



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION**

**HEREFORD CATHEDRAL JUNIOR SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Hereford Cathedral Junior School

The senior school was inspected at the same time and a separate report published.

Full Name of School **Hereford Cathedral Junior School**

DfE Number **884/6009**

Registered Charity Number **2081261**

Address **Hereford Cathedral Junior School  
28 Castle Street  
Hereford  
Herefordshire  
HR1 2NW**

Telephone Number **01432 363511**

Email Address **enquiry@herefordcs.com**

Headmaster **Mr Tim Wheeler**

Chair of Governors **Mr Rob Haydn Jones**

Age Range **3 to 11**

Total Number of Pupils **259**

Gender of Pupils **Mixed (150 boys; 109 girls)**

Numbers by Age 3-5 (EYFS): **38** 5-11: **221**

Head of EYFS Setting **Mrs Elizabeth Lord**

EYFS Gender **Mixed**

Inspection Dates **21 Jan 2014 to 24 Jan 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 November 2008.

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](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

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

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

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

## **INSPECTION EVIDENCE**

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

### **Inspectors**

Mrs Jan Preece	Reporting Inspector
Miss Claire Corkran	Team Inspector (Deputy Head, IAPS school)
Mrs Linda Griffith	Team Inspector (Former Head of Junior School, ISA school)
Mr Jonathan Milton	Team Inspector (Headmaster, IAPS school)
Mrs Lynda Boden	Co-ordinating Inspector for Early Years

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</b>	<b>2</b>
<b>(a) Main findings</b>	<b>2</b>
<b>(b) Action points</b>	<b>3</b>
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
<b>3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS</b>	<b>4</b>
(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
<b>4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT</b>	<b>8</b>
(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
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>11</b>
(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 Hereford Cathedral Junior School is a co-educational day school for pupils aged from three to eleven years. It is part of Hereford Cathedral School and there is evidence that a school has been attached to the cathedral since the late eighth century. The school is located in and around the cathedral close and consists of 14 listed buildings. Its playing fields are located alongside the River Wye, a short walk from the main site. The junior school was opened as a preparatory school in 1898 and became part of Hereford Cathedral School in 1987. A Nursery was opened in 1990. The school has its own head and the headmaster of the senior school has overall responsibility.
- 1.2 The school has a Christian foundation in the Anglican tradition, though welcomes those of other faiths who are in sympathy with its ethos. It maintains a close relationship with the cathedral's Dean and Chapter, who also own some of its buildings. The school educates the cathedral choristers, 14 of whom attend the junior school. Both senior and junior schools are administered by a charitable trust and share the same governing body. Whilst the Dean and Chapter are not members of the governing body, they have the right to recommend names to be considered by the governing body's nominations committee for selection as governors, and the Dean is President of the School.
- 1.3 The Nursery is currently housed in a separate building opposite the school in which pupils from Years 3 to 6 are mainly taught. Pupils in Reception, Year 1 and Year 2 are taught in a purpose-built Pre-Prep building. Since the previous inspection a new sports hall and an art and design and technology (DT) room have been opened. Garden areas for recreation and outside learning have been developed and building is underway to provide a new Nursery.
- 1.4 The school aims to encourage pupils to achieve their academic potential by creating a supportive learning environment in which they develop a love of learning and feel able to take risks and develop ideas. It seeks to provide a balanced and challenging curriculum encompassing a wide range of extra-curricular opportunities, and to foster a sense of community in which pupils feel valued and learn to work co-operatively. It sets out to provide a high degree of personal care, support and guidance and to promote the acquisition of moral values.
- 1.5 At the time of this inspection, there were 259 pupils on roll. There were 3 children attending full-time and 12 part-time in the Nursery and 23 children attending full-time in Reception. Thirty-one pupils who have been identified as having special educational needs and/or disabilities (SEND) receive additional support. There are no children with a statement of special educational needs or for whom English is an additional language. Most pupils come from professional families living within a wide catchment area of the school. Entry to the Early Years Foundation Stage (EYFS) is non-selective, while older pupils are assessed to ensure that the school's provision is appropriate to their needs. The ability profile of the school is above the national average, with a fairly wide spread of abilities represented, and almost two-thirds of pupils are of at least above average ability.
- 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 school is exceptionally successful in meeting its aims and has made significant progress since the previous inspection. The quality of pupils' learning, achievement and progress throughout the school, including in the EYFS, is excellent and the choristers reach particularly high standards in their singing. Due to well-considered provision, pupils with SEND and those who are particularly able make good and often rapid progress in their learning. Pupils' success is complemented by their highly positive attitudes. They are very well motivated and enjoy their learning. The school therefore successfully meets its aim to help pupils to reach their academic potential by creating a supportive learning environment in which they develop a love of learning and feel able to take risks and develop ideas. In many lessons pupils are given the opportunity to engage in deeper thinking but occasionally they are unable to make connections in their learning since cross-curricular links have not been fully explored within the timetable. Pupils' success is the result of teaching of high quality within a broad and interesting curriculum, which includes many trips and talks from visitors, as well as the provision of a wide range of extra-curricular activities.
- 2.2 The personal development of pupils is excellent. Pupils are confident and have a high level of self-esteem. They demonstrate a strong sense of morality and social responsibility, and their cultural awareness is well developed through their exposure to the ancient heritage of the cathedral as well as opportunities to learn about other cultures and faith traditions. The high level of satisfaction noted in pupils' pre-inspection questionnaire responses and interviews indicates that pastoral care is given much priority. A chorister tutor plays a key part in ensuring that the workload of choristers is well managed. The school ensures that pupils' welfare, health and safety is secured through careful attention to safety procedures. Arrangements for safeguarding are strong.
- 2.3 Governance of the school has improved since the previous inspection and it is now excellent. Governors are highly committed and bring a useful range of experience and expertise to their role. They maintain well-informed oversight of the school, provide good support to the leadership and undertake their regulatory responsibilities carefully. The excellent leadership includes clear priorities encompassed in the school development plan. Senior leaders are well supported by committed staff who are effectively deployed to provide much individual attention to the pupils. Parents are overwhelmingly positive and supportive of the school, and are very happy with the education their children receive. The school has fulfilled all the recommendations of the previous inspection.

## **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) Recommendation for further improvement**

2.5 The school is advised to make the following improvement.

1. Fully utilise opportunities for older pupils to develop their thinking through greater use of cross-curricular links.

### **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 This level of achievement reflects the school's aim for pupils to reach their academic potential. Children in the EYFS, including those with SEND and the more able, learn and develop extremely well through stimulating play and valuable first-hand experiences, making excellent progress in relation to their starting points and capabilities and preparing them extremely well for the next stage in their learning. Children make rapid progress towards meeting all of the Early Learning Goals, so that outcomes are excellent. Nursery children enjoy stories and demonstrate good acquisition of vocabulary. They enjoy writing words and can accurately identify numbers 1 to 10 on a number line. Children in Reception can link and blend sounds to form simple words and demonstrate excellent fine motor and creative skills, for example when they made models of a fire engine following the recent visit of the fire brigade. They are active learners who explore, investigate and make choices and decisions. They thoroughly enjoy their outdoor learning sessions.
- 3.3 Pupils of all ages converse confidently. Most read fluently and expressively for their ages and older pupils demonstrate excellent comprehension of texts. Pupils' proficiency in writing is demonstrated across the curriculum and high standards of creative writing are evident at all ages. Throughout the school pupils display attentive listening skills and they often offer well-reasoned and thoughtful answers. Their capacity to think independently is demonstrated in many subjects. By the end of Year 6 standards of numeracy are high and applied well, for example in order to record the results of science investigations. Pupils demonstrate confident and competent skills in information and communication technology.
- 3.4 Pupils' achievements extend to a wide range of successes outside the classroom, such as the choristers' high musical standards. Pupils who learn an instrument and those who take speech and drama pass external examinations, often with distinction or merit. Performance is a significant and much enjoyed part of pupils' lives. School choirs achieve success at local music festivals and have performed at Symphony Hall, Birmingham as part of the national festival of Music for Youth. The school has gained similar success in drama at local festivals and all pupils participate in at least one performance a year. Pupils achieve success in mathematics and chess competitions at regional or national level. Teams and individuals are successful in a range of sports at local and regional tournaments, as well as in fixtures against local schools.
- 3.5 Pupils' attainment cannot be measured in relation to performance against a fixed national average, but on the evidence available it is judged to be good. The level of attainment, as judged by curriculum interviews, the quality of teaching and learning observed in lessons, scrutiny of pupils' work and their positive response to a broad and challenging curriculum, indicates that they make good and sometimes rapid progress relative to those of similar abilities, so that when they leave their attainment is above that expected for pupils of similar age. Pupils with SEND or those who enter with weaker basic skills make good and sometimes rapid progress in relation to their needs and starting points due to early identification of their difficulties, individual support when appropriate and well-organised and sensitive support in class. The school has made good progress with a recommendation of the previous inspection to raise standards for more able pupils. Consequently, the most able

make similarly good or rapid progress through challenging extension and enrichment activities in class and the opportunity to take part in extended projects. At the end of Year 6, the majority of pupils proceed to the senior school and each year a significant number achieve academic, 'all-rounder', music or sports scholarships.

- 3.6 Pupils' achievement is supported extremely well by their excellent attitudes to learning. They apply themselves well to tasks and say that they find their work interesting and enjoyable. Constructive relationships throughout the school result in good behaviour; pupils co-operate when working with their peers and apply a similar level of interest when working individually.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 In the EYFS, the overall quality and standards have continued to improve and provision is excellent. A thorough system of review and self-evaluation ensures the realisation of the school's aims to provide a safe, exciting, stimulating and happy learning environment, through high quality teaching and excellent pastoral care. Outdoor provision engages and motivates children, offering a variety of experiences across the curriculum. The educational programmes cover all the required areas fully and those for language and communication and for personal, social and emotional development give children many opportunities to express themselves clearly, confidently and with enjoyment. Provision takes into account the needs of all children and as a result all reach the expected levels of development.
- 3.9 The curriculum from Year 1 offers a broad and balanced education to all pupils across the full range of age and ability. Based on the National Curriculum, it is supplemented by French and swimming. Pupils' educational experience is enhanced by specialist teaching in many subjects from Year 1 and by Year 5 all subjects are taught by specialists. Since the previous inspection the school has reviewed the balance of the curriculum and the length of the school day and made appropriate adjustments. There has been more focused targeting of staff expertise and an increase in time given to personal, social and health education (PSHE).
- 3.10 The curriculum is suitable for all ages and abilities, reflecting the school's aim to provide a balanced, appropriate and challenging curriculum with a wide range of extra-curricular opportunities. Occasionally, pupils are unable to follow up connections in their learning as cross-curricular links are given insufficient provision within timetabling. Curricular documentation is of good quality. The school makes excellent provision for pupils with SEND. The head of learning development liaises with staff and parents to identify and organise appropriate interventions for pupils who require extra support. This includes additional help in class, and, where appropriate, one-to-one support. The head of learning development attends a weekly meeting where pupils' academic and pastoral concerns are discussed and ensures that all staff are made aware of their needs. Excellent support for the most able ensures that their progress and achievement are at a suitable level for their abilities. Extended project work offers tasks with greater challenge and this is promoted in class through setting in mathematics and English in Years 5 and 6. The curriculum has also been enhanced through a programme of lectures to which local primary schools were invited.
- 3.11 The school offers an extensive range of extra-curricular activities available to all pupils from Year 2 upwards. These include: sport; art; 'pastimes'; languages; choirs;

orchestra; modern dance; drama; creative writing; speech and drama; and ballet. Pupils raise considerable sums for many local and national charities, including a children's memorial trust. The school's close association with the cathedral provides excellent opportunities for links with the local community. Members of Year 6 read at services and the choristers are regularly involved in both local and national events, for example a military service and overseas tours. The choirs sing at local nursing homes, and one of the choirs performs annually at the Special Reconnaissance Regiment's remembrance service.

- 3.12 Pupils also enjoy educational visits to the school such as from the police and fire services. A variety of workshops for all year groups, ranging from percussion to script writing, broadens pupils' experience, whilst a wide range of visits from parents and other professionals increases pupils' understanding of the local community. A wide variety of day visits to museums, farms, zoos, historic buildings and the theatre is much enjoyed by the pupils. Trips such as an activity holiday in Wales, a residential visit to France and a tour by the choristers to the USA, as well as tours for sports teams, enhance pupils' knowledge of the wider world and promote their independence.

### **3.(c) The contribution of teaching**

- 3.13 The contribution of teaching is excellent.
- 3.14 In the EYFS, the excellent identification of individual needs, the efficient use of information gathered from continuous assessments and high quality individual attention ensure that all children are supported effectively and make rapid progress. From the outset, staff encourage the children's enthusiasm for learning. Staff develop children's thinking and encourage their curiosity through challenging questioning. Children's interests are valued and reflected in high quality, colourful displays. Staff plan interesting experiences, using stimulating resources that promote children's enthusiasm. These ensure they enjoy a wide variety of indoor and outdoor activities, together with an effective balance of adult-led and child-initiated tasks, and enable children to respond well to the high expectations of the staff. Teaching allows children to explore their surroundings, use their imagination and develop their learning through play, both with adults and with each other.
- 3.15 Throughout the school, teachers know their pupils well and consistently take their individual needs and abilities into account in their well-planned lessons. Teachers are highly knowledgeable and set challenging objectives. The majority of lessons benefit from a brisk pace. Teachers manage time efficiently and continually move the lesson forward. In the best lessons teachers make imaginative use of a wide range of teaching resources such as electronic whiteboards. In many lessons a generous adult to pupil ratio and the effective deployment of teaching assistants ensure that pupils of all abilities are stimulated and make rapid progress. Teachers consistently ensure that pupils take pride in their work and present it neatly. On a very few occasions in lessons observed, teaching, while sound, was less effective because the activities were too teacher directed, which reduced pupils' opportunity to think for themselves.
- 3.16 Pupils participate actively in lessons and have a clear understanding of their teachers' expectations with regard to their learning, attitudes and behaviour. Teachers cultivate a sense of purposeful enjoyment. They teach in an engaging and genuinely warm and friendly style, making good use of humour when appropriate. Praise and encouragement are used frequently and teachers' enthusiasm for their

subjects is infectious. This approach leads to an ethos of mutual respect where pupils' interest and independence are developed effectively. Reflecting the school's aims, pupils spoke about taking risks with their learning, saying that they feel that lessons are a safe means in which to experiment with the development of their ideas and that their teachers value their efforts. Classroom displays are used effectively both as an informative teaching tool and to celebrate pupils' work; a tangible reward for their efforts.

- 3.17 The school offers an extremely supportive learning environment where pupils with SEND or those identified as particularly able are provided with relevant work to ensure that they make good progress in line with their abilities. Pupils who find some areas of academic work more challenging spoke with confidence and enthusiasm about their progress and recognise the support and encouragement they receive from their teachers. Since the previous inspection, great improvement has been made with the provision for more able pupils. Their progress is accelerated by extended challenges as part of the high achievers' programme. Within lessons teachers use targeted and open-ended questioning, and set tasks that encourage these pupils to forge ahead independently. The choristers receive outstanding choral tuition. They benefit also from a broad approach to the teaching of their repertoire, which enhances their historical and cultural understanding.
- 3.18 Since the previous inspection, systems of assessment have been developed that enable teachers to monitor pupils' progress. Throughout the school, assessment evidence is routinely used to adapt teaching to meet the needs of the pupils and a good range of standardised tests is employed to monitor progress. The school has recently introduced its own customised attainment and progress tracker that presents pupils' results in a coherent format to strengthen further its ability to develop a careful knowledge of pupils' progress over time. In the most successful lessons pupils are provided with opportunities to reflect on their own work, and in some subjects good use is made of success criteria to assist pupils with self-assessment. Marking in all subjects is thorough, constructive and positive. In the best examples, clear targets are set and pupils complete their corrections. Pupils are therefore enabled to make excellent levels of progress.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school continues very successfully to fulfil its aim to meet pupils' personal needs, to promote the acquisition of moral values, and to provide an environment in which pupils feel valued and learn to work co-operatively in a community. Pupils of all ages thrive, are confident, and are at ease with themselves and with their peers and the adults with whom they come into contact. They are very proud of their school and their respect for other members of the community is clearly evident.
- 4.3 Pupils develop strong spiritual awareness. Pupils have high self-esteem and are emotionally mature for their age. They engage keenly with non-material aspects of life encountered in the school's broad curriculum and in the wide range of opportunities to think deeply, for example during presentations in assemblies and visits from outside speakers. A strong Christian ethos permeates the school, promoted through its close connection with the cathedral. Pupils of all ages greatly appreciate feeling at home in the cathedral and are clearly uplifted by that experience. Choristers appreciate the opportunity of singing there almost daily and of making an essential and intimate contribution to the cathedral's life and worship.
- 4.4 Pupils demonstrate an excellent level of moral development. They understand the difference between right and wrong and know that high standards are expected of them. Pupils understand the need for sanctions and they respect the systems that are in place. They discuss moral issues openly and are keenly aware of accepted codes of practice. From an early age they begin to tackle ethical issues, such as debating in PSHE the relative seriousness of different sorts of crimes, or in religious education (RE), where they compare moral themes from Buddhism with Christian teaching. Throughout the school they show a high regard for morality.
- 4.5 Pupils have an excellent social awareness, encouraged by a genuine sense of community within the school and by strong staff role models. They co-operate very effectively in class and their support for one another is clearly evident. The house points that pupils collect for academic and personal successes give them a strong sense of community responsibility. Pupils take on positions of responsibility from an early age, for example in membership of the school council, where they learn how to respect and reflect the views of others in raising issues relating to school facilities. They take delight in contributing to, and often themselves initiating, the wide range of charitable activities that are a strong feature of school life. They are keenly aware of others less fortunate than themselves and they show genuine concern for making a difference. All pupils develop strong leadership skills through the opportunity to serve as prefects in Year 6. They understand the key role they play in acting as leaders of the wider school community.
- 4.6 Pupils' cultural awareness is excellent. They are exposed to their own cultural heritage through the imaginative delivery of the curriculum and through visits from outside speakers. They also greatly benefit from the richness of the cathedral's heritage. The curriculum allows numerous opportunities to study different cultures, especially in RE, though also in subjects such as music and art, and pupils clearly respect the traditions of others. Their understanding is further strengthened through visits to the places of worship of other faiths.

4.7 Children in the EYFS acquire excellent standards of social and emotional development. They happily share resources, take turns and organise themselves effectively, becoming more independent by the end of their Reception year. They trust and respect their teachers and relate well to each other, responding to school life with great enthusiasm and enjoyment. They are provided with secure foundations for their future well-being in all aspects of their learning. Overall, pupils have gained an excellent standard of personal development by the time they leave the school.

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

4.8 The contribution of arrangements for pastoral care is excellent.

4.9 In the EYFS, key people promote and support the standard of behaviour expected, and give priority to the children's happiness, health and safety, so that they form strong relationships with one another and with adults, and develop their independence. All children co-operate well and enjoy their learning. Staff promote welfare extremely well, and children are encouraged to exercise and eat healthily.

4.10 All staff are successful in reflecting the school's aim to provide a high degree of personal care, support and guidance. All parents who responded to the pre-inspection questionnaire agreed that their children are happy and well cared for. In their pre-inspection questionnaire responses, pupils were highly satisfied with the individual help given to them by teachers.

4.11 Relationships between staff and pupils are excellent and in interviews pupils indicated that they are confident to take any concerns to staff. The school's pastoral care system is based around the form teachers, who know their pupils exceptionally well. The school has recently implemented a pastoral tracking system that ensures that all matters relating to each pupil's pastoral care and discipline are recorded centrally, and this facilitates the sharing of information. Any pupils who might be causing concern or experiencing difficulties are discussed at a weekly staff meeting to ensure that all staff provide appropriate support.

4.12 Relationships amongst pupils are friendly and tolerant, and records indicate that the school's management of behaviour has been successful in preventing the need for serious sanctions to be invoked. A very small minority of pupils indicated some dissatisfaction with the awarding of sanctions, but in interviews pupils said that they consider the school's rules to be sensible and generally followed, and they expressed no concerns about sanctions. The behaviour policy is implemented well in the EYFS, resulting in a happy and busy atmosphere, where children benefit fully from all the opportunities provided. The school has a clear anti-bullying policy that is understood by pupils. The pupils say that bullying is rare and that it is dealt with swiftly and effectively should it occur.

4.13 The school provides good curricular and extra-curricular opportunities for sport, using on-site and local facilities, so that pupils develop an understanding of the importance of exercise. A healthy lifestyle is reinforced through the science and PSHE curriculum. Pupils speak highly of the quality and variety of school lunches. Staff monitor pupils' eating at lunchtime and the school provides clear guidance to parents about healthy snacks.

4.14 The school council is a well-established and effective forum for pupils to make suggestions to staff. It is currently discussing ideas for a new code of conduct, and the leadership provides a written response to the pupils after meetings.

- 4.15 The school has a suitable whole-school three-year plan to continue to improve educational access for pupils with SEND, within the limitations of its historic buildings.

#### **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 Pupils' personal development is strongly supported by robust measures to ensure that they are effectively supervised and safeguarded in a welcoming environment. The school ensures that all staff, including those in the EYFS, receive training in child protection at the required intervals, according to their level of responsibility, so that they have a thorough knowledge of related issues and understand the procedures to follow should a concern arise. Staff in the EYFS promote children's welfare very effectively and ensure that they are kept safe. A governor takes responsibility for oversight of child protection on behalf of the board and ensures that the safeguarding policy has appropriate regard to official guidance and that it is implemented rigorously. The school's recruitment procedures have been strengthened considerably and checks made on appointments have been meticulous and are recorded correctly.
- 4.18 Procedures to promote health and safety are effective and overseen by regular visits from a specialist consultant. A health and safety committee meets termly to consider any concerns, and procedures to ensure that defects are remedied have been improved. Risk assessments are carried out regularly for all areas of the school's operation. The school ensures that pupils' welfare, health and safety are secured through careful attention to safety procedures, though some of its risk assessments are applied generically. Risk assessments for outside visits are extremely thorough. The school ensures that all necessary measures to reduce the risk from fire and other hazards are taken. Fire procedures are practised regularly, and efficient records are maintained. Equipment is checked and maintained at appropriate intervals. In the EYFS, children are taught how to manage risk and keep themselves safe. Pupils are supervised effectively whilst on site and rigorous safety procedures are observed as they move between the various buildings.
- 4.19 Arrangements for pupils who become ill or injured during the day are excellent. A qualified nurse is on duty during school hours and appropriate numbers of staff are trained in first aid, including paediatric first aiders for the younger children. Thorough records are kept of medication and first-aid treatment administered. The school's admission and attendance registers are maintained accurately and correctly stored for three years.

## **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 ensures that the junior school is well supported in securing its aims and ethos, and provides strong and well-informed oversight of the work of the school. The governors, some of whom are parents of current or past pupils or are former pupils themselves, are highly committed to the work of the school and bring a useful range of expertise and experience to their role. Governors have a clear vision for the school which is realised in the school's strategic development plan. They exercise their responsibilities for educational standards and financial planning highly effectively to allow investment in staffing, resources and accommodation. Resulting improvements which enhance pupils' learning experience include the new sports hall, the development of the new art and DT rooms, and the acquisition and conversion of the new Nursery, which is nearing completion.
- 5.3 Governance is facilitated by the use of sub-committees, several of which, such as the education committee, have direct representation from senior managers. Regular presentations by staff enable governors to understand more about the workings of the school. In addition, governors are well informed through detailed termly reports from the leadership. A link governor with a professional educational background has a particularly effective relationship with the junior school through close communication and frequent visits to offer support. The full board is made fully aware of matters relating to the EYFS and therefore governors have effective involvement with this stage of the pupils' education. Some governors have undertaken additional training and all have undertaken safeguarding training.
- 5.4 Governors pay careful attention to their responsibilities in relation to safeguarding, welfare, health and safety. A governor liaises with the school on safeguarding matters, and arrangements for the governing body to undertake its annual review of the safeguarding policy and procedures are effective. Governors monitor health and safety through the health and safety committee, which is chaired by one of their number.

### **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 Since the previous inspection, when several senior leaders were new in post, a strong and cohesive leadership team has become established. This enables senior leaders to provide a clear sense of direction and they are very well supported by committed teaching and non-teaching staff. Discussions at individual and departmental level feed into the school development plan, which clearly sets out targets for the year with timescales, budgetary requirements and specific actions to ensure completion of the targets. Progress in achieving these is monitored by the academic committee. This successfully fulfils a recommendation of the previous inspection.

- 5.7 Leadership and management of the EYFS are excellent, demonstrating a clear vision and an understanding of high standards. The capacity for sustained improvement is excellent. The head of pre-prep has responsibility for the EYFS and carefully monitors the setting and the progress of each child, working together with parents to support children needing help with learning and development and involving external therapeutic professionals when necessary. Staff also receive regular support, ensuring that they are able to discuss any concerns with a senior manager. The education programmes are effectively monitored, and regular self-evaluation takes account of the views of staff and children. Children are secure in the safe, stimulating and welcoming environment. The effective use and good management of resources, including those outdoors, lead to highly successful outcomes for all children.
- 5.8 Liaison with the senior school to assist with pupils' smooth transition has developed since the previous inspection, for example through shared events and when teachers from the senior school take lessons in the junior school. There is similar effective liaison as pupils leave the EYFS to join Year 1. Clear lines of communication with the cathedral, facilitated by the chorister tutor, ensure that the choristers' workload is managed well.
- 5.9 The roles of subject heads of department have been strengthened, and the monitoring of pupils' work and progress is thoroughly carried out through lesson observation, analysis of assessment results and scrutiny of pupils' work. All departments have handbooks which give useful guidance to staff, and a regular three-yearly cycle of departmental review is in place. This has had a positive impact in raising the quality of teaching and promoting pupils' progress. The provision for pupils with SEND is very well managed. The management of pupils who are particularly able is similarly effective. Pupils benefit from the provision of class assistants who are effectively deployed to give them individual attention.
- 5.10 Staff new to the school undergo a thorough induction. The school has an annual, well-established appraisal system that involves observation of teaching and discussions to review and set targets for professional development. Areas for school improvement, such as enthusiasm for greater links with the senior school, a need for a clearer way to record concerns and ways to promote cross-curricular links, are identified at these meetings and inform school development planning. Targets are linked to professional development and staff are encouraged to undertake further training to develop their skills. Training to benefit all staff is provided before the beginning of each term.
- 5.11 Policies are reviewed annually and all staff, including those in the EYFS, are trained to ensure that they carry out their responsibilities with regard to safeguarding, welfare and health and safety correctly. The school has developed a robust system for checking staff on appointment. The smooth running of the school is supported well by the administrative, catering and maintenance staff. Communication amongst staff at all levels is a strength, through formal meetings and informally, and ensures that staff are kept aware of pupils' pastoral and academic needs.
- 5.12 Links with parents are excellent and strongly support the aims of the school. The school maintains many channels of communication and actively encourages parents to liaise closely with teaching staff and play a part in their children's education. Responses to the pre-inspection questionnaires indicate that parents are overwhelmingly positive and supportive of the school, and are very happy with the education their children receive. They said that the school provides a friendly,

welcoming and safe environment, and commented favourably on the accessibility and quality of the staff, the high standards expected of pupils and the support given to pupils to achieve these. Parents of children in the EYFS appreciate the welcoming atmosphere, their children's progress and the standard of their care. Parents are offered regular opportunities to talk about their children's progress and to add comments to their progress records, thus creating a valuable home-school link, and encouraging them to take an active role in their children's development and learning.

- 5.13 Parents of current and prospective pupils are given access to all relevant information about the school. The weekly newsletter, *The Junior Times*, provides a summary of news and events for the week. Up to three written reports a year keep parents informed of their children's attainment and effort in all subjects. These reports are detailed and present a clear picture of pupils' achievements.
- 5.14 Communication is effective and sensitive to working parents, who are encouraged to use a system that sends messages to a designated telephone number of the parents' choice. Parents also appreciate the regular email correspondence and the availability of teaching staff for informal discussions on a daily basis. The school operates breakfast and after-school clubs for parents who require care outside the normal school day.
- 5.15 The parent teacher association is a key link between home and school. It organises fund-raising activities, and social events for parents, staff and children. Parents have many opportunities to be involved in school activities, for example with the summer ball, fetes, the Easter bonnet parade, concerts and special assemblies. Each class has a representative who collates contact lists, welcomes new parents, helps with costumes for plays and meets regularly with the leadership. Parents often come into school to talk about their occupations and are welcome to attend school services.
- 5.16 The school has a clear and appropriate complaints procedure. Parents' concerns are heard promptly and treated with care and consideration. The leadership and teaching staff are available at the beginning and end of every day so that parents can approach them to raise concerns or queries; as a result the vast majority are dealt with swiftly and informally.

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