INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

KEW GREEN PREPARATORY SCHOOL

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Kew Green Preparatory School

Full Name of School	**Kew Green Preparatory School**
DfE Number	**318/6081**
Registered Charity Number	**N/A**
Address	**Kew Green Preparatory School** **Layton House Ferry Lane Kew Green** **Richmond** **Surrey** **TW9 3AF**
Telephone Number	**020 89485999**
Fax Number	**020 89484774**
Email Address	**secretary@kgps.co.uk**
Head	**Mr Jem Peck**
Proprietor	**London Preparatory Schools Ltd.**
Age Range	**4 to 11**
Total Number of Pupils	**275**
Gender of Pupils	**Mixed (128 boys; 147 girls)**
Numbers by Age	3-5 (EYFS): **39** 5-11: **236**
EYFS Gender	**Mixed**
Inspection Dates	**9 to 12 Jun 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 November 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 the 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

Mrs Bridget Windley	Reporting Inspector
Dr Pamela Edmonds	Team Inspector (Head, IAPS school)
Mr Adrian Downie	Team Inspector (Director of Studies, IAPS school)
Mrs Mary Hughes	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

1.1 Kew Green Preparatory is a co-educational day school for pupils between the ages of four and eleven. The school is located in south west London and is housed in a refurbished building backing on to the River Thames, with Kew Green cricket pitch directly opposite and the Royal Botanical Gardens next door. Founded in 2004, the school is owned by London Preparatory Schools Ltd. and is managed by a board of four directors who are assisted by an advisory governing body. Since the previous inspection a new headteacher has been appointed.

1.2 The school aims to provide its pupils with the opportunities to succeed, be recognised and be valued. It strives to ensure that they fulfil their maximum potential and grow with the faculties required to tackle the many challenges that life may have to offer. The school aims to instil in its pupils tolerance and respect for others and the capacity to celebrate diversity, embrace change and understand the importance of contributing to society.

1.3 At the time of the inspection, there were 275 pupils on the roll, of which 147 were girls and 128 were boys. There were 39 in the Early Year Foundation stage (EYFS), all of whom attend full time. In Years 1 and 2, there were 81 pupils and 155 in Years 3 to 6. Parents are drawn from a variety of professions and occupations and most live within a two mile radius of the school. The majority of pupils are of white British origin, with just over a quarter coming from European or ethnic backgrounds.

1.4 The school does not enter pupils for national tests at ages 7 or 11 but as indicated by standardised tests taken by the older pupils, the ability profile of the school is above the national average with just under half of the pupils having well above average ability. Six pupils speak English as an additional language (EAL) and four have an educational health care (EHC) plan funded by the local authority. Twenty-three pupils have been identified as needing a degree of learning support for special educational needs and/or disabilities (SEND) and they all receive extra specialist help.

1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

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2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

2.1 The school meets its aims most effectively and pupils of all ages and abilities are highly successful in their learning and personal development. With few exceptions, children in the EYFS meet or exceed the expected levels of achievement for their age. Older pupils achieve extremely well in English and mathematics, showing high levels of knowledge skill and understanding. Pupils' capabilities in ICT are strong and they are able to use these skills most effectively in a range of subjects. Pupils of all ages benefit from a rich and exciting curriculum which is supported by a wide and varied range of extra-curricular activities. Teaching is characterised by expert subject knowledge and much is highly stimulating. Planning and support for pupils with SEND and EAL is of good quality and more able pupils are offered suitably challenging tasks. Assessment in Years 1 to 6 is thorough, providing useful information regarding pupils' progress and needs. In the EYFS however, the current assessment system does not provide fully for the tracking of children who are exceeding the Early Learning Goals. Marking of work throughout the school is regular and constructive.

2.2 The pupils' personal development throughout the school, including the EYFS, is excellent. It is supported by highly effective measures for both pastoral care and welfare, health and safety. The safeguarding of pupils is secure and the school has comprehensive measures to ensure the suitability of staff. Appropriate facilities are provided for pupils who are unwell during the day which meets the regulatory failure from the previous inspection. Incidents of unkind behaviour are rare and pupils feel safe and valued. Pupils have excellent opportunities for spiritual, moral, social and cultural development. They welcome opportunities to take on roles of responsibility. They have a good sense of right and wrong and their respect for traditional British values is excellent.

2.3 Excellent governance throughout the school, including in the EYFS, ensures that pupils are well educated and the directors are committed to the pupils' academic success and personal development. The directors are most efficient in their monitoring of safeguarding procedures. Leadership and management at all levels is highly effective. Although evaluations of actions taken are not recorded formally, the annual school development plan identifies, clearly, the improvements to be made in pupils' achievement and personal development. Throughout the school pupils' written progress reports for parents are thorough. Of the parents who replied to the pre-inspection questionnaire a large majority gave positive responses. All the recommendations from the previous inspection have been fully met.

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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) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure the evaluation of actions identified in the school's development plan is formally recorded.

2. Within the EYFS, refine the current assessment system in order to provide a more detailed picture of progress for children who are exceeding the Early Learning Goals.

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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 All pupils including those in the EYFS are provided with the opportunities to succeed and the school successfully meets its aim to ensure that the pupils fulfil their maximum potential. Pupils leave the school equipped with excellent knowledge, understanding and skills for their age in all subjects of the curriculum, well supported by their success in an exciting range of extra-curricular experiences.

3.3 In the EYFS all children make good and sometimes outstanding progress in relation to their starting points. They are active, independent learners who concentrate well and think creatively through an excellent balance of child-initiated and staff led activities. Consequently, the recommendation from the previous inspection has been met in full. Children ably use their phonic knowledge to link letters and sounds together. Most read with increasing fluency and are writing sentences independently. In mathematics many recognise numbers up to one hundred and most can add two numbers together and double and halve numbers within ten. The children's physical development is excellent; they can balance confidently on planks and tyres and successfully throw a ball into a target.

3.4 From Year 1 onwards the pupils are highly skilled in literacy. They speak confidently, listen attentively and read with fluency and intonation. Their written work reflects accurate levels of spelling, punctuation and grammar and is presented carefully. Pupils appreciate the thoughts and opinions of their peers, happily sharing ideas. Mathematical understanding is strong and the pupils are able to apply these skills efficiently in other subjects where needed. Pupils acquire an excellent understanding of scientific concepts, and their investigative skills are suitably well developed.

3.5 Achievement in the humanities is high. For example in interviews pupils discussed their studies of the Gunpowder Plot and they were able to show empathy and understanding of why Catholics acted as they did. Pupils achieve excellent standards in ICT and they use a wide range of technology in their discreet lessons. Ambitious French films characterised with wit and humour have been created by the Year 6 pupils exhibiting their considerable talents in these areas. Excellent levels of creativity are evident, from the exciting artwork seen in lessons and on wall displays, to the good standard of pottery which pupils produce. The school has recently been successful in gaining a gold award from the arts council recognising its dedication and commitment to the arts.

3.6 Many pupils achieve scholarships to senior schools in a range of fields including academic, music, art and sport. School teams excel in inter-school and county sports competitions. Individual pupils represent the county in swimming and participate in international tennis and gymnastics competitions. Music offers considerable opportunities for pupils to achieve and the majority play at least one musical instrument. Pupils demonstrate their significant music and drama skills in the many ambitious productions staged by the school. Choirs and ensembles perform to a high level with one pupil currently playing with the National Children's Orchestra. Pupils regularly achieve merits and distinctions in drama through the London Academy of Music and Dramatic Art.

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3.7 The pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available from standardised measures of performance, the observation of lessons, scrutiny of the pupils' work, and discussions with pupils, it is judged to be excellent in relation to national age-related expectations. This level of attainment indicates that pupils, including those with SEND and EAL, make rapid progress in relation to others of similar ability. More able pupils benefit from the school's setting procedures and from the many varied enrichment activities on offer which enable their swift progress and high level of attainment. Most pupils in Year 6 move on to a range of independent schools both locally and further afield and a few transfer to maintained schools. On average, a very large majority of the year group gain their first choice of senior school each year.

3.8 Pupils' behaviour in lessons is excellent and they settle quickly and efficiently to their studies. They have very positive attitudes towards their learning and their rapid progress is linked to their enthusiasm to learn. Older pupils in particular show significant maturity and independence. All pupils work very effectively with each other, in groups and as a class.

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

3.9 The quality of curricular and extra-curricular provision is excellent.

3.10 The school offers a broad and varied curriculum which is highly effective in its coverage of all required areas of learning. From the EYFS onwards, the curriculum prepares the pupils extremely well, both academically and socially, so that they move on confidently to the next stage of their education. In the pre-inspection questionnaire, a very large majority of the parents who responded reported that there is an appropriate range of subjects and experiences offered at the school.

3.11 In the EYFS the classrooms and outdoor areas are generously resourced and well organised to provide a highly stimulating and homely environment where the needs of all the children are met effectively. The outdoor classroom has been developed significantly since the previous inspection which meets the recommendation that was given. The excellent educational programme offered is enriched by specialist teaching and a very wide range of visits and visitors. It enables almost all children to reach at least the expected levels of development.

3.12 The curriculum enables pupils to develop the skills, knowledge and understanding they need to make swift progress. The setting of English and mathematics from Year 3 and specialist teaching of art, music, French and sport enhances the provision. The use of termly topics for each year-group provides an excellent basis for worthwhile cross-curricular work. Topics covered in personal, social, health and citizenship education (PSHCE) support the understanding of fundamental British values and include a study of political issues where a balance of opposing views is presented. Music has high priority and during the inspection the excellent standard of choral singing and the expertise of the popular Year 6 rock band were noted.

3.13 The previous inspection report recommended that there should be more opportunities for ICT to be used across the curriculum. Inspectors found good evidence of this in many lessons where tablet computers were seen being used purposefully in science, humanities and within the progress centre by pupils with SEND. The delivery of the curriculum is strongly supported by the well-equipped ICT suite, two sets of mobile tablet computers and a well-stocked library.

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3.14 The curriculum is suitable for all ages, abilities and needs and is successful in supporting the school's aim to maximise the potential of its pupils. The SEND department works well with teachers to ensure these pupils are catered for. The needs of pupils with EAL and as well as those with an EHC plan are well met. The school identifies the more able pupils from the EYFS upwards and these pupils are extended appropriately through activities designed to suit their individual needs. Such activities include enrichment events such as science CREST awards and mathematics masterclasses. Special events such as poetry and design and technology weeks further enrich curriculum provision as do the numerous visitors such as artist and authors who share their expertise with the pupils. Residential trips from Year 3 upwards aid the social development of the pupils. Extra-curricular clubs and activities form a key part of life at Kew Green and there is a huge range available from karate to digital photography. An overwhelmingly large majority of pupils and parents agreed with this in the pre-questionnaire and interviews.

3.15 The school has a wide range of links with the community that contribute strongly to the pupils' growth and development. These include regular links with local schools through music, and sport and a large number of local visits, such as to nearby Kew Gardens and to Sikh and Hindu temples. Pupils are given the opportunity to become involved in supporting local charities, such as a charity for terminally ill children and in saving a local bookshop, and some pupils use their own initiative and skills to raise funds for charities.

3.(c) The contribution of teaching

3.16 The quality of teaching is excellent.

3.17 In the EYFS, staff use high quality resources to provide a wide range of well-planned and stimulating activities which excite and motivate the children. They set high expectations and through their effective knowledge they make learning fun. Children's learning is reviewed and evaluated regularly and assessment of progress is gathered and recorded. The current system does not give a sufficiently detailed picture of progress for those children who are exceeding the Early Learning Goals. The school is aware of this and is investigating alternative assessment software to be in place for the next academic year.

3.18 Throughout the school almost all teaching is based on secure planning, promotes active learning, is supported and shaped by a thorough knowledge of the needs of pupils and is matched to their individual abilities. Excellent lessons are characterised by enthusiastic teaching, appropriate demanding tasks and the use of skilful questioning techniques that challenge pupils' thinking. Where the pace of lessons is brisk and purposeful, pupils make excellent progress. In the very few lessons where the pace was slower, planning was not sufficiently robust and did not secure the pupils' interest. Furthermore, teaching assistants were not always suitably deployed.

3.19 A feature of much of the teaching is the use of a variety of effective strategies and resources to engage interest and engender a sense of enjoyment. The secure subject knowledge evident in teaching enables lessons to be conducted with confidence and clear explanations. Excellent use is made of paired and group work to stimulate discussion and promote collaborative learning skills. Teachers have excellent relationships with their pupils, who are confident to seek help. Skilful use of open-ended questions encourages the pupils' independent thinking. Teaching in

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PSHCE successfully supports the school's aims to promote tolerance and respect and is non-partisan in the coverage of political issues.

3.20 Assessment systems and data relating to pupils' development is analysed effectively and used to support individual pupil progress. The school uses a range of standardised assessments to enable teachers to plan activities with an appropriate level of challenge for differing needs. Focused teaching makes appropriate provision for pupils with SEND, EAL and with individual EHC plans. A small minority of parents who responded to the pre-inspection questionnaire raised concerns regarding the support for very able pupils and the appropriateness of homework. On the evidence available from lesson observations, work scrutiny and interviews with pupils, the inspectors disagreed with these views. The needs of the more able are met through sophisticated questioning and tasks that offer challenge, and homework reinforces suitably work learnt at school.

3.21 Marking is consistent and regular with informative comments and targets. It has an element of written dialogue, and the highly-developed strategy known as the 'Purple Pen' enables pupils to respond to constructive feedback and to evaluate and monitor their own learning. All lessons have clear objectives that are shared with the pupils.

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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 Pupils' strong spiritual development is successfully supported by the school's values and practices. Throughout the school pupils show confidence and self-esteem is gained through lessons, activities and links with the wider community. In a lesson with older pupils, self-awareness was developed as pupils were given reflection time at the start of a lesson to listen to music and reflect on their own uniqueness. All pupils appreciate the non-material aspects of life through their many opportunities to visit neighbouring Kew gardens. Such visits encourage 'learning through wonder', allowing pupils to have high regard for, and a heightened awareness of, their natural surroundings.

4.3 Pupils demonstrate strong moral awareness. They display a clear sense of right from wrong through the rewards and sanctions system as part of the culture of courtesy, mutual respect and the Kew Green Learning Charter. Pupils' personal qualities develop extremely well; they show considerable respect for one another and understand the importance of opposing discrimination. The promotion of fundamental British values takes high priority within the school and the pupils show good knowledge of the public institutions and services in England. Through assemblies and opportunities for democratic voting, such as the election of school councillors from the EYFS to Year 6, mock political elections, business enterprise opportunities and discussion of current affairs, the pupils develop a very good understanding of the workings of democracy, the rule of law and individual liberty and of the concept of economic well-being.

4.4 The pupils' social awareness and development is excellent. They support each other through initiatives including playtime buddies and know that someone sitting on the 'buddy bench' would like a friend. Pupils benefit from numerous opportunities to take on positions of responsibility including the prefect system in Year 6. The introduction of the mobile life education programme has enabled a greater awareness of positive life choices. Pupils develop a strong sense of the need to help those less fortunate than themselves by willingly raising funds through a variety of self-initiated activities for local charitable causes and for far away communities in Nepal and Kenya. There is a palpable sense of collaborative responsibility, as seen in the focus on education for social responsibility, the Eco green flag initiative and Kew Green citizenship awards. In the EYFS children share toys happily and socialise well with the older pupils. They make a positive contribution, develop strong skills for the future and are extremely well prepared for transition into their next class.

4.5 Pupils' excellent appreciation and deepening understanding of cultural traditions different to their own is gained through their work in PSHCE and religious studies lessons, cultural events at the school and visiting speakers. Pupils develop global awareness through themed days, such as 'Round the World Week' and the French Fayre, which involve parents and pupils in learning about different countries, national traditions and cultures. The pupils show respect for Christianity as well as other major religions.

4.6 Pupils leave the school with excellent personal skills that equip them very well to succeed in the next stage of their education.

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

4.7 The contribution of arrangements for pastoral care is excellent.

4.8 From the EYFS onwards, highly effective support and guidance is provided by dedicated staff within a very friendly and caring community. Children in the EYFS have a key person who ensures that each child's needs are met. In discussions and interviews pupils reported that staff are always helpful, supportive and kind. In the pre-inspection questionnaire almost all pupils reported that teachers show concern for them and give them individual help when required. This view conflicted with the very small minority of pupils who reported that staff or senior pupils are not always available if they have a personal difficulty. This view was not borne out in discussions with pupils on inspection, who reported that they always had someone to whom they could turn. In all parts of the school relationships between staff and pupils and amongst the pupils themselves are excellent.

4.9 Good behaviour is promoted through positive reinforcement and encouragement and the school deals constructively with any unacceptable behaviour. The systems used are clearly understood by pupils. In their responses to the pre-inspection questionnaire, a very small minority of parents and pupils reported negatively about standards of behaviour with the latter reporting that the awarding of rewards and sanctions is unfair. Inspectors do not agree; scrutiny of the school's behavioural records indicates that the procedures for implementing and monitoring rewards and sanctions are rigorous and consistently implemented. A few parents also showed concerns regarding how the school handles bullying. Inspection evidence shows that the school has suitable measures to guard against harassment and bullying, including cyber bullying. Effective anti-bullying procedures are implemented appropriately should an incident occur and records are methodically kept and monitored.

4.10 School meals are well balanced and nutritious. Pupils learn about healthy lifestyles in PSHCE and they have excellent opportunities to be active in games lessons and in extra-curricular activities. A very small minority of pupils indicated in the pre-inspection questionnaire that the school does not seek their opinions and respond to them. Inspection findings did not support this view. Frequent questionnaires, the school council and the food committee, provide regular opportunities for pupils to put forward their opinions. Numerous examples of changes brought about as a result of discussions were found, the most recent being the request for playground equipment, which was swiftly purchased and is now being enjoyed by all pupils.

4.11 Pupils with SEND are well supported through an appropriate educational access plan.

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

4.12 The contribution of arrangements for welfare, health and safety is excellent.

4.13 Generous staff deployment ensures that all pupils are appropriately supervised at all times and that their well-being is promoted most effectively. In the EYFS children's welfare is promoted effectively and the safeguarding of children is carefully ensured. Comprehensive arrangements for staff recruitment ensure the pupils are kept safe and the central register of staff appointments is meticulously maintained. Excellent safeguarding procedures are reflected in current practice and have regard to official guidance. All staff, including non-teaching staff understand their roles and responsibilities and they receive the correct level of training, which is regularly updated. The inter-agency training for the designated safeguarding lead is carried out by the local safeguarding board, with which the school has a strong relationship.

4.14 A comprehensive health and safety policy is monitored effectively. All necessary measures are taken to reduce the risk of fire and other hazards. Fire exits are kept free of obstruction and their signage is clear throughout the school. Fire safety procedures are thorough and regular fire drills are held. Risks for all the buildings and grounds are regularly assessed and any hazards or faulty equipment are removed or repaired without delay. On-site activities and visits out of school are efficiently planned and organised.

4.15 The first aid policy covers appropriate procedures in case of accidents and efficient instructions for the administration of first aid. First aid equipment is plentiful and located strategically around the school. All staff are trained in basic first aid with twenty-two teachers having paediatric qualifications. The school has a designated medical room for pupils who become ill during the school day which meets the regulatory failure from the previous inspection. A very large majority of the parents who responded to the pre-inspection questionnaire indicated that the school keeps their children safe. The school's arrangements take full account of pupils with SEND.

4.16 Admission and attendance registers are completed accurately and stored appropriately.

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5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

5.1 The governance of the school is excellent.

5.2 Being the original founders, three of the four directors have a long association with the school and they work most successfully with the head and senior managers to support its aims and ethos. They are wholly supportive and exercise constructive oversight of academic standards and pupils' personal development, offering effective challenge to staff at all levels. The directors' prudent financial control ensures that the school benefits from good quality accommodation, resources and staff. An advisory board of governors which includes parents, staff and members of the local community assists the leadership and management in overseeing school matters.

5.3 Regular and minuted meetings are held for the directors, the advisory board and the various sub-committees. The directors are well informed about school life through regular visits to the school, lesson observations and a scrutiny of planning and pupils' work. Such activities ensure they are conversant with the activities, needs and opportunities facing the school. One of the directors has effective oversight and experience of the EYFS framework and this thorough knowledge and understanding is shared with the other directors at their regular meetings.

5.4 The directors are entirely successful in discharging their statutory responsibilities. External expert advice is sought to ensure that they are kept abreast of current educational developments. A review of safeguarding is presented annually and the related policy and procedures are approved by all the directors after thorough questioning and debate. One director is trained at a higher level in child protection whilst another takes full responsibility for the school's central register of appointments which is scrupulously maintained and checked. All directors are trained in safer recruitment. Oversight of health and safety arrangements is strong.

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 The leadership and management of the school is highly effective at all levels, and is successful in ensuring that in line with the school's ethos it promotes values which encourage respect and democracy. The leadership sets a purposeful sense of direction for both the excellent educational and personal development of the pupils and is well respected and trusted by staff and pupils. Procedures for self-evaluation are extremely thorough and cover every aspect of the school's achievement with targets to help the school progress.

5.7 Leadership within the EYFS is based on secure knowledge of the framework and good progress has been made since the previous inspection. The staff work most effectively as a team and they continuously monitor practice. At regular supervision meetings and appraisal discussions they set clear goals and identify training needs. Risk assessments identify precautions needed to minimize and rectify hazards. An EYFS action plan sets out key priorities, but this is not formally reviewed and recorded on a regular basis.

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5.8 The members of the senior leadership team have well-defined roles. They possess a secure understanding of the school's strengths and areas for development via its monitoring systems. They have introduced many new initiatives, such as the appointment of a leader for the able and gifted and the introduction of new assessments, which have contributed positively to the pupils' academic progress.

5.9 Weekly meetings are held to develop self-evaluation, monitor policies and procedures, as well as plan the day-to-day running of the school. The senior managers also discuss and implement new initiatives, such as the recent decision to increase the amount of standardised data given to parents. The leadership team is very effective in checking compliance with regulatory requirements in all sections of the school and ensuring that the safeguarding policy and procedures are rigorous.

5.10 An effective and detailed plan for improvement has been developed in which priorities have been identified along with the names of staff taking responsibility. It includes clear criteria for judging success, timescales for completion and outlines of a range of improvements which will enhance the educational experiences of the pupils. The plan meets the recommendation set out in the previous ISI report to identify more clearly the improvements to be made in pupils' achievement and personal development. The plan is discussed regularly but as yet its ongoing evaluation is not formally recorded.

5.11 A relatively new system exists for the annual appraisal of staff and teachers who, when interviewed, said they found it to be a very positive experience. They are regularly observed and have their books scrutinised by subject leaders. The results of this monitoring are fed back to the leadership team. There is a very constructive and comprehensive induction process for new staff. All staff have access to a range of training experiences which includes training in safeguarding, welfare, health and safety. Recruitment procedures are wholly effective and the school successfully retains high calibre staff.

5.12 Links with parents are excellent. The vast majority of parents are highly supportive and extremely positive about the school. They are particularly appreciative of the school's open door policy. Parents feel welcome and staff visibility and accessibility are major features in the success of this partnership. Parents appreciate the informal two-way dialogue which occurs daily. Many feel that the accessibility of the leadership is a particular strength.

5.13 Communication with parents is very strong. Most communication is now electronic, supplemented by the daily homework diary. A wealth of information is supplied to parents, ranging from the colourful half-termly magazine 'Kew Life' which celebrates school achievements, to curriculum information. A recent initiative involves the pupils in writing and publishing their own magazine for parents. A very detailed website and school prospectus provide the parents of all current and prospective parents with the required detailed information about the school.

5.14 Parents appreciate the termly consultation meetings when they can receive information about their child's progress and the next steps in their learning. The school has recently supplemented these meetings with written assessment information. Parents receive clear and useful reports about their children's work and progress. They include targets in English and mathematics, but not yet in all other areas.

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5.15 In the pre-inspection questionnaires, a few of the parents who responded reported that they would not recommend the school. A small minority expressed concerns about the leadership and management, their child's progress and the information they received concerning this. Having considered these issues carefully, and analysed the extensive information which is shared with parents, the inspection did not support these views. A small minority of parents also expressed dissatisfaction about the school's handling of their concerns. Having checked the school's records, the inspectors did not agree. Concerns of parents are handled carefully and sensitively in line with stated procedures and the close links with parents ensure that almost all difficulties are resolved informally and quickly. Parents' views and opinions are sought through regular questionnaires. An appropriate policy for formal complaints is available on the school's website but this has not been used in the last two years.

5.16 Parents are encouraged to take a full part in the education of their child and to attend a variety of events. Parents were very appreciative of an activity morning held during the inspection in which the teaching of mathematics was explained, followed by a workshop in their child's class. Parents volunteer to help with reading and some talk to pupils about their particular profession or vocation. An upper school music assembly was well-attended with parents commenting on how they value such experiences. The active and very successful parents' association organises a variety of social events for both pupils and parents. They organise many fund-raising events, such as the popular weekly 'class bake sale'. These events help further strengthen the warm family atmosphere which is a strength of the school.

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

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