improvement. The school's website provides a highly informative platform for both current and prospective parents and, additionally, the headmaster's weekly newsletter, known as *The Chronicle*, highlights special events and items of news. The school makes available to parents and those of prospective pupils all the required items of information. Prior to joining the school, parents and their children have many opportunities to visit and are given a range of useful information, in addition to being supported by parent class representatives
- 5.13 The extremely active parents' association (CPA) organises a wide range of regular social and fundraising events for parents and pupils. Recently, these have included

a Christmas Fayre, quiz and race nights, uniform sales, a summer ball, and a summer fayre following sports day. Parents also have the opportunity to participate in numerous sporting events, including 'Chintmums' netball and 'Chinthurst Cockerels' cricket team for dads. A recent rugby evening for mothers enabled them to learn the rules of the game and even practise forming a scrum themselves.

- 5.14 Parents, including those in the EYFS, are warmly welcomed to a variety of school events including assemblies, church services, plays, concerts and sporting fixtures. Many opportunities are available for them to become involved in the life of the school, such as helping with outdoor activities, swimming and sport.

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