



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

BROOKHAM SCHOOL

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Brookham School

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

Full Name of School	Brookham School
DfE Number	938/6252
Address	Brookham School Highfield Lane Liphook Hampshire GU30 7LQ
Telephone Number	01428 722005
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Email Address	office@brookhamschool.co.uk
Headmistress	Mrs Diane Gardiner
Proprietor	Mr William Mills
Age Range	3 to 8
Total Number of Pupils	207
Gender of Pupils	Mixed (120 boys; 87 girls)
Numbers by Age	3-5 (EYFS): 65 5-11: 142
Heads of EYFS Setting	Mrs Hilary Wright and Mrs Agnes Soal
EYFS Gender	Mixed
Inspection Dates	24 Jun 2014 to 27 Jun 2014

PREFACE

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

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

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

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

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

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

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

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the proprietor, 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
Mrs Audrey Marsden	Team Inspector (Head of Pre Prep, IAPS school)
Mrs Lynn Weeks	Team Inspector (Head of Early Years, IAPS school)
Miss Jacqueline Scotney	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Brookham is a pre-preparatory school for boys and girls aged from three to eight, set in a 175-acre estate at Liphook, in Hampshire, which it shares with its preparatory counterpart, Highfield School. The school is proprietorial and the current owner is the grandson of the founder, who established the school in 1907. Brookham was established as a separate, purpose-built pre-preparatory school in the grounds of Highfield in 1993. The school is administered by a board of directors, chaired by the proprietor. This board includes the headteachers of both the preparatory and pre-preparatory schools. Since the previous inspection additional accommodation has been built to provide an extra classroom and new staff and work rooms.
- 1.2 The school shares common aims with the preparatory school. They seek to provide a first-rate education supported by a strong Christian ethos, in a community where every child is treated equally, respected, happy, fulfilled and secure. The schools aim to stimulate, maintain and develop lively, enquiring minds, to provide a creative, innovative and vibrant curriculum, using a wide range of teaching styles and resources, and to encourage all pupils to work to the best of their ability and eventually become independent learners. The school sets out to value application, perseverance and initiative. It aspires to promote moral values, to develop positive attitudes towards and concern for the environment, to foster close relationships between the school and home, and to prepare children for the challenges and demands of their life in the wider world.
- 1.3 There are 207 pupils on the roll. Of the 65 children under the age of 5 in the Early Years Foundation Stage (EYFS), 37 attend part-time. The Nursery is organised into two sections: one for those under the age of three, attended by eleven children, and another for those aged three to four, attended by twenty-eight children. One hundred and forty-two pupils are in Years 1 to 3. Most pupils come from families with professional or business backgrounds, who live in the locality. The ability profile of the school is above the national average, with a wide spread of abilities represented. At present, 32 pupils have been identified as having special educational needs and/or disabilities (SEND), of whom 24 receive specialist learning support at school. Two pupils have a statement of special educational needs. Three pupils are learning English as an additional language (EAL), two of whom are receiving individual support.
- 1.4 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 highly successful in meeting its aims and offers an excellent educational experience to its pupils. Pupils' all-round achievement is excellent, due to a wide-ranging curriculum, extensive extra-curricular activities and high quality teaching. Throughout the school, including in the EYFS, pupils' excitement in their learning is promoted highly successfully through thematic teaching that encompasses many subjects, as well as learning activities which take place frequently in the school's extensive woodland. Consequently, pupils make excellent progress, and those with SEND or EAL make good and often rapid progress, in relation to their abilities and starting points. Pupils who are particularly able are supported through the provision of additional challenge in class and a problem-solving club. Pupils' attitudes are exceptionally positive; they are enthusiastic and independent learners. The EYFS setting makes excellent provision in meeting the needs of the range of children. Staff are highly successful in shaping the educational programmes around the children's interests and needs, providing a range of highly stimulating learning opportunities across all subjects through a creative curriculum that frequently takes learning outside. These approaches bring learning to life, and result in the vast majority of children achieving the expected levels of development for their age, with some exceeding expectations.
- 2.2 Pupils' personal development is excellent throughout the school. They are articulate, kind to one another, proud of their responsibilities and mature in their self-knowledge. Their social awareness is notable. The pupils take pride in their achievements, such as the considerable sums they raise in support of charity, often through initiatives that they organise for themselves. Their manners and behaviour are of a high standard, and they are developing an age-appropriate understanding of their own and others' cultural traditions. Pupils are well prepared for their move to preparatory school because of the school's careful attention to developing their independence and self-confidence. The school gives high priority to safeguarding and welfare, health and safety, and so pupils feel cared for in a happy and secure environment.
- 2.3 The proprietor, supported by the board of directors, exercises excellent and highly committed oversight of the school. This ensures that the school builds on its considerable strengths but also addresses areas for improvement. Careful attention to regulatory responsibilities ensures that the school meets all the requirements and that a recommendation from the previous inspection in relation to recruitment checks has been addressed. The quality of leadership and management, including in the EYFS, is excellent and includes exceptionally strong links with parents, who are happy with all aspects of the school's provision. The leadership provides clear and highly committed educational direction that is strongly underpinned by the staff's conscientious approach both to teamwork and to their individual responsibilities. Monitoring of teaching is rigorously undertaken by senior leadership staff through the formal appraisal system and new initiatives are welcomed, although the sharing of the most effective practice amongst staff at an informal level is less well established. All recommendations of the previous inspection have been implemented.

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. Ensure that staff regularly observe one another's teaching to further promote sharing and development of the most effective practice.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 The school fulfils its aim to provide a first-rate education and to encourage all pupils to work to the best of their ability and eventually become independent learners.
- 3.3 Children in the EYFS clearly enjoy their learning, and are eager to participate in activities. All children, including those with SEND or EAL, make rapid progress in relation to their starting points, so that overall achievement by the end of the EYFS is excellent. The vast majority of children meet the Early Learning Goals in each area and some exceed expectations. Across the EYFS, children communicate extremely well and display an interest in literacy. The youngest children act out traditional tales confidently and older children use their growing phonic knowledge competently to write about their news. Younger children demonstrate their emerging understanding of numbers in everyday situations; for example, they help their teacher to change the calendar. Older children work confidently with numbers up to 20, using number lines to solve addition and subtraction problems. Children demonstrate excellent information and communication technology (ICT) skills. For example, they use software independently to reinforce mathematical concepts and to draw, label and print pictures. In response to staff's encouragement to learn actively through exploration and investigation, both indoors and out, children become confident, inquisitive learners who display an ability to think critically and solve problems independently. Children are able to concentrate for long periods because of the interesting learning opportunities provided. They enjoy making their own models from recycled materials, demonstrating a keenness to experiment and great imagination and creativity.
- 3.4 Older pupils express themselves clearly and many demonstrate a wide vocabulary for their age, such as when using subject-specific terms in science and geography. They are learning to listen attentively to instructions as well as to the ideas of their peers. By the time they reach Year 3 their factual and creative writing is of high quality, especially when linked to their topic work. Pupils read with considerable fluency for their ages because careful attention is given to the acquisition of phonics and key vocabulary. Most pupils write in controlled cursive script by the time they leave, as a result of systematic and regular practice. Pupils develop high standards in mathematics, demonstrated in calculations but also applied to practical topics, investigations and problems. They show competent enquiry and observational skills in science, much of which are applied to their topics. Pupils' facility with ICT is particularly evident in their topic work, where the oldest produce presentations and use tablet computers for photography. The many displays around the school demonstrate the exceptional standards achieved in art. Pupils of all ages display excellent abilities to reason and think beyond the immediate. This skill is promoted highly effectively through the stimulating cross-curricular opportunities afforded by their topic work. Pupils highly enjoy the school's provision for sport and many develop a good level of skills in swimming and a wide variety of games.
- 3.5 Pupils develop their individual interests in the extensive extra-curricular opportunities available. They achieve a good measure of success in sporting fixtures against other schools, and some have qualified for the regional round of a national chess tournament. Pupils who learn ballet or an instrument are successful in external examinations. They enjoy and develop confidence in the regular opportunities they

are given to perform to an audience. Those who learn an instrument develop performance skills in concerts for parents and pupils at the preparatory school. All pupils take part in presenting assemblies at the culmination of a topic, as well as in annual year group and whole-school productions. The encouraging ethos prevalent in the school promotes in the pupils an optimistic and positive view of their abilities.

- 3.6 The pupils' attainment cannot be measured in relation to average performance in national tests, but on the evidence available, is judged to be high in relation to national age-related expectations. This level of attainment, as judged by the quality of learning in lessons, the scrutiny of written work and curriculum interviews with pupils, indicates that they make excellent progress in relation to those of similar ability. Pupils with SEND or EAL make good progress from their differing starting points due to effective individual specialist tuition and well-judged support in class, including work which is well planned to meet their specific learning needs. Pupils who are more able make rapid progress because of teachers' high expectations, the provision of well-considered challenging activities and an extra-curricular problem-solving club.
- 3.7 Pupils' achievements are very well supported by their positive attitude towards school and their work. Despite their young age, they know their strengths and acknowledge their targets for improvement. They are frequently excited by their learning and take pride in completing tasks well, relishing new challenges. Most exhibit considerable concentration and initiative when working independently. Pupils' behaviour in class is good, and in collaborative work they show a willingness to share ideas and help each other.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The EYFS setting makes excellent provision in meeting the needs of the range of the children. Staff are highly successful in adapting the educational programmes to the children's interests and needs. The creative curriculum and woodland learning experiences provide a range of highly stimulating learning opportunities across all areas of development, which bring learning to life.
- 3.10 The school's aim to stimulate, maintain and develop a lively enquiring mind in all pupils, providing a creative and vibrant curriculum using a wide range of teaching styles and resources, is very well met. The curriculum covers all the requisite areas of learning well, with the addition of Spanish in Year 3 and swimming for all. Provision for the acquisition of key literacy and numeracy skills is excellent and opportunities for pupils to use ICT are varied and integrated into the curriculum. Class music is taught by a specialist across the school. Within the school's distinctive curricular planning, many subjects such as science and the humanities are linked in topics. This cross-curricular approach has developed since the previous inspection and is highly successful in offering a vibrant dimension to pupils' learning experiences. Topics are chosen imaginatively to appeal to pupils' interests, whilst good coverage of the aims and requirements of the curriculum is maintained. As a result, pupils are absorbed in their learning; their work demonstrates interesting subject matter and varied methods of recording information.
- 3.11 The whole-school programme of learning within the school's woodland is led by specialist staff and is another strength of the curriculum. It gives pupils many opportunities to develop confidence and independence, to take managed risks and

to carry out investigations. The programme further enhances the school's aims to develop in pupils positive attitudes towards and concern for the environment, as well as initiative and teamwork. Excellent facilities, set in verdant grounds, some of which are shared with the preparatory school, offer all pupils the opportunity to participate in a range of sports. Eye-catching displays and excellent examples of artwork enhance the indoor learning environment. The curriculum is enriched by a comprehensive programme of educational visits and visitors to school, linked to topics studied by the pupils.

- 3.12 Provision for pupils with SEND is excellent. A thorough process for the identification of any difficulties and discussion with parents enables support to be made available from a team of learning support specialists. Pupils follow clear and detailed individual learning plans that are reviewed termly and shared with all staff. Good arrangements are made for any pupils who require support with EAL. More able pupils are provided with challenging tasks in lessons, particularly in mathematics. They may also attend a problem-solving club, in which they are presented with critical thinking challenges. The curriculum as a whole is particularly well planned to take into account the differing needs of all the pupils.
- 3.13 The wide array of extra-curricular activities enhances pupils' learning experiences. Comprehensive provision for sporting interests includes cricket skills, netball and street dance. All pupils are given the opportunity to represent the school in a sports team. Music, art and craft clubs give pupils opportunities to develop creatively and over half of the pupils take instrumental lessons. The Saturday programme of extra-curricular activities has been extended and offers a variety of activities from sports and ballet to science. The school has developed productive links with the local community. Pupils play sport against a local infants' school and representatives from community services make visits. Grandparents join the Remembrance Day service, and produce from the harvest festival is donated to a local church.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent.
- 3.15 In the EYFS the well-qualified, knowledgeable staff are keen to embrace new initiatives. They are fully aware of children's different learning styles and have excellent systems in place to plan for their needs. All children, including those with SEND or EAL, are provided with well-matched challenges. Staff succeed in meeting the setting's vision to provide children with vibrant and engaging learning opportunities, and use an excellent range of resources to achieve this, both indoors and out. Ongoing assessment of all children results in planning that is frequently adapted to meet their needs and interests. Targets are regularly reviewed to aid ongoing progress. This ensures that learning is relevant and fun, thus fully engaging and inspiring children.
- 3.16 Across the school, teaching is very effective in promoting pupils' progress. Teachers plan lessons well to enable pupils to work confidently at levels appropriate for their individual needs. Planning by teams of teachers across year groups ensures that pupils of all ages receive a consistent learning experience, with good continuity and progression in their learning. Teaching utilises a wide range of methods, in accordance with the school's aims to provide a vibrant and creative curriculum, and this encourages all pupils to work to the best of their ability and to become independent learners. This is particularly evident in teaching within the creative curriculum, which provides exciting learning activities that foster pupils' curiosity and ensures that they are actively involved in their learning.
- 3.17 Teachers convey their strong subject knowledge to the pupils with commitment and enthusiasm. This inspires the pupils to work hard and promotes their rapid progress. Particularly effective use of questioning enables teachers to check an individual pupil's understanding, as well as to challenge pupils to think at a deeper level and develop their vocabulary. Occasionally, teachers' exposition is too long for the age of the pupils and support staff are not efficiently deployed, and so pupils lose concentration. Teachers use resources of good quality that engage the pupils' interest and support their learning effectively. Information and communication technology is used well, for example, to teach pupils how to conduct research and present their work. The unique and awe-inspiring woodland learning opportunities make a significant impact on all pupils' learning experience, developing their initiative and teamwork as well as their knowledge and skills.
- 3.18 The results of regular assessments are monitored thoroughly, so that teachers are well aware of pupils' individual progress and learning needs. Teachers across the school use this information very effectively to inform their planning. Senior leadership staff also track results to ensure that progress is consistent between classes. The school's marking policy is implemented well, and marking is very positive and promotes pupils' self-esteem. In the best examples, comments encourage pupils to consider ways to improve their learning and challenge them to revisit individual targets that each has on a personalised card.
- 3.19 The learning programmes of pupils with SEND who receive support outside of the classroom are very well tailored to their particular needs. Pupils build positive relationships with their specialist teachers, who provide sympathetic and well-structured help. These pupils make good progress within class because learning activities are carefully targeted for individuals or groups of similar ability. Teachers ensure that the requirements of any pupils with a statement of special educational

needs are addressed well. Liaison between teachers and support staff is highly effective, and ensures that lessons are very well resourced and carefully planned to meet the needs of all pupils. Those pupils identified as more able are given challenge and extension work in lessons, which helps to foster their curiosity and enthusiasm for learning. Provision for differing abilities within class has improved since the previous inspection.

- 3.20 Teachers have high expectations for pupils' learning and behaviour within class. Consequently, classroom behaviour is of a high standard and pupils respond very well to the praise and positive attitudes of staff.

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 pupils' personal qualities are developing well, in accordance with the school's aims to promote moral values within a Christian ethos, and to develop a sense of self-worth and relationships with others.
- 4.3 In the EYFS children's personal and emotional skills are excellent. They reflect on their learning experiences well; for example, older children use a 'traffic light' system to evaluate their work successfully. Children are confident, articulate and polite, and display great maturity for their age. They demonstrate well-developed social skills since they are encouraged from an early age to develop independence and taught how to negotiate social difficulties. 'Circle times' help them to learn how to cope with everyday situations and promote respect and tolerance towards others. Children interact extremely well with each other, and respond willingly to positive behaviour strategies, such as the 'golden rules'. All children in the EYFS belong to the house system, and to the 'tree house family' groups, in which pupils of different ages are linked in small groups with the same teacher for the duration of their time at the school. Furthermore, children attend EYFS and whole-school assemblies that help them to develop a sense of belonging and team spirit, and assist their transition into the next year group.
- 4.4 Further up the school, pupils' spiritual development is excellent. They are confident and self-aware, reflecting, often very deeply, on their learning and experiences. This is particularly evident in the woodland learning activities, which promote pupils' self-worth, which transfers to the indoor environment. In the woodland environment pupils demonstrate understanding of the natural world and experience a sense of awe and wonder. They develop the confidence to share their feelings openly through the highly effective 'tree house families' and interact positively with each other and their teachers. Pupils' achievements are acknowledged and valued. For example, the prominently positioned 'challenge tree' displays self-chosen challenges, and celebrates achievement when the green leaves are turned to gold.
- 4.5 Pupils demonstrate excellent moral awareness. They display a keen sense of right and wrong, and acquire skills for the resolution of conflict in their personal, social and health education lessons. Behaviour is excellent throughout the school, fostered by a strong moral code and developing empathy towards the feelings of others. Pupils respond positively to the 'golden rules' for behaviour and understand the concepts of fairness and justice. They value 'golden time', which is used productively and is awarded for respecting the rules. Pupils' manners are exemplary, particularly at lunchtime, such as when they offer to clear away the adults' plates. They have achieved the Green Flag Award for environmental awareness and improvement, and express strong opinions about ecological issues, communicated through their elected 'eco-warriors'.
- 4.6 Pupils display exceptional social qualities. Older pupils relish their opportunities to undertake responsibility, such as head boy and girl, and house captains. They demonstrate sensitivity towards the younger children and are effective role models in their positions as 'playground pals'. Pupils are proud to be elected to the school council, taking seriously their responsibilities for representing the views of their peers. They listen to the opinions of others and express their own articulately.

Awareness of the needs of others is particularly strong. Pupils raise money for charities enthusiastically and contribute their own ideas; for example when independently organising a raffle. Pupils are highly involved in choosing the school's annual nominated charity, and in the current year have raised a significant sum of money for a village in Africa with whom they have established links. Pupils are highly committed to fund raising and have raised considerable sums in support of charity.

- 4.7 Pupils show excellent cultural awareness. They develop an understanding and appreciation of faiths and cultures different from their own. They talk knowledgeably about faiths they have studied; their knowledge is enhanced by visits to different places of worship. A themed day about life in Brazil led to excellent artwork depicting favela shanty towns. Pupils deepen their understanding of cultural values and diversity through reciprocal visits to a school in London. They exchange correspondence enthusiastically with children in Kenya and a similar link has recently been established with a rural school in India.
- 4.8 Transition arrangements are thorough. To prepare for moving on to preparatory school, pupils in Year 3 have various opportunities to link with Year 4 through joint chapel services, project days and 'move-up' days. Pupils demonstrate an excellent level of personal development by the time they move on and are very well prepared for the next stage of their education.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 Throughout the school, the pastoral care structure and staff's commitment to pupils' welfare ensure that excellent support and guidance are given to all pupils. This fulfils the school's aims to create a community where every child is treated equally, respected, happy, fulfilled and secure. Staff provide exemplary support and act as excellent role models for all pupils.
- 4.11 In the EYFS all children have a key person, who knows them extremely well and is responsible for overseeing their care, as well as planning for their learning needs. Staff take their responsibilities seriously and consistently apply the excellent range of strategies practised within the setting to help foster good behaviour and positive relationships. This results in a happy, calm environment where children demonstrate that they feel safe in the care of their key person. Healthy lifestyles are actively promoted by staff; for example, children grow their own vegetables and are provided with healthy, balanced meals. Frequent outdoor learning opportunities, based on the setting's 'think outdoors first' ethos, alongside specialist-taught sports lessons, help children to learn about the benefits of fresh air and exercise. Children are encouraged to take responsibility for their own care; for example older children serve themselves snacks and younger ones wash their hands using soap dispensers confidently. The woodland learning experiences provide children with excellent opportunities to learn key life skills and to take controlled risks. They learn to respect the environment in which they live.
- 4.12 The 'tree house' system is popular and supports a highly caring and inclusive community. It helps to foster a sense of identity and belonging. A healthy lifestyle and exercise are strongly promoted through the provision of a wide range of sporting opportunities and the extensive extra-curricular activity programme. Pupils have many opportunities for physical activity through their lessons and play in the rural

environment outside of their classrooms. They are well aware of the need for healthy eating, reinforced in lessons and in the school's provision of freshly prepared meals and morning snacks. The catering staff offer a good range of nutritious food to suit all tastes and dietary needs.

- 4.13 Highly effective policies and procedures promote the ethos of positive behaviour and pupils are naturally kind to one another. They strongly appreciate the school's systems to reward good behaviour, work and effort, as seen in an assembly where they delighted in the praise of and awarding of certificates to their peers. Pupils say that incidents of bullying are very rare and they are very confident that staff would deal with any future concerns in an effective way. Relationships between teachers and pupils are warm and supportive, and contribute to the quality of care provided. Pupils feel very safe, secure and well looked after; they consider that they can talk to any teacher or member of staff, including the most senior, and that there are strategies in place for them to be heard. They also recognise that they have a voice through their teachers, their 'tree house family' and the school council.
- 4.14 The school constantly reviews the well-being and progress of pupils who have particular difficulties, in order to ensure that their needs are being addressed. There is a suitable plan to improve educational access for pupils, and the school also makes particularly good provision to ensure physical access, observed during the inspection.

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 Across the school, including in the EYFS, thorough attention is paid to safeguarding and child protection. All staff receive regular training at the correct level for their responsibilities, and so have a clear understanding of relevant issues and are confident to address these should the need arise. The procedure to check all staff on appointment is undertaken meticulously and new staff receive clear guidance on matters of safeguarding, and welfare, health and safety, as part of their induction programme.
- 4.17 Measures to reduce the risk of fire and other hazards are thoroughly undertaken and ensure that pupils' safety is a priority. A clear fire safety policy sets out how to reduce the risk of fire, and measures such as the regular testing and maintenance of fire equipment, fire awareness training for all staff and regular evacuation drills demonstrate that it is implemented rigorously. A suitable number of staff have been trained to act as fire marshals. Electrical equipment is tested and serviced at the requisite intervals. Comprehensive risk assessments are carried out for the every aspect of school life, including external visits, and the health and safety committee reviews any concerns and revises procedures accordingly.
- 4.18 Efficient supervision arrangements enable pupils to play safely in a variety of locations around the school. Arrangements for the treatment of pupils who become ill or injured are well supervised by the school nurse, though in most straightforward cases are implemented by school staff who have been trained in first aid, including a high number with paediatric training. Clear policies and procedures ensure that treatment and medication are administered carefully, suitable records kept and parents informed.
- 4.19 The admission and attendance registers are maintained appropriately and archived for the required 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 is highly committed to the school's success and provides strong governance which ensures that the school is well supported in securing its aims and ethos to provide the very best start for pupils. He chairs a small advisory board of directors, which includes the headteachers of both schools. The board is organised effectively into committees for finance and general purposes, where key strategies are planned, as well as those for health and safety, estates projects and admissions. The directors have forged close links with the school over time, and so are able to exercise effective oversight to ensure that it is meeting its aims. Substantial and ongoing investment ensures that the school has the necessary levels of staffing, accommodation and resources. The proprietor demonstrates an informed understanding of his responsibilities for the EYFS setting, which he discharges effectively.
- 5.3 Due to the distinctive composition of the board, the directors have a close insight into the school's areas of strength and those which require improvement. The proprietor visits the school frequently and therefore receives regular feedback from staff, parents and pupils. He meets regularly with the leadership and provides useful support and challenge. Plans for school development are regularly discussed and show ongoing commitment to improving all areas of the school's life and work, including educational standards. Whilst the proprietor informally reviews performance each year with the headmistress, formal appraisal has not been carried out recently. The proprietor takes advice from external professionals when necessary and attends a local forum for chairs of governing bodies to maintain awareness of his responsibilities.
- 5.4 The directors review the school's policies and procedures regularly to monitor their responsibilities for safeguarding and welfare, health and safety, including checking that staff have received the correct training to implement these. Since the previous inspection, improvements to staff recruitment checks and their recording ensure that they are appropriately undertaken. Safeguarding is discussed at every board meeting and formally reviewed by the board of directors each year, although the recording of this is limited in detail.

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 highly committed leadership gives clear educational direction to the school, based on a thorough analysis of its strengths and areas for improvement. The senior management team, whose members bring complementary skills to their roles, carries out careful self-evaluation, taking into account the views of staff and parents. This is transferred to a comprehensive development plan, which has enabled many beneficial initiatives to progress successfully, such as the woodland learning environment and the creation of a broad curriculum that fosters curricular links and creativity. Consequently, the aims of the school are well fulfilled; pupils receive an educational experience of high quality so that they achieve well both academically and personally and become enthusiastic learners. Senior leadership staff place a high priority on the pupils' welfare and safeguarding, and so measures to promote pupils' safety and happiness are very effective.
- 5.7 The EYFS is particularly well led by exemplary leadership and management who clearly understand the principles of early years education. In-depth self-evaluation involves all staff and effectively informs the comprehensive development plans for future improvement. This enables the setting continually to build upon the strengths of its excellent provision. Thorough systems for monitoring planning, practice and assessment across the EYFS ensure that the leadership and management have an excellent overview of the provision. Further information is gathered through regular meetings where staff have opportunities to discuss the children in their care with their line manager, as well as their own professional needs. Senior management staff use this information to guide professional development. Since the previous inspection considerable improvements have been made to the high quality setting. The recommendation from the previous inspection has been addressed extremely well. The outdoor areas have been further developed, and now offer paved areas for children to use 'ride on' toys, high quality climbing equipment and many interesting resources that promote active learning. Policies and procedures for welfare, health and safety are implemented meticulously. This helps to ensure that children are kept safe within in a welcoming and interesting environment.
- 5.8 The overall quality of pupils' learning experience is effectively promoted through the organisation of teaching staff from both the EYFS and each year group into teams. They co-ordinate pupils' learning in six identified areas of their development rather than in separate subjects. Each learning area has a clear action plan to ensure continuous improvement. The commitment of all staff to this approach is clear and they work as a strong team, sharing responsibilities conscientiously. Heads of year lead planning to ensure that pupils in parallel classes receive a consistent learning experience. Teaching and learning are monitored very effectively by the leadership through regular reviews of planning and pupils' work. Senior leadership staff carry out formal lesson observations as part of the well-established and rigorous appraisal process that is also linked to external training opportunities. Staff are encouraged to undertake additional training, both in areas they feel would improve their professional practice and to support new curricular initiatives in the development plan, such as a recent drive to improve pupils' writing. The school has undertaken some informal peer review, such as when groups of teachers across year groups filmed themselves teaching and then discussed strong and weaker elements.

However peer observation is not a regular part of staff development in raising the standard of teaching across the school still further.

- 5.9 Policies and procedures are regularly reviewed by the leadership and amendments are communicated to all staff. Since the previous inspection, clear administrative procedures, monitored by the leadership, ensure that checks on new staff are all undertaken in a timely manner. A thorough induction programme, which includes provision of a mentor, ensures that new staff understand their responsibilities and are familiar with key school policies. Staff receive all the required training to enable them to fulfil their responsibilities in welfare, health, safety, and in safeguarding, and records are carefully maintained.
- 5.10 The quality of links with parents is exemplary. In their responses to the pre-inspection questionnaire, the vast majority of parents were exceptionally positive about their experiences of the school. All parents who responded agreed that their children are happy and feel safe whilst at school, and that they are pleased with their children's progress and with the range of the curriculum and extra-curricular activities. Equally, they felt that the school is well led and managed. This was reiterated during discussions with parents, who were unanimous in their praise and support for the school.
- 5.11 In the EYFS, exemplary partnerships with parents and external agencies help to meet the needs of children who require particular intervention. The setting is proactive in adapting its environment and teaching methods in order to meet the needs of children with SEND. Staff have fostered excellent relationships with a variety of specialists, such as speech and language, and occupational therapists. They work closely with them in order to provide a consistent approach to children's learning. Parents are given frequent opportunities to meet with staff to discuss their children's progress, including daily contact in person as well as formal parents' meetings. They visit the classroom to look at work with their children on a termly basis.
- 5.12 The school is highly successful in fulfilling its aims to foster close relationships with parents. Parents appreciate the availability of staff, afforded by the 'open door' policy. This facilitates a continuous two-way flow of information and parents' questions to be answered. The school has an appropriate complaints procedure, details of which are made openly available to parents. Whilst extremely rare, any concerns are dealt with promptly and sensitively, in accordance with the school's published procedure.
- 5.13 Parents are provided with a wide range of opportunities to play a role in their children's education. The leadership actively encourages parents who have the time to become involved. Consequently, parents help out in a myriad of activities, such as cooking and woodland learning. Parents are invited to share in pupils' achievements and special events, and to help enrich the curriculum, for example by talking about their occupations. The class representatives on the Friends of Brookham committee serve as an additional channel of communication as well as organising a wide range of social and fund-raising events. Care is taken to welcome the parents of new pupils into the school community. For example, newsletters are sent regularly to families once a pupil is registered and a member of the committee contacts families to arrange a play date prior to joining.
- 5.14 The school provides an abundance of useful information for the parents of both current and prospective pupils. Its website is easy to navigate and provides all the

required information as well as school news. The school produces numerous publications for parents, such as a weekly newsletter and a range of informative booklets. Parents are also supported through the recently introduced programme of parenting sessions, covering a wide range of useful subjects such as first aid. The caring ethos of the school includes the extended family; for example, the school counsellor is available to provide support for families should there be a need.

- 5.15 Parents are provided with informative reports at the end of the year. Those spoken to during the inspection appreciated the individuality of these detailed documents. Additionally, a profile report produced in the autumn term provides useful information, along with focused targets for each pupil. Parents are provided with further opportunities to discuss their children's achievements through both formal meetings and informal contact with teachers. Teachers accommodate the sometimes busy working lives of parents, who value their frequent availability at the beginning or end of the school day to meet with them.

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