



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

THE MEAD SCHOOL

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The Mead School

Full Name of School	The Mead School
DfE Number	886/6033
Address	The Mead School 16 Frant Road Tunbridge Wells Kent TN2 5SN
Telephone Number	01892 525837
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Email Address	meadschool@hotmail.co.uk
Headmistress/Proprietor	Mrs Angela Culley
Age Range	3 to 11
Total Number of Pupils	174
Gender of Pupils	Mixed (96 boys; 78 girls)
Numbers by Age	3-5 (EYFS): 45 5-11: 129
Head of EYFS Setting	Mr Stephen Lockyer
EYFS Gender	Mixed
Inspection Dates	17 Jun 2014 to 20 Jun 2014

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in June 2011.

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

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the proprietor and a representative of the board of directors, 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

Dr Lynn Garrett	Reporting Inspector
Mrs Ann McDonnell	Team Inspector (Former Head of Department, IAPS school)
Mr Nicholas Rees	Team Inspector (Former Head, ISA school)
Mrs Gillian Bilbo	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Mead School is an independent co-educational day school for girls and boys aged between three and eleven years. It was founded in 1987 and is owned by a limited company, of which the headmistress is the managing director and is also the school's proprietor. A board of directors acts in an advisory capacity. The school is housed in a Victorian villa that has been substantially adapted, in the centre of Tunbridge Wells.
- 1.2 A total of 174 pupils, 96 boys and 78 girls, attend the school, of whom 45 are in the Early Years Foundation Stage (EYFS). Most of the pupils live in Tunbridge Wells and its surrounding villages and come from a variety of professional backgrounds. They are mostly of white British origin.
- 1.3 The Mead is a Christian school that welcomes pupils of all faiths and backgrounds. Its vision is to enable every child to feel success and become confident, life-long learners. Its aims are to make children happy to learn, to develop their full potential in all areas, and to build on their strengths to make them feel valued as individuals and give them a sense of their own self-worth, preparing them for life in a global society.
- 1.4 The ability profile of the school, as indicated by standardised tests, is above the national average. Nine pupils have been identified as having special educational needs and/or disabilities (SEND), all of whom receive learning support at school. Most of these learning difficulties are of a relatively minor nature, such as problems with spelling. One pupil has a statement of special educational needs. Seven pupils have English as an additional language (EAL), three of whom receive extra support.
- 1.5 Since the previous inspection, the school has redesigned the free-flow area in the EYFS, expanded the playground area, developed a dance and drama studio, and introduced the use of mobile information and communication technology (ICT) into the curriculum.
- 1.6 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 quality of pupils' achievements and learning is excellent. Pupils throughout the school, including those in the EYFS, are articulate, listen carefully to their teachers and each other, and have well-developed literacy and numeracy skills. They achieve high standards in all areas of the curriculum. Pupils have excellent attitudes to learning and are keen to succeed. Their excellent behaviour in lessons enables high quality learning to take place. The curriculum makes an excellent contribution to the pupils' achievements. It is imaginative and flexible, and supported by specialist teaching in music, drama, physical education and French. The quality of teaching is excellent and work is well matched to the varying abilities of the pupils. Although marking and assessment have improved since the previous inspection, written comments in pupils' exercise books do not consistently show exactly what they need to do in order to improve. Assessment in the EYFS is thorough and clearly identifies children's next steps. However, insufficient use is made of the skilled teaching assistants in the assessment and recording of children's progress.
- 2.2 The pupils' personal development is excellent and they benefit from the high quality pastoral care they receive. By the time they leave the school, pupils have a well-grounded sense of their own self-worth as well as a clear idea of right and wrong. They have also gained valuable insight into their responsibilities towards the wider society outside school. The arrangements for welfare, health and safety are excellent. Pupils are very well cared for, and the accommodation and resources are carefully maintained. Policies and procedures regarding the safeguarding of pupils comply fully with regulatory requirements.
- 2.3 The quality of governance is excellent. The proprietor knows the school well and has succeeded in establishing high academic and personal expectations of pupils within a strong family ethos where all are valued. The proprietor combines her role with that of headmistress, and so is fully informed of the school's needs. She is ably supported by the advisory board of directors, who provide excellent levels of guidance as well as challenge. Leadership and management at all levels are excellent. Links with parents are excellent. In their responses to the pre-inspection questionnaire, parents were overwhelmingly positive about all aspects of the education and care provided for their children.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. Ensure that the good practice evident in much of the marking is shared across all areas of the curriculum, with a focus on giving pupils written indications of how to improve their work.
 2. In the EYFS, extend the role of teaching assistants to include recording of observations and assessments of children's work.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 The pupils are extremely well educated in line with the school's aims to encourage them all to feel success. All pupils and parents who responded to the pre-inspection questionnaire indicated high levels of satisfaction with the amount of progress made. Pupils of all abilities throughout the school display high levels of literacy, numeracy and scientific understanding. Independent writing is developing well in Reception, and the children's increasing confidence to attempt spelling encourages them to record their work independently. Pupils are highly articulate and use a wide and sophisticated vocabulary for their age. They listen to each other and their teachers carefully, and read with enthusiasm and fluency. They write convincingly in a variety of subjects and have excellent handwriting skills. Pupils apply their numeracy skills well in a variety of subjects, and use an increasing range of ICT with imagination and skill. Nursery children enjoy learning their sounds and practising their counting. Reception children are confident to work with numbers to twenty and beyond, and understand the concept of one more and one less. Pupils' creative and artistic skills are excellent, with high standards seen in art, dance and drama. In the EYFS, the children develop their fine motor skills by using watercolours and small brushes for painting, and by threading beads to make jewellery. From the EYFS, the pupils' investigative skills are well developed in science. Pupils across the school work extremely well collaboratively to resolve problems, think logically and carry out research. They enjoy being active and reach good standards in their physical education.
- 3.3 The following analysis uses the national data from 2011 to 2013. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of 11 have been above the national average for maintained primary schools. These results, together with evidence from lesson observations and scrutiny of work, indicate that throughout the school pupils make progress that is excellent in relation to pupils of similar ability. At the age of 11, many pupils pass the Kent 11+ or entrance examinations to local independent schools, regularly gaining scholarships. Most pupils are successful in gaining entry to the school of their choice.
- 3.4 Teachers' clear lesson plans show they that are aware of those pupils who need extra support and, as a result, pupils with SEND or EAL make excellent progress. The most able pupils are encouraged to aim high as a result of careful attention to their needs. In the EYFS, any concerns about a child's progress are swiftly addressed within the school or by seeking advice from outside agencies.
- 3.5 Children in the EYFS are extremely well cared for and supported in their learning so that all make excellent progress from their starting points, and most achieve and some exceed the Early Learning Goals. The calm and ordered atmosphere provides a suitable background for children to play independently or to share with friends.
- 3.6 Pupils are highly successful in a wide range of activities outside the classroom. These achievements make a significant contribution to their personal development, enabling them to demonstrate confidence and respect for themselves and each other. They achieve extremely well in external examinations in music, dance and drama, and are successful in sporting competitions. Numerous individual and

school achievements include successes in World Maths Day and participation in 'Write an Opera' in collaboration with the Royal Opera House.

- 3.7 Pupils' attitudes to learning are excellent. They take great pride in their work and show a genuine proactive attitude towards all their activities. They work independently and apply themselves to their tasks without the need for supervision. They are excited by learning, therefore making rapid and sustained progress. In discussion with pupils, it was evident that much independent learning takes place. By the time they leave in Year 6, they are confident and sensible learners, ready to cope with the next stage of their education.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The curriculum strongly supports the school's aims and is effective in its coverage of all requisite areas of learning. It is enhanced by specialist teaching throughout the school in music, drama, sport and French. All parents who responded to the pre-inspection questionnaire indicated high levels of satisfaction with the curriculum.
- 3.10 In the EYFS, the standards of provision are excellent. Effective planning helps to ensure that all children reach or exceed the expected levels of development. The adaptation of lesson plans to incorporate the children's suggestions is a strong feature of the setting. Curriculum policies are regularly revised to ensure that teachers' knowledge is effectively updated and implemented. An effective balance between adult-led and child-initiated activities promotes independent learning skills and is adapted as the children approach the end of Reception in preparation for the transition to Year 1. Children make their choices of activity confidently and enjoy playing outside in all weathers. Younger children make good use of an outdoor classroom, for example exploring the symmetry of their painted butterflies. Elsewhere, making sandwiches containing cress that children had grown in egg boxes presented a good range of learning experiences, including healthy eating and the development of fine motor skills.
- 3.11 The curriculum provision from Years 1 to 6 is excellent and suitable for all ages, abilities and needs. Care is taken to integrate subjects where relevant so that links between themes are clear to pupils. For example, the study of bumblebees in Year 5 encompasses participation in a national scientific study, writing and mathematical activities, investigation and research, as well as outings to find bees. Teachers choose a variety of themes and topics to excite the pupils' imaginations.
- 3.12 The curriculum is enhanced by the outside classroom and imaginative use of all areas of the school. The introduction of tablet computers has enabled ICT to be thoroughly integrated into all areas of the curriculum.
- 3.13 Systems to identify and support the needs of individuals, whatever their learning requirements, are strong. Pupils are offered individual help or additional challenging tasks as appropriate, supported by small class sizes and tasks matched to ability.
- 3.14 The pupils' personal development is enhanced by personal, social and health education, which is thoroughly embedded into the curriculum.
- 3.15 The excellent and well-attended extra-curricular programme provides a wide range of choices to suit all pupils' tastes and ages. The current programme includes sport, netball, judo, yoga, art, photography, dance, nature study and cookery. Visitors to

the school, for example a local MP and a nurse, as well as a wide range of visits and trips, greatly enrich the curriculum.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is excellent.
- 3.17 The high standard of teaching makes a significant contribution to the pupils' achievements, as well as to the school's fulfilment of its aims to ensure that no subject is inaccessible to any pupils because of their ability and to use a variety of teaching strategies to suit the pupils' different learning styles.
- 3.18 In the EYFS, high quality teaching and the use of a wide range of excellent resources engage and motivate the children through a well-planned and stimulating programme of activities. Resources include exciting play equipment, and promote imaginative play and the development of gross motor skills. Since the previous inspection, programmable toys and notebook computers have been introduced as choices within child-initiated activities. Staff have high expectations of the children and know them extremely well. This enables them to vary activities according to the children's needs.
- 3.19 From Year 1 onwards, lessons are well planned and incorporate pupils' ideas whenever possible. Teachers have high expectations of their pupils and communicate genuine enthusiasm for their subjects. They successfully encourage pupils to do things for themselves, to think independently and always to do their best. Teachers' explanations are clear, confident and enthusiastic. Lessons are paced well and teachers make effective use of a wide range of imaginative resources. Teachers stimulate a spirit of enquiry in their lessons. The pupils benefit from the well-stocked library, located in a quiet position in the school grounds. Books are also in plentiful supply around the school and pupils take full advantage of the quiet reading areas provided. Praise and encouragement are used highly effectively to motivate pupils.
- 3.20 Assessment is used well to track pupils' progress. Marking is up to date and includes many useful and encouraging comments. All pupils have long-term targets towards which they work. However, there is little evidence in pupils' books of short-term suggestions on how they can improve or extend their work. In the EYFS, daily work reviews, with children from the youngest age, provide them with valuable training in self-assessment, and simple techniques such as 'thumbs up' indicate personal levels of understanding. Staff use initial assessments and focused ongoing observations to record each child's progress against the Early Learning Goals. This ensures appropriate challenge for all children in preparation for the next stage of their learning. High quality learning journals provide a lasting record of individual progress, and are shared regularly with parents. However, insufficient use is made of the skilled teaching assistants in observations, assessment and the recording of children's progress.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 In the EYFS, children work well together and learn to share. They can take turns, for example when using timers for popular role play activities, and are very well prepared for the next stage in their education. They are very good at working co-operatively and listening quietly in story time.
- 4.3 Pupils' spiritual development is excellent. They are confident, articulate individuals with a mature approach to life. They gain an appreciation of non-material aspects of life through taking part in subjects such as drama, music and dance, and in assemblies or outings to museums and theatres which offer valuable time for reflection and an awareness of the world around them. The high quality art displays around the school testify to the pupils' appreciation of both the natural and the man-made world.
- 4.4 Pupils' moral development is excellent. During their time in the school, they are helped to develop strong moral values and an understanding of the difference between right and wrong. In a physical education lesson, for example, pupils discussed the question of obeying the rules and agreed that pushing the boundaries in order to win was wrong. All pupils display excellent manners and a genuine kindness and sensitivity in their relationships with each other.
- 4.5 Pupils work well together so that their social development is excellent. The school's house system enables them to feel part of a team that works together for the common good. Within each house, pupils choose a charity and organise events to raise money for its support. They are encouraged from the youngest age to take on positions of responsibility appropriate to their age. Pupils enjoy acting as monitors, librarians, or members of the 'eco' club, and as house or sports captains. In Year 6, a residential visit to the Isle of Wight helps them to learn life skills such as living harmoniously with their peers and working together productively. Younger pupils show a good understanding of public services such as the police, fire and ambulance services, and learn as they get older how both local and national government work.
- 4.6 The cultural development of the pupils is excellent. Through discussions and in lessons, pupils show an excellent understanding of the multi-cultural world in which they live. They particularly enjoy learning about the major world religions in their religious studies lessons. Pupils gain an awareness of their local community through a good programme of trips to places of interest, including visits to local churches and theatres.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Pupils are looked after extremely well, in accordance with the school's aims to make all feel valued, develop their full potential in all areas and promote their happiness in learning. Pupils thrive, both academically and personally, because they are well known to staff, and clear and effective procedures for their pastoral care are in place. Relationships across the school between staff and pupils, and amongst the pupils themselves, are excellent.
- 4.9 Clear and concise rules, created by the pupils themselves, ensure excellent behaviour and an atmosphere of mutual respect. Good behaviour is rewarded with house points, with pupils demonstrating a healthy competition about which house was going to gain the most points over the week, whilst minor misdemeanours are talked through, and if deemed necessary, a minus point is given. A small minority of pupils felt that rewards and sanctions are unfairly given, although in discussions they said that they are proportionate, showing a very clear understanding of their actions, whether positive or negative. Inspection evidence showed that the rewards and sanctions system is transparent and fair.
- 4.10 The anti-bullying policy is understood by all members of the school community and effectively guards against bullying. In response to the pre-inspection questionnaire, parents felt that bullying is dealt with well. A small minority of pupils expressed some doubts about this. In interviews, pupils said that bullying is rare, but that if it did happen, they would know how to deal with it and felt that they could resolve most difficulties amongst themselves. If this was not possible, they felt strongly that they could approach any adult in the school in the knowledge that the difficulty would be dealt with swiftly. Inspectors judge that the school takes effective action to secure high standards in behaviour and to prevent bullying.
- 4.11 The school seeks pupils' views through discussion in lessons and other activities. The school council provides an effective forum for their views to be communicated to the staff. Many of their suggestions have been put into place by the school. In the EYFS, good use of the key person system and daily sessions for the older children to discuss feelings enable children to share any concerns and for their friends to look after them. Younger children confidently express their needs and are gently supported through any worries. Close liaison between staff in Reception and Year 1 ensures the continuity of children's learning.
- 4.12 Nutritious and well-cooked choices at lunchtime encourage pupils to eat healthily. They enjoy their meals and appreciate the school's commitment to promoting a healthy lifestyle. Children in the EYFS are taught to use cutlery correctly and to adopt good manners. They understand the need to wash their hands before eating and manage their own personal hygiene. Pupils throughout the school appreciate the number and variety of sporting activities available to them to support their fitness.
- 4.13 The school has a suitable plan to improve educational access for pupils with SEND.

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

- 4.14 The contribution of arrangements for welfare, health and safety is excellent.
- 4.15 Throughout the school, including in the EYFS, where children are carefully safeguarded, the well-being of the pupils is central to the practice of all staff.
- 4.16 Safeguarding procedures are thorough and have regard to the most up-to-date guidance. Child protection is a high priority for all staff in the school. The school's recruitment procedures have been considerably strengthened since the previous inspection, and checks made on staff appointments are meticulous and recorded correctly. All staff are appropriately trained in child protection at the required level and are aware of the action to take in the event of a concern. Safeguarding is overseen by the board of directors, which conducts a detailed annual review.
- 4.17 Health and safety procedures are well organised and all necessary measures are taken to reduce the risks of fire and other hazards, with suitable risk assessments covering all aspects of school life. Regular fire drills are held and good records kept. Any health and safety concerns are quickly acted upon. Portable electrical equipment is regularly checked. Pupils are well supervised on the playground and at lunch. Arrangements for sick or injured pupils are good, and the vast majority of staff are trained in first aid, including paediatric first aid. Pupils with medical conditions are well cared for. Accidents are appropriately recorded. Details of any pupils' allergies or dietary requirements are passed to the kitchen and other relevant staff, who ensure that appropriate action is taken. Clearly labelled drinking water is readily available. Pupils throughout the school say that they feel safe. In the EYFS, the children's welfare is effectively promoted. Carefully planned physical activities for example, encourage them to take controlled risks, such as a first lesson in trampolining which clearly outlined the parameters for safety whilst allowing the children to extend their skills.
- 4.18 Admission and attendance registers are completed appropriately and stored for the required length of time.

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 proprietor, who is also the headmistress, provides highly effective oversight of the school, including the EYFS. The advisory board of directors know the school extremely well and are fully committed to its aims and ethos. They provide valuable guidance and appropriate and constructive challenge, so affording support and stimulus to the proprietor on all matters, for the benefit of the school and its development.
- 5.3 Safeguarding, welfare, and health and safety responsibilities are taken seriously, ensuring that comprehensive policies and procedures, including the required annual review of safeguarding, are effectively implemented. Strategic planning is managed very well, setting a clear educational direction for the school. Investment in imaginatively improved facilities is prudent, and reflects the school's needs.

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, carers and guardians, is excellent.
- 5.5 The school's leadership and management contribute significantly to the academic and personal successes of the pupils. A dedicated senior team provides high quality leadership based on a collaborative partnership with all staff. The school has made appropriate responses to the recommendations made at the previous inspection.
- 5.6 Senior leaders communicate an ambitious vision for the school, and have successfully created a strong family ethos within which the pupils and staff thrive. School improvement is a clear priority, and future needs are well identified through excellent self-evaluation and development planning. Procedures and policies throughout the school are clear, appropriately detailed and regularly reviewed. They are well implemented by staff and contribute effectively to the pupils' welfare. The role of subject co-ordinators is well established, with weekly curriculum meetings for all subjects. Subject leaders take effective responsibility for supporting and evaluating standards and provision in their areas.
- 5.7 Staff have received suitable and regularly updated training in safeguarding, welfare, health and safety. Safeguarding procedures are robust, and the necessary recruitment checks are recorded accurately in the single central register of appointments. Staff induction procedures are excellent and include appropriate training in safeguarding and welfare. Staff are well qualified and their professional development is encouraged, in order to enable them to build on their skills. In the EYFS, attendance at local training and moderation exercises provide regular updates in any changes to legislation. Across the school, appraisal procedures are thorough and include peer review and observation, as well as formal meetings with senior managers. Staff are encouraged to make suggestions and the school works hard to support these where it can, for example the introduction of a playgroup and a vegetable garden.

- 5.8 Pastoral management is excellent and shows a high commitment to the welfare of the pupils. Accommodation is bright and welcoming, with good resources and a stimulating environment in which to thrive.
- 5.9 Leadership and management of the EYFS are excellent. The school's highly effective model for the day-to-day management of the EYFS ensures that educational programmes are effectively delivered, staff are carefully supervised, and welfare regulations are rigorously monitored and implemented.
- 5.10 On a day-to-day basis the school runs smoothly. The highly effective administrative staff make a significant contribution to the success of the school. Staff at all levels work together with the pupils to create an excellent sense of community and take great pride in their school. Support staff provide excellent input into the successful running of the school. The vast majority of the parents who responded to the pre-inspection questionnaire indicated high levels of satisfaction with the leadership and management of the school.
- 5.11 The school has excellent relationships with parents. Responses to the pre-inspection questionnaire and interviews during the inspection indicated that parents are extremely happy with all aspects of the school, particularly appreciating the progress made by their children, the high standards of care and the good range of extra-curricular activities that enrich the curriculum. Parents of children in the EYFS said that they appreciate its nurturing environment and the ready access to staff to discuss any concerns. They feel that they have excellent opportunities to be involved in their children's learning and progress.
- 5.12 Parents have many opportunities to be involved in the life of the school. They are automatically members of the strong Parent Association, which organises fund-raising and social events throughout the year. Opportunities for parents to be actively involved in their children's education include seminars and information evenings, making costumes for productions and helping in the school library. Regular newsletters, the school's website and prompt responses to email contact provide detailed information on school life. The school's strong links with parents include a weekly playgroup and fitness sessions for mothers.
- 5.13 Comprehensive formal written reports, sent home twice a year, and termly parent meetings ensure that parents are fully informed about their children's progress. Target setting, within the framework of lessons and in reports, provides a constructive way for parents and pupils to map the pupils' achievements.
- 5.14 The school provides all the required information for the parents of current and prospective pupils. It handles any complaints or concerns with care, in accordance with its published procedures. In practice, most concerns are resolved informally, to the satisfaction of all parties.

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