



Independent Schools Inspectorate Reports

**Integrated Inspection Report 2015 &
Regulatory Compliance Inspection Report 2018**

Independent Schools Inspectorate Reports

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ISI Integrated Inspection Report

May 2015

Full Name of School	Springmead Preparatory School
DfE Number	933/6204
Address	Springmead Preparatory School Castle Corner Beckington Frome Somerset BA11 6TA
Telephone Number	01373 831555
Fax Number	01373 831560
Email Address	info@springmead.com
Principal/Proprietor	Mrs Madeleine Taylor
Age Range	3 to 11
Total Number of Pupils	121
Gender of Pupils	Mixed (53 boys; 68 girls)
Numbers by Age	3-5 (EYFS): 39 5-11: 82
Head of EYFS Setting	Mrs Shirley Offer
EYFS Gender	Mixed
Inspection Dates	12 May 2015 to 15 May 2015

Preface

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The school has not previously been inspected by ISI.

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 proprietor, 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

Mr Graham Gorton Reporting Inspector
Miss Kaye Lovejoy Team Inspector (Head, ISA school)
Mrs Diane Kimber Co-ordinating Inspector for Early Years

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1. The characteristics of the school

- 1.1** Springmead Preparatory School admits boys and girls aged from three to eleven years old. It is situated in a large detached property in the village of Beckington, near Frome in Somerset. The school opened in 2002 and the principal is also the school's proprietor. In recent years the school has improved its outdoor play and learning environment with the addition of canopies for shade, a drama area and a climbing structure with safety surface for the children in the Early Years Foundation Stage (EYFS). The school has also installed interactive whiteboards in every classroom.
- 1.2** The school aims for pupils not only to become numerate and literate, but also to develop a hunger for knowledge and a thirst for learning, whether in academic areas, sports or arts. The school seeks to guide pupils to become self-learners, to think wisely, and to be confident, balanced and compassionate, while developing their own particular talents and abilities to the full.
- 1.3** At the time of the inspection, there were 121 pupils on roll, of whom 39 were in the EYFS. Pupils' parents mainly come from professional and business backgrounds, and they generally live within a 10-mile radius of the school.
- 1.4** Standardised tests and other data supplied by the school indicate that the ability profile of the school is above the national average. Of the 44 pupils identified by the school as having special educational needs and/or disabilities (SEND), 27 receive specialist support from the school. No pupil has a statement of special educational needs. One pupil speaks English as an additional language (EAL) and does not require support for English. A very small number of pupils are from minority ethnic backgrounds.
- 1.5** National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC Name
Ducklings	Nursery
Hedgehogs	Reception

Years 1 to 6

School	NC Name
Rabbits	Year 1
Otters	
Year 3	Squirre
Is Year 4	Owls Ye
ar 5	Eagles
Year 6	

2. The success of the school

2.(a) Main findings

- 2.1** Pupils are well educated and the school is successful in meeting its aims. The achievement of the pupils is excellent. From an early age in the EYFS, children have a strong foundation in literacy and numeracy and this is built upon as they move through the school. Pupils achieve highly in all areas of learning and development. This is reflected in their success at the point of transfer to their chosen senior schools as well as in their high levels of achievement in sports, music and drama. Throughout the school, the curriculum is varied and challenging. The extra-curricular provision is of an extremely high quality, with a wide array of learning opportunities. Teaching throughout the school is generally excellent. It is well planned and meets the needs of all pupils, including those with SEND and those that have been identified as being able, gifted or talented. In a few lessons observed, the teaching did not provide sufficient opportunities for pupils to be able to fully demonstrate their skills, knowledge and understanding.
- 2.2** The quality of the pupils' personal development, including in the EYFS, is excellent. The spiritual development of the pupils is of an extremely high standard. They are confident and self-assured, and appreciate non-material aspects of life. Pupils have a strong moral code and this is reflected in their excellent behaviour around the school and in their rationale when discussing dilemmas with which they may be faced. The high levels of the pupils' social development is shown in their positive interactions with one another and in their desire to help and support those less fortunate than themselves. The pupils' cultural understanding and awareness are excellent. They are instinctively tolerant towards those who may come from a different cultural background and those whose beliefs may differ from their own. From an early age in the EYFS onwards, the pastoral care provided for the pupils is excellent. This is rooted in the strong bonds that exist between the pupils and the staff. Pupils feel happy and secure, and they know to whom they should talk should they have any worries or concerns. Throughout the school, the welfare, health and safety of the pupils are of an excellent standard. The school places a high priority on the safeguarding of the pupils and this is reflected in the thoroughness of training and in all the records that are kept.
- 2.3** The governance of the school is excellent. The proprietor has a thorough understanding of the needs of the school, and strongly promotes the pupils' excellent academic progress and the high quality of their personal development. The leadership and management of the school, including in the EYFS, are excellent. A strong sense of teamwork pervades the school's management activity. The role of subject leaders has been effectively developed over recent years in most subjects but has not yet been extended to ensure greater accountability in all areas of learning.

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. Strengthen the role of subject leaders to ensure greater accountability in all subjects.
 2. Ensure that all teaching provides opportunities for pupils to fully demonstrate their knowledge, skills and understanding.

3. The quality of academic and other achievements

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

- 3.1** The quality of pupils' achievements and learning is excellent.
- 3.2** Pupils are well educated throughout the school in accordance with the school's aims. In the EYFS all children make excellent progress from their starting points, including those with SEND. Most children reach the expected levels of development by the end of Reception. Some children are above the expected levels for their age and are suitably extended to broaden their skills. In the Nursery, some children make an excellent start to their learning by beginning to learn to read. By the end of Reception most children are able to blend sounds and use this knowledge to write phonetically plausible words, many of which are correctly spelt. During mathematics activities, Nursery children confidently count using one-to-one correspondence, and by the end of Reception many children are becoming confident with number bonds to 10 or 20. Children are also confident to employ technology; they independently operate programs on laptop and tablet computers and draw on the interactive whiteboard, using a variety of styles.
- 3.3** From Year 1 upwards pupils demonstrate high levels of subject knowledge, understanding and skills. Younger pupils are eloquent and are able to express themselves successfully. All pupils show excellent listening skills. Their levels of discussion are mature, demonstrating understanding and empathy towards the views of others. They read with confidence and their achievement in writing and spelling is excellent. Pupils write with clarity and successfully convey meaning and emotion. They write equally well in a number of styles and for different purposes.
- 3.4** In mathematics, younger pupils show a strong understanding of number bonds to 100. They demonstrate that they can manipulate numbers effectively and understand their interplay. Older pupils build on these skills and become confident at applying their knowledge of number to solve problems. Their depth of understanding in mathematics is excellent. Pupils' skills in science enable them to predict, experiment and hypothesise successfully from an early age. Younger pupils make excellent progress in information and communication technology and this is built upon as they move through the school. Older pupils become proficient in a variety of programs and use coding effectively. From an early age the pupils' physical development is of a high standard. These skills are reflected in the school's success in sports such as football, swimming and karate. Pupils achieve well in the creative areas of school life. Success in areas such as music and drama is significant, with the school choir winning local competitions and pupils achieving highly in drama and speech examinations.
- 3.5** Pupils' attainment cannot be measured in relation to average performance in national tests, but the evidence available indicates that it is high. High levels of achievement are demonstrated by all pupils, including those who are less able and those who have the potential to achieve more. Success in senior school entry examinations and a good number of scholarship awards demonstrate this. Work scrutiny, interrogation of data supplied by the school, lesson observations and interviews with both staff and pupils show that all pupils make excellent and rapid progress throughout the school.
- 3.6** Throughout the school pupils demonstrate an excellent work ethic. In the EYFS children enjoy learning and are enthusiastic in the tasks they undertake. The pupils' attitudes towards their learning are strong. They are enthusiastic learners who always strive to give of their best. They show initiative and their independent learning skills are excellent. They work well co-operatively and are effective in supporting one another's learning. Pupils show a desire to succeed and this maximises their learning opportunities.

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 accordance with the school's aims pupils are given experience in a wide range of subjects and activities. The school's motto of 'carpe diem', 'seize the day', is encapsulated in the wide range of educational experiences offered to the pupils.
- 3.9** The educational programmes in place in the EYFS are carefully planned. Effective assessments of learning, based on diligent observations, inform planning which fully reflects the individual needs and interests of the children. Activities follow children's interests and are planned with them by discussing their learning so that their needs can be fully met. Children identified with SEND are well supported through individualised learning programmes.
- 3.10** In Years 1 to 6, the curriculum is suitable for all ages, learning needs and abilities. It is planned thoroughly, covers all the required aspects of learning and presents excellent opportunities through which pupils develop intellectual curiosity. Much of the curriculum is effectively delivered by the class teachers, with specialist teacher input being used in music, French and physical education (PE). Some class teachers also teach across the age range to enhance the curriculum opportunities for all pupils. The school's personal, social and health education (PSHE) policy is thorough and covers all the required areas of learning. The weekly 'virtues programme' ensures that human values are given a high priority.
- 3.11** Cross-curricular work typifies the way in which the curriculum is delivered. The curriculum extension and enrichment programme, a school award scheme and outdoor exploration scheme add significantly to the pupils' curricular experience and support the breadth of their learning by helping them to understand key life skills. During discussion pupils expressed their appreciation for such opportunities. The curriculum ensures that a balanced presentation of opposing views is always given in subject teaching and in the extra-curricular programme. Pupils also benefit from weekly swimming sessions that are tailored to meet the needs of all.
- 3.12** The curriculum carefully supports the needs of those of different abilities and ages, and enables rapid progress for pupils with SEND and those who have been identified as able, gifted or talented. The curricular provision for those with SEND is strong, with their needs being met both from within the classroom and through a specialist programme of individual and group support. The extensive provision of materials to suit the individual needs of pupils is deployed on a frequent basis across the curriculum and in all year groups.
- 3.13** The range of extra-curricular activities is excellent, providing a wide variety of sporting activities such as tag rugby, karate and netball. Additionally, it offers an extensive and varied choice of other activities that encourage pupils' creativity and capture their general interest. Through pursuits such as cookery, a mathematics challenge, music activities and art the pupils broaden their educational experience. They appreciate the activities provided for them and the high take-up each term demonstrates the value given to the extra-curricular life of the school.
- 3.14** An excellent programme of trips and visits supports topics within the curriculum and enriches the pupils' learning. The range of residential excursions make a significant contribution to pupils' personal development through the fostering of leadership skills, team spirit, personal and group awareness, and respect for one another's capabilities. Day trips to more local venues relating to historical, geographical or artistic areas of the curriculum further extend the learning opportunities offered to the pupils. Visiting speakers also enrich the pupils' experiences. These have included people with a wide range of interests to share, including poets, religious representatives, members of the emergency services and a parliamentary candidate.
- 3.15** The curriculum is further strengthened by strong links with the community. Pupils take a full part in these initiatives and their involvement is excellent. Particularly noteworthy is the manner in which the school works with a local primary school through the sharing of certain events such as assemblies and sports fixtures. The school plays a significant part in the life of the community. Its link with the local branch of a charity in support of impoverished children in the Philippines is particularly meaningful to the pupils; its impact can be felt in many areas of school life.

3.(c) The contribution of teaching

- 3.16** The contribution of teaching is excellent.
- 3.17** Throughout, teaching fully accords with the aims of the school. Staff in the EYFS constantly engage and motivate the children in all areas of learning and encourage them to think for themselves. Staff have high expectations of the children, who thrive on these and enjoy rising to the challenge. Planning is thorough and individualised to motivate and engage the children. Staff regularly meet to discuss standards and to drive practice forward. Staff utilise good quality resources, such as programs for phonics in Reception and the role-play areas in the Nursery. A wide range of teaching strategies, together with support and intervention to match individual needs, promotes the children's learning. In the most effective interactions, staff constantly talk to children, using a rich vocabulary and making good use of questioning to support and challenge every child.
- 3.18** From Year 1 planning strongly promotes progress, taking into account all pupils' needs and interests. Tracking of pupil progress is thorough across the school, with annual targets set at the start of each academic year to focus on pupil development. Pupil progress targets, based on continual assessment, are included in teachers' performance management appraisals. This ensures that teachers focus on the needs of all pupils. Teachers undertake regular work scrutiny, which promotes consistency of teaching and learning across the curriculum. Constructive marking and feedback support individual pupil development. In many year groups, pupils self assess their work and they appreciate being able to take responsibility for their own learning. Teachers include helpful comments on how pupils could improve and there are opportunities for pupils to respond. In response to the pre-inspection questionnaires, a small minority of pupils felt that homework does not help them to learn. However, in interviews they spoke enthusiastically about homework tasks. A scrutiny of school documents showed that homework is used to good effect overall to reinforce or extend learning. Teaching makes effective use of home-school diaries to both celebrate pupil achievement and to convey key information in order to support pupils.
- 3.19** Teachers are highly enthusiastic about their subjects, engaging pupils, who respond well and are keen to learn. Excellent use of teaching assistants provides valuable support to pupils' learning. Discussions with subject leaders demonstrated the depth and breadth of teaching, and reinforced the school's strong emphasis on improving the quality of teaching across most subjects. The pace of most lessons is brisk and purposeful. In the most successful lessons observed, thought-provoking questioning from the teacher enabled high order thinking to take place. However, in a few lessons pupils were not afforded opportunities to demonstrate their skills, knowledge and understanding. Excellent displays in classrooms celebrate pupils' work and achievement. Teaching throughout the school promotes tolerance and respect and presents a balanced viewpoint on all matters, enabling pupils to make informed decisions.
- 3.20** Teaching provides excellent opportunities for independent learning and encourages pupils to show initiative. Responses to the questionnaire showed that almost all pupils feel that they are encouraged to do things for themselves and to work independently. This increases opportunities for personal research and presentations, as demonstrated by pupils working on computers and filming using hand-held devices. Teachers are very aware of their pupils' capabilities and in assessing pupils' understanding. They effectively adapt their teaching through careful lesson planning and questioning to ensure that the differing needs of all pupils, including those with SEND or who are more able, are well met; pupils are challenged by the work set and are prepared to persevere when faced with difficulties.

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 make a positive contribution to the life of the school and develop key skills for the future, such as sharing, respect and tolerance. Fair and consistent behaviour management results in children responding positively to adults' expectations. Independence and responsibility are promoted as children are actively encouraged to strive, to explore and to do things for themselves. Children are keen to use their imagination, and talk and play co-operatively with both adults and their peers. Children of all ages are extremely well prepared for transition to the next stage of learning.
- 4.3** The pupils' spiritual development is excellent. Pupils are confident and self-aware, kind and empathetic. They show respect to adults, their peers and younger children. Pupils' self-esteem is excellent, and they are polite and thoughtful. They are proud of their school and engage with enthusiasm in everything that is offered. Through whole-school and class assemblies, religious education and PSHE lessons, and other activities, the pupils show a strong appreciation of non-material aspects of life. These include the weekly 'virtues programme', displays around the school, the practice of grace before lunch, a sponsored meditation and silent contemplation of a river environment.
- 4.4** Pupils' moral development is excellent. The pupils are well behaved, as shown by their excellent conduct and respect for school rules; this standard is consistently high throughout the school. Moral codes, self-knowledge, and understanding right from wrong are all developed well through the PSHE programme and the wider curriculum. Pupils show a strong degree of moral maturity. For instance, a local campaign was instigated by the older pupils in which they showed concern about the well-being of the younger pupils.
- 4.5** The social awareness of pupils is excellent. They accept responsibility, contributing to the society of the school, such as being on the school council, acting as class messengers and taking on the responsibility of being 'e-safety' ambassadors. They help those less fortunate than themselves through fund raising for local, national and international charities. Pupils have an excellent appreciation of contribution to the local community, participating in village festivals, singing in a local church and sharing activities with another school. Through their fund-raising initiatives pupils appreciate financial concepts such as budgets, and this increases their appreciation of the needs of others. Pupils have varied opportunities to learn about public institutions and services in England and fundamental British values through lessons about voting, mock elections and how the government works. This enables them to develop their understanding and appreciation of English laws and democracy. Pupils' knowledge is further strengthened through assemblies, PSHE discussions and the 'virtues programme'. During the inspection, pupils discussed the Union flag, what it stands for and how to fly it, enabling them to appreciate some of the essential features of British society.
- 4.6** The cultural development of the pupils is excellent. They have a strong understanding and mutual respect for other faiths and cultures, and speak at length about world religions. Various visitors from different faiths and a world harmony day deepen their learning and promote appreciation of other faiths and beliefs. A wide range of displays and resources reinforces the pupils' cultural development.
- 4.7** Pupils have an excellent standard of personal development by the time they leave the school. They are confident, with a strong sense of self-belief, determination and resilience. Their success at senior school transfer reflects not only academic achievement but also high levels of personal development.

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

- 4.8** The contribution of arrangements for pastoral care is excellent.
- 4.9** Children in the EYFS make strong attachments to those who care for them. The friendly, welcoming and nurturing environment enables the children to feel safe and secure, and to thrive. Children's welfare and well-being are given extremely high priority as health and safety procedures are fully implemented by the staff. There are excellent lines of communication between key people and families.
- 4.10** Throughout the school staff provide excellent support and guidance. Well established policies and procedures support the pastoral care of the pupils. Behavioural concerns are rare but the pupils feel secure that they have someone to talk to if they have a difficulty. Relationships between pupils and staff are strong.
- 4.11** Pupils enjoy a healthy lifestyle. Nutritious snacks and lunches provide a good selection of food and encourage healthy choices. Pupils enjoy a wide variety of sports and activities during PE lessons and after-school clubs, including weekly swimming and outdoor activities. An informative classroom display created by pupils on keeping fit and swimming showed their recognition of the importance of a healthy lifestyle.
- 4.12** The school's procedures in promoting good behaviour and guarding against harassment and bullying are excellent. A positive behaviour management programme, which highlights good behaviour and encourages positive attitudes and friendships, is effectively employed. This was demonstrated by pupils in interviews, questionnaire responses and behaviour observed throughout the school.
- 4.13** The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities.
- 4.14** The school employs effective methods to seek the views of pupils. When asked about how the school listens to their views, pupils spoke of the school council, which operates a weekly session within which pupils can turn for advice, with confidence. In addition, pupil questionnaires, the 'my voice' initiative and the class rewards system all provide good opportunities for the pupil voice to be heard. Such activities increase pupils' self-esteem and confidence as they feel that their views are valued.

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

- 4.15** The contribution of arrangements for welfare, health and safety is excellent.
- 4.16** The school, including the EYFS, places a high priority on the safeguarding of pupils and in ensuring their health and safety, in line with its aims. The safeguarding arrangements are implemented effectively across all aspects of school life and in line with requirements. Child protection training for staff is kept up to date. All members of the school community understand the procedures that are in place to keep pupils safe and take pupil safeguarding seriously.
- 4.17** Health and safety arrangements ensure that pupils are well cared for; they include clear and effective procedures for the administration of medicines, and for looking after pupils who are sick or injured or who have SEND. First-aid practices are vigilant and meticulous records are kept. Members of staff are appropriately trained in first aid, including suitable paediatric first-aid qualifications in the EYFS.
- 4.18** Suitable arrangements are in place to reduce the risk from fire and other hazards. Regular checks on fire safety equipment are carried out and fire evacuation drills are practised at different times, both announced and unannounced, for the safety of pupils, staff and visitors. Comprehensive risk assessments are in place for every aspect of school life, supported by a risk assessment policy. The school is well maintained and excellent attention is given to food hygiene. Highly effective records are maintained on all matters relating to welfare, health and safety,
- 4.19** The admission and attendance registers are appropriately maintained and correctly stored for the previous 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 proprietor provides effective oversight of all sections of the school, including the EYFS, in line with the school's aims. With a thorough understanding of all aspects of school life, the proprietor discharges her responsibilities for educational standards effectively. The success of the school's excellent governance is reflected in the high academic standards achieved and in the quality of the pupils' personal development. The proprietor oversees financial planning effectively, and this is demonstrated in the excellent staff to pupil ratios, in the quality of the accommodation and in the availability of good quality resources.
- 5.3 The proprietor has an excellent insight into the working of all parts of the school, and is effective in exercising her monitoring role and providing support, challenge and stimulus for growth and improvement. She is constantly looking at ways in which the educational provision could be enhanced and developed. The proprietor's links with the senior leadership team are strong and this enables the team to plan effectively for future school development. The proprietor similarly works effectively with the EYFS leadership.
- 5.4 The quality of governance is strengthened through the proprietor's seeking of external advice in certain areas, such as in policy content and in her own appraisal. Such links, and their associated interactions, provide a valuable source for discussion and reflection, strengthening governance arrangements in the school.
- 5.5 The proprietor is effective in discharging her responsibilities for statutory requirements, including the annual review of safeguarding and child protection arrangements throughout the school. Policies are reviewed and updated regularly and are in line with requirements. The proprietor's oversight of all matters relating to the welfare, health and safety of the pupils is of an extremely high quality.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.7 In the EYFS, managers organise their departments extremely well and have a thorough knowledge of the educational programmes. As a result they have clear expectations of those in their charge, as well as a high regard for the welfare of the children. Staff have a strong commitment to continually evaluate the quality of provision and have ambitious plans for development in all areas. Supervision meetings occur regularly between staff and the Nursery manager, who in turn liaises with the school's senior leadership team. Professional development is actively promoted, with staff being given opportunities to undertake additional training.
- 5.8 Leadership and management are strong at all levels and effectively support the aims of the school. Leaders and managers ensure that high academic goals are realised and that pupils feel well cared for in a happy, supportive environment. Excellent teamwork characterises the leadership and management of the school. Senior leaders are highly enthusiastic and determined in all they undertake. Their approach to leadership is inclusive and involves every member of the school community where appropriate. The school's leadership encourages respect for others and actively promotes the ideals of democracy. Leadership and management are effective in discharging their delegated responsibilities. Safeguarding is given high priority and this can be seen on a day-to-day basis as well as through the comprehensive policies that are in place.

- 5.9 School leaders and managers continually explore ways in which the school can improve and develop. The role of subject leaders has been strengthened and this has had a positive impact on teaching and learning. This has yet to be extended to include all subject areas to the same high level, in order to ensure increased oversight and accountability in all subjects. The detailed school improvement plan provides a clear focus for forward planning.
- 5.10 Leadership and management are effective in the process of self-evaluation and in setting priorities. Procedures are regularly reviewed to ensure that they respond to the ever-changing needs of the pupils and the curriculum. This is particularly relevant as the school reviews its curriculum in light of recent changes.
- 5.11 The school is successful in securing and retaining high quality staff. Strong emphasis is placed on their professional development through courses from both within and outside the school. All staff are suitably trained for their roles in meeting the needs of all pupils, particularly in the area of safeguarding. A thorough system of staff appraisal for all members of the school community includes senior leaders and the principal. This effectively identifies areas for professional development. An excellent induction process for newly appointed staff covers all the necessary areas of policy and implementation. Staff receive regular training in child protection and paediatric first aid in the EYFS.
- 5.12 All records and procedures regarding the welfare, health and safety of all members of the school community are thoroughly undertaken and maintained. The high quality of leadership and management is supported by excellent administrative arrangements. In questionnaire responses, parents felt strongly that the school is well led and managed.
- 5.13 The school maintains excellent relationships with parents. In the EYFS, parents are kept very well informed about children's progress, with opportunities for them to contribute to assessment processes. Parents who responded to the questionnaire and those spoken to expressed unanimous satisfaction with all aspects of the setting, with particularly high praise being given to the staff. The setting also has strong links to outside agencies for EYFS Profile moderation and advisory EAL support when needed.
- 5.14 In response to the questionnaire and in discussions, parents expressed positive views on the education and support provided for their children and with the quality of communication with the school. Parents expressed particular appreciation for the upto-date communications they receive from the school through electronic messaging, newsletters and social media. They stated that these are especially useful when pupils are away on an overnight excursion. In discussions, parents praised highly the accessibility of staff. They value both the formal opportunities to meet, as well as staff being available at the beginning or end of the day and generally making time for them. Any concerns are handled promptly and in accordance with published procedures.
- 5.15 Parents have many opportunities to be involved in the school. The active Springmead School Association organises events and raises funds for the school to help purchase extra resources for the pupils. Parents also volunteer in many capacities, such as making costumes for Christmas plays or listening to children read in school. The school actively canvases parents' views by issuing questionnaires, in a constant drive to improve. Parents value the many opportunities they have to attend events to support their children.
- 5.16 Parents of both current and prospective pupils are provided with extensive information about the school on the informative website, as well as through other published material. The 'commencement pack' is a useful and informative tool for the parents of new pupils. Parents of current pupils receive regular communication and they are also able to contact staff by email. Newsletters are highly valued for the breadth of information that they provide, including details about the achievements of pupils in a range of activities.
- 5.17 Parents are kept well informed about the progress of their children through parents' evenings, interim reports and full end-of-year reports. The interim report is a recent addition, and many parents commented on the fact that the effort grade has significantly helped to motivate their children to do better and that comments containing advice on how pupils can improve are helpful.

What the school should do to improve is given at the beginning of the report in section 2 (page 8).



ISI Regulatory Compliance Inspection Report

June 2018

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1. School's Details

School	Springmead Preparatory School
DfE number	933/6204
Address	Castle Corner Beckington Frome Somerset BA11 6TA
Telephone number	01373 831555
Email address	info@springmead.com
Principal/Proprietor	Mrs Madeleine Taylor
Age range	3 to 11
Number of pupils on roll	116 Boys: 55 Girls: 61 EYFS: 29 Juniors: 87
Inspection dates	6 to 7 June 2018

Part 1

Quality of education provided

- 2.2 The school measures attainment using national curriculum tests. In the years 2015 to 2017, the results were above the national average for maintained schools for English and broadly average for mathematics.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.

Part 2

Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

Part 3

Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.

Part 4

Suitability of staff and proprietors

- 2.9 The school makes appropriate checks to ensure the suitability of staff and the proprietor and a register is kept as required.
- 2.10 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

Part 5

Premises of and accommodation at schools

- 2.11 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

Part 6

Provision of information

- 2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.14 The standard relating to the provision of information [paragraph 32] is met.

Part 7

Manner in which complaints are handled

- 2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.
- 2.16 The standard relating to the handling of complaints [paragraph 33] is met.

Part 8

Quality of leadership in and management of schools

- 2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.
- 2.18 The standard relating to leadership and management of the school [paragraph 34] is met.

4. Inspection Evidence

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Pamela Leech Reporting Inspector

Mrs Haylie Saunders Compliance Team Inspector (Deputy Head, IAPs School)



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