



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

ST PIRAN'S SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

St Piran's School

Full Name of School	St Piran's School
DfE Number	868/6004
Registered Charity Number	309094
Address	St Piran's School Gringer Hill Maidenhead Berkshire SL6 7LZ
Telephone Number	01628 594300
Email Address	office@stpirans.co.uk
Head	Mr Jonathan Carroll
Chair of Governors	Mr Ed Parrott
Age Range	3 to 11
Total Number of Pupils	382
Gender of Pupils	Mixed (224 boys; 158 girls)
Numbers by Age	3-5 (EYFS): 87 5-11: 295
Number of Day Pupils	Total: 382
Head of EYFS Setting	Mrs Lynne Rothwell
EYFS Gender	Mixed
Inspection Dates	27 Jan 2015 to 30 Jan 2015

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 March 2009.

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

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

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

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

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

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

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

INSPECTION EVIDENCE

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

Mrs Ruth McFarlane

Mrs Samantha Michau

Mrs Elaine Powling

Mrs Anne Turner

Mrs Gill Bilbo

Reporting Inspector

Team Inspector (Head, IAPS school)

Team Inspector (Principal, ISA school)

Team Inspector (Head of department, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Piran's is a well-established school, originally for boys, located at its present eleven-acre site on the outskirts of Maidenhead since 1872. It became an educational trust with a board of governors in 1972. In 1993, it became fully co-educational. The on-site St Piran's Centre provides sporting and swimming facilities for the pupils as well as the local community.
- 1.2 Since the previous inspection, the Early Years Foundation Stage (EYFS) setting has become exempted from the learning and development requirements of the statutory framework; the Reception Year classes have been relocated to a new building alongside the Nursery, and the age range of pupils has been adjusted, from three to thirteen years-old to three to eleven years-old.
- 1.3 The school's main aims are to be a warm, friendly, family school, bringing out the best in every pupil, and to combine a high standard of academic education with a full range of sports and activities. It regards courtesy and consideration for others, coupled with a sense of responsibility underpinned by Christian principles, as being of high importance; the school also seeks to foster happy and natural relationships between parents, pupils and staff and a pride in the school. Other specific aims include safeguarding and promoting the welfare of pupils, and addressing the personal development and potential of each.
- 1.4 At the time of the inspection there were 382 pupils in the school (224 boys and 158 girls). Of these, 87 children (44 boys and 43 girls) were in the EYFS. Forty-four of these children attend on a part-time basis. The school divides itself into the EYFS (children aged rising three to five years); the lower school (Years 1 and 2); the middle school (Years 3 and 4); and the upper school (Years 5 and 6).
- 1.5 Pupils come mainly from business and professional families and live within a few miles of the school. Very few pupils are from ethnic minorities and need support in speaking English as an additional language (EAL).
- 1.6 The ability profile of the school shows a wide range but is above the national average. The school has identified 31 pupils as requiring support for special educational needs and/ or disabilities (SEND) including one who has a statement of special educational needs.
- 1.7 Pupils leave at the age of eleven to enter senior independent schools or maintained grammar schools.
- 1.8 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 breadth of the curriculum and the extensive activity programme are the cornerstones that lead to pupils' excellent all-round achievement. The school amply fulfils its aims to combine a high standard of academic education with a full range of sports and activities. Bringing out the best in every pupil starts early. Children make an excellent start in the EYFS, gaining competent language and number skills alongside confidence in creating artwork and developing good physical skills. Older pupils show considerable creativity. They speak confidently, collaborate extremely well, and participate enthusiastically in discussion. Consequently, pupils are increasingly successful in achieving scholarships and exhibitions to selective senior schools. Teaching is excellent. Pupils with SEND or EAL receive high-quality support in class, in groups and individually, enabling them to progress as well as the others. The most able pupils enjoy effective challenge academically and in sports and creative pursuits.
- 2.2 From the EYFS onwards, pupils' excellent personal development is shown by the strong sense of respect that fully reflects the school's core values of courtesy and consideration, coupled with a sense of responsibility. Underpinned by Christian values, pupils show excellent moral and social awareness. The concern that pupils show for one another reflects the excellent pastoral care they receive. Considerable attention is paid to ensuring that British values are promoted and this shows in pupils' open-mindedness, tolerance and respect for others. All elements of pupils' safeguarding, welfare, health and safety receive meticulous attention.
- 2.3 Governance, leadership and management are excellent. This has ensured that the successful focus on achieving the school's aims has continued while the school has been strengthened through major well-planned developments. Governors and senior leaders share a strong, common vision, which is communicated fully to all in the school community. Governors oversee welfare and safeguarding thoroughly. Together with senior leaders, they give excellent leadership to the EYFS. Links with parents are very strong. In their pre-inspection questionnaire responses, parents were almost entirely positive about the school and there were very few issues raised. The school has responded well to previous recommendations. Its work in monitoring teaching and learning, and pastoral care, is good. The new systems are not yet fully synchronised to track pupils' progress across the whole school and thus ensure that pupils' excellent achievement continues.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendation for further improvement

- 2.5 The school is advised to make the following improvement.
1. Ensure the uniformity of the various monitoring and progress-tracking systems in the school to enable leaders at all levels to maintain a clear overview of standards.

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' learning and achievements is excellent.
- 3.2 Pupils' excellent achievement reflects the school's aim for pupils to achieve a high standard of academic education with a full range of sports and activities. In questionnaire responses, very high proportions of parents and pupils were pleased with the progress that pupils make.
- 3.3 In the EYFS, progress and outcomes are excellent for pupils of all abilities, including any with SEND or EAL, and the most able. Nursery children recognise their names and use their developing mark-making skills to name their work. Their counting skills develop well. In Reception, most children work confidently with numbers to twenty or beyond. They understand the concept of one more, one less. Most can form their letters correctly and use their knowledge of phonics (the sounds letters make) and developing punctuation skills to write simple sentences. They use the computer confidently and can control the mouse competently when using simple drawing programmes. The setting is an exciting place to be, and children much enjoy actively exploring and investigating. They concentrate well and can think things through. They enjoy working. Creative work in paint and construction is well developed. By the end of Reception, children's achievement is excellent. Many exceed developmental expectations for their ages.
- 3.4 Older pupils develop fluent and legible writing and use vocabulary well. Pupils' mathematical knowledge is excellent: by the time they leave, it is often two or three years ahead of what is expected for their age. They apply their understanding of calculations skilfully in a range of subjects, including science and design and technology. They develop excellent work in humanities. Middle school pupils can use Ordnance Survey maps competently. Upper school pupils show considerable investigative skills in geography and science. Pupils think cogently and can argue logically, particularly in religious education, a subject that has a significant place in this school. Work in information and communication technology (ICT) is well developed. Artwork shows exceptional creativity and technique.
- 3.5 Success in extra-curricular activities significantly enhances the overall quality of pupils' achievement, not only in academic activities, such as the mathematics national challenge awards in Year 5 and 6 and pupils' poetry being accepted for national publication. Pupils have achieved international recognition through their participation in 'Mindlab', which uses strategy games to develop thinking abilities and life skills. Success in local and regional music and drama festivals recognises how strongly pupils' skills in creative subjects develop. The high standard of pupils' physical skills is shown by success both at individual and team level. There are county players for cricket, tennis, squash, swimming and chess, and regional and national cross-country runners. The school reached the national finals of the school's association football competition recently. Around a third of the Year 6 pupils achieve scholarships and exhibitions at selective senior schools, including for academic or all-round prowess, or for sports, drama, music or art.
- 3.6 National tests are not taken so a comparison with national averages is not possible. However, results in standardised tests indicate that attainment is higher than national norms. This level of attainment, taken together with inspection evidence,

shows that pupils make at least good progress academically from their individual starting points.

- 3.7 High-quality support for pupils who have SEND or EAL enables them to progress rapidly, for example in reading and writing, or in making scientific predictions. Teachers allow pupils to think, and, by encouraging them to persevere, enable them to address their difficulties with confidence. The most able pupils achieve highly because teaching provides suitable challenge.
- 3.8 Throughout the school, pupils show excellent attitudes to learning. Their sense of teamwork is strong, on the games field, for example. They help the teachers to help them across the crossing by holding up the 'lollipop'. They work extremely well with others. They speak exceptionally confidently and contribute well, even when unsure of the answer. They are quick to suggest ideas. Pupils much enjoy their lessons. High levels of participation and enthusiasm show that pupils enjoy their work; they almost always show considerable perseverance and application. They think carefully and logically about new situations, and ask insightful questions. They work well independently, both in class and in research.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 In the EYFS, a wide variety of activities, inside and outside, stimulates and excites children to learn and helps them develop to a high degree, whether they find learning easy or have SEND. Individual help enables any with EAL to quickly acquire language skills.
- 3.11 Pupils in the rest of the school build on those experiences and enjoy a broad and balanced curriculum that is suitable for all needs and abilities, and satisfies the pupils' needs for academic, personal, sporting and cultural growth most effectively. A strong focus on literacy, numeracy, science and ICT is complemented by substantial provision in humanities, languages, creative and physical subjects.
- 3.12 The school's curriculum fully delivers the school's aim to provide a programme that encompasses and exceeds the National Curriculum. It is underpinned by thorough and effective planning, including cross-curricular work.
- 3.13 The teaching of mathematics in four ability sets from Year 3 and similarly in English from Year 5 ensures that pupils are given the best possible grounding in the core subjects. Work is matched precisely to their ability, and prepares them exceptionally well for entry to senior schools. Year 6 pupils who have completed their senior school entrance examinations enjoy a term and a half of Latin or Spanish lessons in preparation for their secondary education.
- 3.14 Personal, social, health and citizenship education (PSHCE) is a strong element throughout the school, providing the bedrock for much of the personal education, especially emotional intelligence, that so characterises the school. The school is not new to promoting British values, and much of the curriculum focuses successfully on the values of democracy, rule of law, individual liberty, mutual respect and tolerance.
- 3.15 Excellent measures have been put in place since the previous inspection to ensure individual pupils' progression in learning from year to year, whatever their ability. The provision for SEND pupils is extremely thorough, with individual education plans written by the class teachers and monitored meticulously by the learning support

department, to ensure the best outcomes for the pupils involved. Effective challenge for the most able comes through an extensive enrichment programme as well as through additional research tasks and encouragement to explore challenging issues.

- 3.16 A particularly extensive programme of extra-curricular activities enriches pupils' experiences. These activities attract great support from the pupils and include a vast number of sporting pursuits, dance, recorder, chapel choir, drama, enrichment activities and 'Dungeons and Dragons'. The sound of hand bells being rung by the pupils pervades the school and provides a regular spiritual learning experience for participants, continuing a long-standing tradition in the school. High standards are reached and pupils relish the honour of taking part. The vast range of experiences provided through the activities programme is of great value to pupils' personal development. A growing proportion of the pupils learn musical instruments in school including violin, 'cello, flute, guitar, piano and drums, preparing for and taking nationally recognised examinations.
- 3.17 Regular opportunities for participation in workshops and at local music festivals, and in national mathematics challenges and writing competitions, enhance the children's cultural experience whilst developing self-confidence in performance. Participation in community events, and regular trips and visits, enhances learning in a range of subjects. For example, middle school geographers much enjoyed their trip to Somerset to compare the amenities of a Somerset village with those available in the school locality. This and the regular educational trips to Paris serve pupils well in adding a broader dimension to the curriculum. Pupils' charitable fundraising for a school in Africa develops awareness of others living in different conditions, as well as stimulating follow-up work in the classroom.

3.(c) The contribution of teaching

- 3.18 The contribution of teaching is excellent.
- 3.19 In the EYFS staff are adept at motivating their classes. The adults' expectations of how much children can achieve are high, and children respond very positively, whatever their ability. Teachers throughout the school know their subjects and their pupils extremely well. Teachers know how to motivate their pupils. They introduce and explain new ideas in ways that interest and inspire. Most lessons are characterised by clearly expressed learning objectives and purposeful activities.
- 3.20 Teachers fully take into account what pupils already know and can do in planning next steps. Consequently, planning is excellent. Activities are stimulating and often imaginative and use good-quality resources exceptionally well. For example children in Reception delighted in spotting numbers and their doubles in a mathematics programme on the computers. Lower school pupils were enthralled while on a spy mission to discover what life had been like before they were born. Hearing the 'air raid siren', they explored the cellar and its carefully placed 'historic' contents. This practical activity sparked interest and independent exploration and led to pupils' rapid progress in understanding war-time life.
- 3.21 The requirements of pupils with a statement of special educational needs are met effectively. Pupils' needs are thoroughly discussed with staff, parents, the pupils and any necessary outside agencies. Teachers fully meet the needs of these pupils, other SEND pupils, those with EAL and the more able, through appropriate resources that both support and challenge pupils efficiently. Time is used well, with little dallying on a topic, once understanding is clear. Lessons therefore almost

always offer sufficient challenge. Teachers provide additional challenge for the most able pupils through research and philosophical activities. In these ways, work is well matched to pupils' different abilities so that all make at least good and often excellent progress.

- 3.22 Teaching assistants play a substantial and successful role in accelerating the progress and self-esteem of all the pupils. They ensure that all abilities, including the more able, are provided for effectively. They liaise effectively with teaching staff. This means that they are well deployed to support and guide the learning of individuals, enabling all pupils to make the best progress they can.
- 3.23 Pupils' understanding is regularly checked within lessons through effective questioning. Constructive feedback is given, ensuring that interventions are timely and make a significant impact on pupils' learning. Pupils are regularly prompted to develop and justify answers and teachers encourage them to become curious and investigate around the subject, looking to extend their thinking.
- 3.24 Interactive displays are used to great effect to support learning in all subjects and teachers make very good use of their resources to enhance learning. For instance, upper school pupils discussed thought-provoking video clips showing the enormous difference between the cost of a bottle of perfume in Western countries and the vast amount of life-saving food and water this would buy for malnourished children.
- 3.25 The school has created a positive climate for learning, in which all pupils feel secure and valued so that they confidently ask and answer questions, deepening their understanding of each subject. The resulting climate of respect, enthusiasm, interest and engagement, enables pupils to make rapid gains in their learning.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of pupils' personal development is excellent.
- 4.2 In the EYFS, children show high levels of co-operation and a well-developed ability to share fairly and considerately. They work exceptionally well together, whether with partners or in a group. They work equally successfully independently. Respect is a significant element promoted from the earliest age and children are exceptionally respectful of each other, of adults, and of the environment. Children enjoy each other's differences. They choose appropriately from toys and activities, and make sensible decisions, such as putting on their coats without prompting when it is cold outside. The close proximity of the Nursery and Reception areas helps give children confidence when transferring to Reception. Reception children visit the Year 1 classrooms and prepare a booklet about themselves for their new teacher. This, and visits to their new environment, prepares them thoroughly for transfer to Year 1.
- 4.3 Pupils' spiritual development is excellent. Throughout the school, the aim to create a nurturing and inspiring environment for pupils is successfully fulfilled. The pupils exhibit considerable maturity, self-knowledge and self-esteem, responding well to the school's focus on developing their emotional intelligence. They are highly respectful of their peers and adults alike. The singing and instrumental playing heard in assemblies during the inspection provided spiritual pleasure for participants and listeners alike. Pupils show mature understanding and respect for their own and others' beliefs. Pupils think deeply about the non-material aspects of life, for example, through thought-provoking discussion of topics in lessons, and through their admiration and appreciation of the creative artwork on display.
- 4.4 Pupils' moral understanding is highly developed. They have an exceptionally clear grasp of right and wrong, recognise their individual liberty, and so accept full responsibility for their behaviour. They are tolerant and respectful, of themselves, others and the rule of law. Their mature conduct around the school and in lessons is exemplified by their familiarity with the 'St Piran's Tie', displayed all around the school. Pupils show strongly all the qualities described in this symbol. It is in the shape of the school uniform tie and portrays an acrostic of St Piran's, so that pupils are urged to be safe, trustworthy, polite, inspiring, responsible, achieving, nurturing and self-confident.
- 4.5 Pupils' social development is excellent. The school succeeds in its aim to nurture socially confident children with emotional intelligence. They speak well in assemblies and represent their views thoughtfully to the school parliament. This is an extremely articulate elected body whose recommendations for change have contributed positively to the school, such as an understanding of democratic values, as well as practical benefits such as the installation of staging for drama productions. Pupils talk about their school with considerable pride. They spontaneously celebrate each other's successes in class. They listen carefully to each other's opinions in lessons. They develop further, socially, in their response to events such as Friendship Week. Tolerance can be seen in all the pupils' dealings with one another. The Year 6 Leadership Programme also does much to enhance the excellent personal development of the upper school pupils.

- 4.6 Pupils' cultural development is excellent. Close links with pupils in a school in Africa has led to increased cultural understanding of children whose lives are lived out in conditions not as fortunate as their own. They are able to describe the vastly different daily routine of children living in a completely different culture. Pupils show a mature understanding of the Western cultural tradition, through their appreciation of music, literature and art, and through educational trips at home and abroad. Pupils have responded well to the school's work in helping them understand British values and concepts such as democracy and citizenship. In their growing political awareness the children learn the importance of presenting views in a balanced way. Lively and well-balanced discussions emerge from work about political institutions and philosophies. Participation in a Young Enterprise scheme enables them to gain some early economic understanding of international trade.
- 4.7 The maturity and personal attributes the children display by the end of Year 6 show an excellent standard of personal development that prepares them exceptionally well for their senior schools.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 Throughout the school, carefully structured pastoral systems monitor all aspects of a pupil's school life to an excellent degree. Concerns are effectively and swiftly addressed and ensure that all have a confidential listening ear to share any personal difficulties.
- 4.10 In the EYFS, the well-established key person system fosters strong relationships between staff and the children and their families. Children feel very safe and confidently share any worries as a result. Teamwork, respect and good relationships are encouraged and evident.
- 4.11 A few older pupils, in their questionnaire responses, indicated that they had no one to turn to at times of personal difficulty, and that teachers did not show concern for them. These concerns were thoroughly investigated by inspectors. From records and in interviews during the inspection, pupils were adamant that they felt well supported and inspectors agree. For example, inspired by Friendship Week, pupils produced an illustrated booklet of people with whom they knew they could share any worries.
- 4.12 Warm, friendly relationships are evident between pupils and staff, strengthened by the 'fortnightly focus' that highlights the importance of good manners.
- 4.13 In the EYFS and throughout the school, the extensive and inclusive programme of physical exercise and sporting activities ensures that every pupil can develop a healthy lifestyle. The carefully prepared and appetising lunches provided meet all dietary needs and pupils are encouraged to make balanced choices.
- 4.14 Comprehensive policies promote positive behaviour exceptionally well, in the EYFS and throughout the school. Age-appropriate rewards and sanctions are supported by initiatives such as class treats. In questionnaire responses, a few pupils indicated that teachers are not fair in the way they give sanctions and that the school does not deal effectively with bullying. Inspectors disagree with this view. They found that many pupils they spoke with also disagreed. Records and observations showed fair treatment. The detailed anti-bullying policy is used effectively to address any rare

incidences of bullying. Strong support for their 'clans' (house teams) is a successful incentive to behave well to gain clan points.

- 4.15 The school has an appropriate plan to meet the needs of, and accessibility for, disabled pupils and those with special educational needs.
- 4.16 A small minority of pupils indicated in their questionnaire responses that the school does not ask for their opinions or respond to them. Inspectors investigated this concern and found that the school does ask and respond. Apart from the constant informal opportunities, the school listens to the views of pupils and considers suggestions raised at the democratically elected school parliament. Members can point to other actions that show that their views are listened to, such as the planting of the school orchard. Many pupils understand and accept that their ideas may not be adopted.

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

- 4.17 The contribution of arrangements for welfare, health and safety is excellent.
- 4.18 In the EYFS, children's welfare is promoted to a high degree. High priority is given to health and safety through favourable staff ratios, and through reminders to children about safety issues.
- 4.19 The whole school, including EYFS, has robust arrangements for safeguarding, in line with the latest official guidance. Staff receive appropriate training in child protection, both when they first arrive and at appropriate intervals. Those who act as designated leads attend additional training courses with the local social services department as required. As a result, staff are aware of the action to take if issues arise and the school liaises appropriately with local agencies. Safeguarding is carefully overseen by the governing body, who conduct an annual review in addition to monitoring practice at other times.
- 4.20 Throughout the school, regular fire drills are conducted and fire equipment is checked and maintained regularly. Appropriate risk assessments have been carried out for fire, for work around the school and for educational activities. The health and safety committee acts promptly and their work is reviewed rigorously by the governing body. The school takes proper care of any pupils and staff who are ill or injured, in a well-equipped and conveniently located matrons' office. A large number of staff have received first-aid training including paediatric first-aid training, with a good proportion at a higher level.
- 4.21 Attendance and admission registers are completed properly and backed up in accordance with the regulations.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governing body provides an excellent vision for the core values and future of the school, ensuring that it maintains its Christian ethos whilst continuing to develop and evolve high-quality education and standards through significant investment in staff, accommodation and resources. Governors' are kept fully aware of school life through regular reports from the headmaster and senior staff. Careful attention is given by individual governors to areas of school life such as safeguarding and the EYFS. Governors have a well-honed understanding of their roles in regulatory compliance. Members give of their time, not only to attend regular meetings, but also to participate in staff training, and thus are able to contribute meaningfully to discussion and debate.
- 5.3 Care is taken to ensure that the governing body contains the right balance of experience and expertise. Governors discharge their responsibilities for safeguarding, welfare, health and safety fully. Every governor is involved in the required annual review of child protection arrangements. Governors monitor procedures regularly.
- 5.4 Highly astute financial planning has led to successful developments. Governors carefully consider the impact of the planned developments before acting. Consequently, the move to change the age range of the school was successful, as was the decision to relocate the Reception classes to be adjacent to the Nursery. The decisions were assisted by the relevant expertise on the governing body. This also ensures highly effective monitoring and support for the EYFS.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 Throughout the school, leadership and management are highly effective in enabling the school to achieve its overall aims. Excellent educational direction is set that enables the whole school to achieve its aim to bring out the best in every pupil. Self-evaluation is well considered and largely accurate, if a little modest in some respects. It leads to well-chosen priorities for improvement, demonstrating clear priorities and ambitious vision. Strong teamwork is a significant feature of the leadership, including the EYFS. This ensures that development priorities are followed up effectively. The recommendations of the previous inspection have been dealt with effectively, in the EYFS and the rest of the school. As a result, academic co-ordination across year groups has improved, and assessment is used much more effectively in the classroom.
- 5.7 Safeguarding and safe recruitment procedures are rigorous, and the single central register for recording the checks made to ensure safe appointment of staff, governors and volunteers is accurately maintained. The senior management team carries out its responsibilities for pupils' welfare, health and safety highly efficiently across the school. In the EYFS, the leadership ensures that children are

safeguarded thoroughly in the welcoming, stimulating and safe environment. Safeguarding, welfare and health and safety training is given regularly to all personnel throughout the school.

- 5.8 The management system is well structured and roles are clearly defined. Each of the sections of the school is ably led. Leadership of the EYFS is excellent. Consequently, since the previous inspection, the co-ordination of academic matters has improved in the EYFS and through the school. Heads of departments demonstrate a strong sense of commitment and direction, monitoring their subjects both formally and informally. This ensures that pupils' high levels of achievement and progress are maintained. All aspects of the school are monitored conscientiously. Data available gives managers a clear understanding of progress made by individual pupils. However, tracking systems are not yet synchronised fully, in all sections of the school, including the EYFS, to enable easier monitoring and to give a clear overview of progress and standards of groups and cohorts across the school.
- 5.9 Throughout the school, the staff appraisal cycle is effective. It is seen as a supportive process which highlights the most effective practice, recognises what has been accomplished, and identifies areas for development. The WOW (Watching Others' Work) programme enables teachers to learn from each other. Staff in the EYFS and through the school take up the many opportunities to attend training courses to further their professional development. Excellent attention is given in the EYFS to staff supervision to ensure that their personal needs are met.
- 5.10 High-quality teaching staff are recruited and retained and the ancillary support staff all work hard to contribute to the care and support of pupils. Grounds and premises are well maintained, providing a safe and stimulating environment in which pupils can play, enjoy sports and many other activities that extend their learning experience.
- 5.11 Links with parents are excellent. In the EYFS, partnerships with parents and others secure appropriate interventions for those children who need them, and regularly engage parents in their children's learning and progress. In responses to the pre-inspection questionnaire, all those who stated a view were thoroughly satisfied with all aspects of the school. Most parents of older pupils were also extremely positive about the education, care and support given to their children. Inspectors agree that communication with the school is excellent, and note that parents particularly praise the 'parent walls' outside classrooms and the abundance of information in the display lobby in the main school.
- 5.12 Regular parents' meetings, twice-yearly reports, examination results summaries and weekly 'industry cards' detailing effort enable parents to be kept informed about their child's progress and the curriculum being followed. Special presentations about specific topics such as the teaching of reading, handwriting and mathematics are particularly well received. Curriculum information for subject areas provides helpful guidance for parents on what their children are learning in class. Prospective parents are provided with a comprehensive admissions folder containing all the required information about the school; this is also available on the website.
- 5.13 Parents have many opportunities to be involved in the life and work of the school, such as escorting children and assisting with changing for swimming in the Nursery. Class parent representatives help keep parents in their child's class in touch with

school activities. The parents' association, the St Piran's Society, organises well attended fund-raising and social events for the school community to enjoy.

- 5.14 In the parents' questionnaire comments, a few parents felt that their concerns were not always dealt with promptly enough. Inspectors checked this carefully. The complaints policy complies with requirements and is readily available to parents. Records show that there has been meticulous attention to detail and matters have been dealt with in a measured and thorough manner. Timescales have recently been tightened to ensure that any complaint is dealt with expeditiously, in an improvement on an earlier occasion when response had been slower.
- 5.15 Almost all parents who stated a view expressed complete support for the school.

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