



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

DITCHAM PARK SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Ditcham Park School

Full Name of School	Ditcham Park School
DfE Number	850/6049
Registered Charity Number	285244
Address	Ditcham Park School Ditcham Park Petersfield Hampshire GU31 5RN
Telephone Number	01730 825659
Fax Number	01730 825070
Email Address	info@ditchampark.com
Headteacher	Mr Andrew Rowley
Chair of Governors	Mr Christopher Pickett
Age Range	4 to 16
Total Number of Pupils	355
Gender of Pupils	Mixed (191 boys; 164 girls)
Numbers by Age	4-5 (EYFS): 12 5-11: 136 11-16: 207
Number of Day Pupils	Total: 355
Head of EYFS Setting	Mrs Jane Langdon-Shreeve
EYFS Gender	Mixed
Inspection Dates	05 to 08 May 2015

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in October 2009.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

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

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

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

INSPECTION EVIDENCE

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

Inspectors

Mrs Carole Evans	Reporting Inspector
Mrs Angela Culley	Team Inspector (Head, ISA School)
Mr Richard Biggs	Team Inspector (Head, HMC School)
Mrs Susan Court	Team Inspector (Former Senior Manager, Society of Heads School)
Mrs Kia Jackson	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Ditcham Park School, a co-educational school for pupils aged 4 to 16, was founded in 1976 on its present site on the South Downs near Petersfield. The founder of the school remains a patron. The school has a governing council.
- 1.2 The school aims to provide a happy, stimulating and secure environment conducive to learning and teaching activities where all pupils are known and valued and treated as individuals and promotes positive attitudes of self-discipline and encourages pupils to be responsible members of the school community and society at large. The school also promotes non-denominational Christian values and good behaviour.
- 1.3 The school is centred on a large Victorian house and specialist accommodation is provided in purpose-built accommodation. There has been significant building development since the previous inspection which has included new classrooms. A new head teacher was appointed in 2011 and a new head of juniors was appointed in 2013.
- 1.4 There are currently 355 pupils on roll, 148 of whom are in the juniors, and this number includes those in the Early Years Foundation Stage (EYFS). Pupils come from a wide geographical area and from a variety of social backgrounds. The ethnicity of the school is mainly white British.
- 1.5 The ability profile of the junior pupils is above the national average, with a fairly wide spread of abilities represented. The ability profile of the senior pupils is above the national average with some intakes having a notable proportion of pupils of well above average ability. No pupil has English as an additional language (EAL). The school has identified 79 pupils as having special educational needs and/or disabilities (SEND), all of whom receive learning support. No pupil has a statement of special educational needs.

- 1.6 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 National Curriculum equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Reception	Reception

Juniors

School	NC name
Pre-prep	Year 1
Prep	Year 2
Transition	Year 3
Lower Juniors	Year 4
Middle Juniors	Year 5
Upper Juniors	Year 6

Seniors

School	NC name
Form 1	Year 7
Form 2	Year 8
Form 3	Year 9
Form 4	Year 10
Form 5	Year 11

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is highly successful in its aim to provide a happy, stimulating and secure environment conducive to learning and teaching activities where all pupils are known, valued and treated as individuals. Throughout the school the pupils' achievements and learning are good. Pupils are supported by excellent teaching; they have access to a broad curriculum and they make good progress in their knowledge and skills. The teaching of those pupils with SEND is extremely successful in meeting their needs; they receive excellent support in lessons. The arrangements for the delivery of personal, social health and economic education (PSHE) in the seniors do not allow for the subject to be delivered in sufficient depth. The marking across departments in the seniors is not consistent. The excellent relationships between teachers and pupils and the pupils' enthusiasm for learning are contributory factors to their success. Pupils achieve individual and team successes in a variety of sports and in music and drama examinations.
- 2.2 The pupils' personal development is excellent. Pupils grow into confident and caring young people supported by staff who prioritise their individual needs. Their spiritual, social, moral and cultural awareness is excellent. They are aware of those less fortunate than themselves and support many charities. They willingly accept positions of responsibility and have a strong awareness of the difference between right and wrong. The arrangements for pastoral care are excellent and pupils are encouraged to have a healthy lifestyle. The arrangements for welfare, health and safety are excellent. Pupils are well known to all the staff and they confirm that they feel safe and well supported.
- 2.3 The governance of the school is excellent; governors are committed to the school and have a wide range of expertise. They have an excellent oversight of all areas of the school and have in place detailed procedures for the safeguarding of pupils, reflecting official guidance. The quality of leadership and management including links with parents, carers and guardians is excellent. Senior leadership provide a clear vision for the school that is shared by the staff. Within the EYFS, computer software is not currently used for certain routine administrative tasks. The recommendations from the previous inspection report have been implemented.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure that the arrangements for PSHE in seniors allows for the subject to be delivered in sufficient depth.
2. Improve the consistency of marking across departments in the seniors.
3. In the EYFS reduce the amount of staff time spent on routine administration by using modern technology.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' learning and achievements is good.
- 3.2 Pupils make good progress, in accordance with the aims of the school, and reach high standards in both academic and extra-curricular activities. Work to improve pass rates against the schools targets is progressing.
- 3.3 In the EYFS all children make rapid progress and achieve well in their learning and development. All children reach the expected level of development with the majority of them exceeding these levels. Children communicate exceedingly well. They use a good knowledge of the sounds that letters make to read and have the confidence to use this to write with phonically-logical spellings. They enjoy counting, can write simple addition sentences and enjoy making comparisons in weight and length. The children are highly independent in exploring their surroundings and in choosing their activities. They play imaginatively and creatively and are happy to present their findings to others, confidently and articulately. The challenges offered to the children enable them all to acquire the skills and capacity to develop and learn effectively.
- 3.4 Junior pupils show particularly high levels of literacy over a wide range of genres. Pupils are articulate and speak in class and in larger gatherings with confidence. Pupils enjoy their learning. The junior pupils' ability to apply their knowledge and understanding was evident in many lessons observed. Their ability to apply mathematical and scientific skills is excellent. Pupils enjoy creative work; for example a Year 6 pupil built a large and complex model of a Ferris wheel to his own design.
- 3.5 Senior pupils build on the work done in the juniors. They write clearly and with maturity and express themselves fluently when speaking. Good levels of mathematical and scientific ability are seen across the age and ability range and pupils use information and communication technology (ICT) with confidence in a range of settings such as mathematics and business studies. Year 10 pupils complete a recognised qualification in ICT. Excellent examples of pupils' creative work are seen around the school and in the art gallery.
- 3.6 Pupils attain a good standard in a wide range of activities. In sport, success is particularly evident in individual pursuits such as fencing, swimming, cycling, gymnastics and riding. The Under-14 girls' hockey team are the Hampshire Cup 7s champions. Many pupils enter for and are successful in junior and senior drama examinations, with the majority gaining distinctions. Junior and senior choirs and ensembles have enjoyed success at music festivals, the senior girls' choir recently winning their section in a local competition. Many pupils achieve success in instrumental music examinations. The majority of Year 10 pupils complete the Duke of Edinburgh's Award at Bronze standard and many continue with the Silver Award in Year 11.
- 3.7 Pupils' attainment in the juniors cannot be measured in relation to average performance in national tests but, on the evidence available from lesson observations, discussions with pupils and work scrutiny, it is judged to be excellent.

- 3.8 In the seniors, the following analysis uses the national GCSE data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. Results in GCSE over this period have been above the national average for maintained schools. In 2013, boys results were slightly stronger than those of the girls and were similar to the national average for boys in maintained selective schools. In 2014 the school achieved its highest percentage of A/A* grades.
- 3.9 High levels of attainment in relation to their starting points, together with the evidence from work scrutiny, the school's own analyses, discussions and lesson observations, confirm that pupils of all ages and abilities make good progress overall. Almost all pupils say they are happy with the progress they are making. Pupils with SEND make progress in line with their peers as a result of the support that they receive. Gifted and talented pupils, and those judged to be able, achieve their potential in activities which stretch them and which allow them to work independently. In their pre-inspection responses, pupils said that the school helped them to become independent learners.
- 3.10 Throughout the school, the pupils' attitude to learning is excellent. They engage in activities with relish, show a willingness to question and to reflect, taking an obvious delight in exploring new ideas. Pupils show an obvious pride in their work. They enjoy working collaboratively and contribute to class discussion thoughtfully and with confidence.

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

- 3.11 The contribution of curricular and extra-curricular provision is excellent.
- 3.12 The curriculum supports the school's aim of every child being known and valued and is both inclusive and challenging. The curriculum throughout the school covers all the requisite areas of learning and includes much to expand and inspire pupils' interests and talents whilst also encouraging pupils to develop high expectations and aspirations. Throughout the school the curriculum is wholly suited to the ages and abilities of all pupils, and takes appropriate steps to promote fundamental British values.
- 3.13 The imaginative, creative and stimulating programme in the EYFS is excellent in helping all children to reach at least expected levels of development. Children with SEND are quickly identified and support strategies put in place to ensure they fulfil their potential.
- 3.14 In the juniors, reading, writing and mathematics are emphasised and pupils benefit from access to specialist facilities and subject teaching in physical education, modern foreign languages and creative subjects. In Year 6, some elements of the curriculum are taught by subject specialists from the seniors. In mathematics, pupils are grouped by prior attainment from Year 3, ensuring that every child is challenged and meets their potential with confidence. There is a well-planned scheme of work and dedicated PSHE lessons are taught across the juniors.
- 3.15 In the seniors, pupils in Years 7 to 9 follow a compulsory curriculum which includes modern and Classical languages. Pupils study a wide range of subjects at GCSE with a broad element of choice alongside the compulsory core subjects. Able mathematicians study additional mathematics alongside their other subjects. All pupils complete a recognised ICT qualification at the end of Year 10. There is a PSHE programme in place which includes an introduction to economic matters

through Enterprise Days. The time allocated to this programme does not allow for consistent depth of understanding. Across all age groups pupils identified as having SEND have full access to the curriculum and are well supported in lessons and individual learning support sessions. The careers programme is excellent, ensuring that pupils are extremely well prepared for the next stage of their education. Parents are fully involved throughout the programme.

- 3.16 Pupils throughout the school greatly enjoy the many creative opportunities available through art, design and technology, music and drama. Musical groups flourish and there are several choirs and ensembles. The curriculum provision is further enriched by compulsory residential trips for pupils in Years 4 to 9 with a range of additional residential trips for those in Years 5 to 11. There is an annual music tour to Europe.
- 3.17 There is an excellent range of extra-curricular activities, particularly so in the seniors. Pupils play in competitive matches and other sporting events. Some clubs involve both juniors and seniors, such as mountain biking, which has created its own course in the school grounds. Creative clubs in the juniors such as crochet and decoupage offer younger pupils the chance to develop new skills. In the pre-inspection questionnaire the majority of parents agreed that their children are offered a suitable range of subjects and areas of experience.
- 3.18 The school promotes strong links with the community and this adds positively to pupils' personal development. Pupils from local schools attend various workshops in art and drama and the school frequently makes its facilities available to the local community. School musicians are active in the community and there are strong links with the local sixth-form colleges. Pupils raise impressive sums of money for various charities, the cycle club being worthy of note for their annual sponsored cycle ride to Paris.

3.(c) The contribution of teaching

- 3.19 The contribution of teaching is excellent.
- 3.20 Teaching is effective in promoting progress and supports the aim of the school to provide a happy, stimulating and secure environment conducive to learning through teaching activities where all pupils are known as individuals. Teaching promotes tolerance and respect and is non-partisan in character.
- 3.21 In the EYFS, staff demonstrate a passion for learning which readily engages the children and gives them the confidence to approach new learning with enthusiasm. Planning and assessment are thorough and documented well. High adult to child ratios enable learning to be personalised, enabling all pupils to make rapid progress.
- 3.22 Throughout the school, teaching is well planned with a good range of activities, delivered in a lively way that fosters the interest and enjoyment of pupils. It shows very good time management and is based on an understanding of pupils' needs. The progress of each pupil is carefully tracked and assessment is used to assess their learning and to plan further teaching. In many instances, peer assessment is used to promote pupils' evaluation of their own and each other's work. In the juniors, marking is both informative and consistent with helpful comments. In the seniors, while the best marking gives pupils guidance on how they can improve their work, this is not consistently the case across all departments. At all levels, teaching makes effective use of questioning to monitor progress; in the best example seen, open-ended questions were linked to the lesson's learning objectives.

- 3.23 Teachers display excellent subject knowledge and use a variety of effective methods in which pupils make a significant contribution to their own learning. For example, in an English lesson, pupils in Year 7 worked in mixed ability pairs to write persuasive speeches on the importance of reading, to be delivered to pupils in Year 6 pupils as part of the senior/junior liaison programme. Teaching generally displays an imaginative use of available resources, as in a Year 3 science experiment, where imaginative use was made of everyday materials for an experiment to investigate how water is absorbed through plants.
- 3.24 Teachers throughout the school know their pupils well: relationships between staff and pupils are excellent and teaching is seen as a co-operative venture. Collaborative learning, whether in pairs or small groups, is practised by many teachers. In the pre-inspection questionnaires almost all pupils stated that teachers help them to learn. A few pupils indicated that they did not feel that homework helped them with their learning, but inspectors found the quantity and character of homework to be appropriate. In discussions, pupils were more positive about homework as part of learning.
- 3.25 The teaching of pupils with SEND is highly successful in meeting their needs both within the classroom and in the learning support lessons provided for them. All pupils who receive learning support have an individual education plan which is reviewed on a regular basis. Pupils who are able are offered suitable additional challenges across all subjects.

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 pupils is excellent.
- 4.2 The school is active in promoting the personal development of its pupils, in line with its aim to encourage pupils to be responsible members of the school community and society at large. Pupils' spiritual development is excellent. Senior pupils are confident and emotionally mature; junior pupils grow rapidly in confidence as they become more involved in the school community. Their self-esteem is strengthened by the school's emphasis on valuing each pupil as an individual. Self-confidence is enhanced by the many opportunities provided by the school, as when pupils lead and participate in assemblies.
- 4.3 Pupils' moral development is excellent. In the EYFS children listen attentively and often comment favourably on the work of others. Pupils of all ages have a keen sense of right and wrong, most tellingly seen in their frequently observed and wholly natural support for each other. Respect for the views of other pupils is very evident in lessons and in discussions. The pupils are extremely well behaved, courteous and unfailingly polite. They show great respect for each other and their school. Pupils have an understanding of the civil and criminal law of England.
- 4.4 The social development of pupils is excellent. In the EYFS, children are always willing to share and take turns. In all year groups, the pupils develop excellent social relationships with each other. There is excellent interaction between pupils of all ages and between teachers and pupils. Pupils readily accept the wide range of opportunities offered to them and they take these responsibilities very seriously. Pupils work effectively and happily in groups evident in the many lessons observed that required collaborative work. Relationships between pupils of different ages are strong and supportive. Pupils show a keen awareness of the importance of supporting the wider community and they are encouraged to identify and support charitable causes which they do with a deep-seated conviction that they are working for good. The number and range of charitable activities engaged in by all age groups is excellent. Pupils gain knowledge of the public institutions and services of England, and have a good sense of social, political and economic awareness.
- 4.5 The development of pupils' cultural awareness is excellent. Throughout the school pupils learn to appreciate, respect and value the variety of cultural difference within the world, through lessons, activities and the opportunity to travel. Pupils show mutual respect and tolerance for each other and for the beliefs and faiths of others in the world. Speakers from different faiths visit the school. Pupils benefit from frequent trips to museums, art galleries, theatres and other places of cultural interest both in the UK and abroad.
- 4.6 The school develops in the pupils a proper balance in their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and mutual respect. Pupils developed an appreciation for the British electoral system through a mock election during the inspection visit.
- 4.7 From EYFS through to Year 11 pupils mature into confident, responsible, capable young men and women. They show a willingness to lead and to take responsibility. They are mutually supportive of, and show respect for each other. Most continue to

sixth-form colleges or independent selective schools' sixth forms. Recently-left alumni are regularly invited back to tell the school of their successes.

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

- 4.8 The quality of pastoral care is excellent.
- 4.9 The school is highly successful in meeting its aim to ensure that every child is known and valued. The excellent relationships between pupils and also between staff and pupils build a strong community spirit where the vast majority of pupils choose to continue their education from EYFS through to Year 11 because they are happy and feel valued. Pupils say they feel safe and know what to do if they are worried or concerned. Those interviewed confirmed they have a choice of adults to whom they would turn if they needed help or support. In the EYFS, children are well cared for in a nurturing environment. They feel safe and secure and relate well to all staff members including their key worker. Daily routines are well-established adding to the children's feelings of security and self-assurance. In all areas of the school, there is a genuine atmosphere of support and care. All parents responding to the pre-inspection questionnaire agreed that their child is well looked after.
- 4.10 Since the previous inspection the school has appointed a senior member of staff to be responsible for pastoral care, which meets the recommendation from the previous report. The pastoral structure is clear and fully understood by pupils.
- 4.11 Pupils of all ages have a clear understanding of what constitutes a healthy lifestyle. The school provides freshly prepared and nutritious lunches which include a range of healthy options and choices. Children in the EYFS understand the meaning of a healthy lifestyle and diet and thoroughly enjoy their healthy snacks at break. They are all independent in managing their own hygiene and personal needs. Opportunities for regular exercise are many and varied across the school, in sport, PE lessons and extra-curricular activities. Pupils are encouraged to use the outdoor areas at break and lunchtime.
- 4.12 The school has comprehensive arrangements to promote good behaviour and to combat discrimination and bullying. Expectations of behaviour are very high as seen throughout the school. Pupils indicate that on the rare occasions when bullying occurs, it is resolved with immediate effect. Pupils are taught how to deal with any harassment or bullying including cyber-bullying.
- 4.13 In response to the pre-inspection questionnaire a few pupils indicated that the school did not ask for their opinions or respond to them. However the inspection found that good structures are in place, in both juniors and seniors, for their views to be heard and initiatives suggested by the pupils have been implemented. For example new bag racks and water fountains have been installed. A few pupils also felt that teachers were not always consistent in the way in which they applied rewards and sanctions. Inspectors looked carefully at relevant records and found that school procedures were carefully followed.
- 4.14 The school has a suitable accessibility plan which is regularly reviewed.

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 Throughout the school, the pupils' welfare is promoted effectively, the protection of children is carefully ensured and safeguarding arrangements have regard to official guidance. All staff receive regular training in this area at the appropriate level. The governor with designated oversight of child protection offers good support to the designated safeguarding leads.
- 4.17 The school has a comprehensive health and safety policy and takes all measures to reduce risk from fire and other hazards. Regular fire drills are held and members of staff receive appropriate fire awareness training. Thorough induction programmes for new staff include training in health and safety procedures, while the health and safety committee, which includes a governor, is vigilant in identifying changes in risk in the school.
- 4.18 Comprehensive risk assessments ensure that the safety of the pupils and the whole school community is a priority. Risk assessments are undertaken for both internal and external school activities, including day trips and residential visits.
- 4.19 There is good provision for children who are ill or injured. Many staff are trained in first aid and this training is regularly updated. In the EYFS, staff have received paediatric first-aid training. First-aid boxes are located around the site and are well maintained. The first-aid policy is clear and comprehensive. The school keeps thorough and systematic records of any accidents.
- 4.20 Admission and attendance registers are appropriately maintained and stored for the required amount of time.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The excellent oversight, challenge and stimulus provided by the governors enable the school to achieve its aims.
- 5.3 All members of the governing council are highly committed to the school. They come from a range of professional backgrounds and their shared expertise contributes on a regular basis to the development of the school. An induction programme for new governors makes sure that they understand their role, while training keeps all governors updated.
- 5.4 Governors provide effective oversight of the school and discharge the responsibilities vested in them. They manage the school resources prudently enabling them to invest in buildings and resources and in high-quality staff.
- 5.5 Governors are linked to members of the senior management team and this gives them an insight into the working of the school. Effective support for the EYFS is provided through a designated governor. Governors make a highly effective contribution to the strategic development plan. A committee structure, reporting to the main council, allows detailed scrutiny of various parts of the school. All academic matters are considered by the whole governing council which meets five times a year and hears presentations from school staff to remain abreast of academic and other developments. Some members of the governing council are linked to specific departments and this is currently being developed further. The governors give generously of their time and support a large number of school functions and activities.
- 5.6 Governors are extremely effective in discharging their responsibilities for safeguarding and welfare health and safety. As a body they undertake an annual review of all school policies including safeguarding arrangements, with a named governor taking the lead in this area.

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

- 5.7 The quality of leadership and management including links with parents, carers and guardians is excellent.
- 5.8 The leadership and management of the school ensure that the aims of the school are achieved with great success and promote the pupils achievements, personal development and care. Senior staff form an open and effective team with strong working relationships, and enjoy the confidence of the staff.
- 5.9 In the juniors, including EYFS, management provides excellent leadership where routines and procedures are well planned. In the EYFS educational programmes are well monitored and staff use good systems for self-evaluation which enable them to identify priorities and find new ways to set challenges for both the children and themselves. Staff are well supported in their continuing professional development.

In the EYFS, too much time is spent on routine administrative tasks such as the completion of assessment data.

- 5.10 The senior management team provides a strong vision for the school, underpinned by the implementation of comprehensive policies that reflect the most recent guidance, together with high expectations of staff and pupils. The school has a clearly articulated development plan to which all staff contribute. Staff feel that their opinions and contributions to planning are valued.
- 5.11 Senior and middle managers play a key role in the school's work in academic and pastoral areas, monitoring appropriately the work of departments and staff and participating in a bi-annual review of staff within departments. Within the EYFS, there are proper arrangements for the support and development of staff. Individual professional development is encouraged and many staff attend courses to extend their knowledge and thus enhance their practice. This process involves the setting of targets and also defines any staff training needs. Links between junior subject co-ordinators and senior staff are very well developed, ensuring a consistency of experience for pupils as they move through the school. The management of support staff is highly effective as is the management of the estate.
- 5.12 The school is successful in appointing and retaining high quality staff. All required checks are carried out and recorded in a suitable centralised register. Appropriate induction arrangements are in place and all staff are aware of their safeguarding responsibilities and receive comprehensive training in matters relating to welfare health and safety.
- 5.13 Links with parents, carers and guardians are excellent. The school is excellent in maintaining communication with parents in accordance with its aims to communicate effectively with its parents and encourage support and close co-operation between home and school. Reports are issued regularly, they are positive, supportive and informative, many of them offering advice to pupils on how to improve their learning. In the EYFS, the excellent partnerships with parents, allow for early support to be provided for a child if required. In the pre-inspection questionnaire an overwhelming majority of parents indicated that they are satisfied with the quality of communication with the school, the information provided, and the timely response to their questions. The school handles all concerns with care in accordance with its published procedures; it records all concerns and any action taken meticulously.
- 5.14 Parents have excellent and wide-ranging opportunities to be actively involved in the work and progress of their children. These include formal parent-teacher consultation evenings and the many curriculum meetings throughout the school, especially at key transition stages for their children. Detailed and informative curriculum booklets help them to share their children's learning. Parents feel welcome at the school and strongly agree that the school encourages them to be involved in events and other aspects of the school. Teachers encourage parents to contact them through email if they have any queries. Many parents are actively involved in the school through the official school parent group called 'Friends of Ditcham Park School', which organises and runs a range of outstanding events for the school community each year, strengthening the family community and raising funds to help support school initiatives and improvements. Parents are also regularly involved in supporting at games fixtures, playing an active part in the careers programme, helping at plays and concerts or with school trips, clubs or activities.

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