



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
RED BALLOON LEARNER CENTRE**

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Red Balloon Learner Centre

Full Name of School	Red Balloon Learner Centre
DfE Number	873/6024
Registered Charity Number	1070224
Address	Red Balloon Learner Centre Herbert House 57 Warkworth Terrace Parkside Cambridge Cambridgeshire CB1 1EE England
Telephone Number	01223 357714
Email Address	jessica.lechner@cambridge.rblc.org.uk
Coordinator	Ms Jessica Lechner
Proprietor	Dr Caroline Herbert
Age Range	11 to 16
Total Number of Pupils	16
Gender of Pupils	Mixed (9 boys; 7 girls)
Inspection Dates	17 Nov 2015 to 20 Nov 2015

PREFACE

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.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

This is the school's first inspection by ISI. It was last inspected by Ofsted in March 2011.

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

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 children aged under two), 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 trustees, checked the take-up and scope of the extra-curricular activities that occurred during the inspection period, and attended registration sessions. 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 Ruth McFarlane

Reporting Inspector

Mrs Joanne Stone-Williams

Team inspector (Former Assistant Head, ISA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Red Balloon Learner Centre is an independent, co-educational and special day school for secondary-age pupils who have experienced severe bullying and whose education has suffered in their previous schools.
- 1.2 The centre is located in a terraced house in a residential street in Cambridge. It opened in 1996 as the first of a number of similar centres established nationally by the educational charity, The Red Balloon Group. The charity was founded by its current president, who is also the registered proprietor of the school. She is supported by a local group of trustees, led by a chair of trustees. The trustees carry out all the functions of governance.
- 1.3 The centre's aim is to support the recovery of bullied or otherwise traumatised pupils, in order that they can return to mainstream education, further education or employment.
- 1.4 There is a high turn-over of pupils. Pupils come from a variety of ethnic and economic backgrounds. None speak English as an additional language. Most live a considerable distance away in Cambridgeshire or Norfolk. Currently, there are 16 pupils (7 boys and 9 girls) on roll, aged from 14 to 16. Full-time education is provided on an individual and small-group basis for 14 of the pupils, and on a part-time basis for two pupils.
- 1.5 The ability profile of pupils is well below the national average. Many have missed extensive periods of schooling. All have special educational needs and/or disabilities (SEND) and the school exists to support their special needs. These are mostly social, emotional and mental health needs, but there are also pupils who, in addition, have attention deficit hyperactivity disorder, autism spectrum disorders or Asperger's syndrome. Thirteen of the pupils have statements of special educational needs or an education, health and care (EHC) plan.
- 1.6 National curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils' achievement is excellent because Red Balloon Learner Centre is highly successful in meeting its aims to support the recovery of pupils whose previous school experiences have been troubled and disrupted. Teaching is highly effective. The excellent curriculum is carefully negotiated with pupils and tailored to each individual. As a result, most pupils, when they leave Year 11, or return to mainstream education earlier, are well on the way to achieving their potential. The curriculum is fully supported by a good range of trips and visits that link with the community and deeply enrich and enhance pupils' experiences. In recent years, standards attained in GCSE have been broadly average. For pupils who have in many cases missed several years of secondary education, this is a major achievement. Pupils show exemplary attitudes to learning. As a result, their skills, knowledge and understanding develop extremely well in relation to each individual's ability and their point in recovery.
- 2.2 Pupils' personal development is excellent. This reflects the very high-quality pastoral care they receive. The school's mantra of 'unconditional positive regard', ensures all are valued. Behaviour is excellent because the restorative justice system, where misdemeanours are discussed with all concerned, works to great effect to help pupils recover, to understand their responsibilities and to respect each other's rights, views and opinions. Welfare, health and safety are good overall. Thorough checks are carried out to mitigate health and safety issues. Some of the school's published statutory policies were out of date at the time of the inspection, although up to date versions had been prepared. The school acted with alacrity to rectify this shortcoming. All the new policies are implemented well.
- 2.3 Leadership and management at all levels are excellent and ensure that the school is a calm, safe haven and a nurturing place to learn. Staff are knowledgeable and caring. Progress on the recommendations of the previous inspection has been excellent. New elements of senior and middle leadership have considerably strengthened the checks made on pupils' academic progress and their personal skills. School self-evaluation is not yet comprehensive or linked effectively to development planning. Day-to-day running of the school is highly effective and policies are implemented thoroughly and conscientiously by staff. Governance overall is good. The officers of the trust and the trustees support and challenge the school effectively. Trustees have recently improved their knowledge of statutory requirements and were in the process of approving new and suitable policies immediately prior to the inspection. Parents are highly supportive of the school and praise all that it does.

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) Recommendation for further improvement

2.5 The school is advised to make the following improvement.

1. Develop more comprehensive self-evaluation that links more clearly to the plans for school development.

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 Pupils' levels of knowledge, understanding and skills in curriculum subjects are often well below average when they enter the school, because of missed education and their specific learning needs. Recovery is rapid, due to excellent teaching and care. As soon as their personal skills enable them to learn academically, pupils' speaking and listening skills develop strongly and pupils read with increasing confidence, interest and enthusiasm. Many can explain themselves cogently and logically. Pupils apply their numeracy skills diligently, for example in working out how much income tax they would need to contribute, from exemplar salaries. They develop accuracy. They can reason for themselves as to whether their answer seems accurate and rework when necessary, without prompting. Pupils write imaginatively, both factually and creatively, taking meticulous care over their work. Physical development is good, built up through a regular physical education and games programme in outside venues. Pupils develop good ICT, technological and science skills. They much enjoy, and achieve well in, music, drama and art.
- 3.3 Outside the classroom, pupils' achievements in both group and individual activities, devised to enhance their personal skills, meet with great success. Small individual successes represent excellent achievement in terms of increased self-confidence and ability to join in. Many find organisation of themselves, and of their work, a considerable challenge. By the time they leave, they have a good range of such skills. Many successfully return to mainstream education, and others leave Year 11 with a clutch of GCSEs and move on to college or employment.
- 3.4 The excellent support pupils receive for their learning enables pupils with more complex and serious special educational needs to make excellent progress and achieve standards that fully reflect their potential. This level of support also fully exploits and develops the skills of the most-able pupils.
- 3.5 The following analysis uses the national data for 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. Despite what are often exceptionally low starting points, most pupils are able to take some GCSEs after the very short time they have attended the school. Pupils' results in GCSE have been similar to the national average for maintained secondary schools, and occasionally, above that average. The results for 2015 are similar. This level of attainment, judged in part by the individual GCSE results, but also, judged by scrutiny of pupils' work, observation of lessons, school data and discussions with pupils and staff, shows that pupils make excellent progress, relative to the average for pupils of similar ability.
- 3.6 Pupils show hugely positive attitudes, both to the school and to their work and learning. Their attitudes to learning are exemplary. They work very hard towards recovery from their previous troubled experiences, and towards restoring their positive attitudes towards full-time education, in strong fulfilment of the school aims. Their behaviour in the classroom responds to the nurturing care of the teachers and fully supports their overall achievement. Most are willing to persevere when the work is more difficult. They focus and put forward their own ideas with increasing confidence. They have an empathy and understanding of their own and one

another's difficulties and work exceptionally hard, co-operatively and individually, to overcome them.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The curriculum fully supports the school's aims to restore pupils' access to education. Parents and pupils expressed strong support for all the school offers, in the pre-inspection questionnaires.
- 3.9 Provision successfully meets the individual needs of pupils with these particular aspects of SEND. Each individual has a highly flexible, broad, balanced, and negotiated programme, that is reviewed every half-term. There is a focus on literacy and numeracy and all the required subject areas are included. Careful track is kept of each pupil's programme. New overall curriculum leadership has considerably strengthened these checks, in response to a recommendation of the previous inspection.
- 3.10 The school is excellent at restoring pupils' faith and confidence in learning. Although many enter the school feeling unable to tackle learning a modern foreign language, through encouragement and the willingness of the school to find a way into learning for their pupils, a wide range of individually chosen languages are taught, including, from time to time, French, German, Spanish, Russian and Japanese. The more-able pupils are provided with an excellent range of individual work at a challenging level.
- 3.11 The programme for personal, social and health and economics education (PSHEE) is excellent. In the coverage of political issues, there is balanced presentation of opposing views in both curricular and extra-curricular activities. For example, if videos shown appear to suggest bias, the teacher immediately balances the view. The work to actively promote fundamental British values is well-thought out and is evident in a wide range of subjects and activities. The 'Readiness to Learn' programme thoroughly assesses pupils' personal progress, including attendance, participation in outdoor activities and relationships and attitudes in class. Pupils are proud of their individual folders in which this 'personal skills' progress is charted.
- 3.12 Careers education is a strong element of the provision, through individual and group discussions about future educational and employment opportunities. Pupils are accompanied to open days at colleges and sixth form. The 'Life Skills' programme prepares pupils thoroughly for applications for jobs or college places. There are sessions on interview techniques and skills, with mock interviews. Guidance on economic health is also provided, such as how to manage finances: how to open a bank account, apply for a loan or mortgage and manage a budget.
- 3.13 The strong 'co-curricular' enrichment programme enhances pupils' personal and life skills and develops their independence and confidence. Many activities link with the local and wider community and include visits to museums and art galleries, ice-skating and the cinema, and courses on first aid and food safety. Pupils benefit from visits from inspirational speakers, such as a former international horse-rider who, having been paralysed in a riding accident, trained herself to walk again and complete the London Marathon. The annual residential visit to an outdoor activity school is much enjoyed. Pupils have participated in an outreach project with a local primary school during anti-bullying week, visiting the school and talking about their previous experiences. Links are also established with local charitable institutions who work with young people with similar experiences and difficulties.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent.
- 3.15 Parents' and pupils' responses to the questionnaire show very strong support for the teaching. Pupils' excellent levels of achievement are reached largely as a result of expert individual attention in lessons and the staff's detailed and expert knowledge of their pupils. Teaching is carefully tailored to encourage pupils to communicate. Relationships are strong and there is an atmosphere of tolerance and respect through the closely-held view that all adults and pupils are entitled to unconditional positive regard. This contributes considerably to pupils' developing self-confidence and oracy.
- 3.16 Teachers' questioning is particularly effective in extending pupils' learning. For example, in history, questions, about what kind of fabric a tepee is made of, elicited excellent responses explaining why it was made to wrap up and travel easily, due to the North American Indians' nomadic life-style.
- 3.17 Teaching fulfils thoroughly all the provisions set out in the formal statements of special educational needs and the education, health and care plans. Teachers' subject knowledge, both of their academic subject and their pupils' difficulties, is excellent. Teaching recognises and responds to all the different types of SEND evident, as well as showing clear understanding of the trauma pupils have been through and their tentative steps back into school. Lesson planning has strengthened through improved schemes of work, in response to a recommendation of the previous inspection. Excellent individual educational plans are provided for each pupil. These are fully in use to develop pupils' learning. Those with statements of special educational needs or education, health and care plans receive the same, meticulous attention as others, with challenging targets that are regularly and carefully checked to ensure best possible progress.
- 3.18 Teachers have very high expectations of their pupils. Marking of work is on an individual, often verbal, basis. As a result, pupils are very clear about what they are working towards. Guidance is always warm and encouraging and leads to prompt improvements in pupils' work. Teaching is particularly effective when methods include a multisensory approach and constantly support and challenge pupils to extend their learning. Teachers use the available resources well to support their pupil's learning and technology. Computers, for example, are used fully to provide stimulus and wider sensory experience. Therapists and counsellors enhance the teaching through regular individual sessions.
- 3.19 Assessment recording and tracking within individual subjects is increasingly well developed so that teachers and management can assess the effectiveness of their implementation of the curriculum. Staff are increasingly keen to make full use of the new tracking procedures which work exceptionally well to ensure pupils maintain their high levels of progress.
- 3.20 The excellent teaching includes gentle and sensitive interactions between teachers and pupils. Pupils' enjoyment and interest is fostered and is particularly evident when teachers include a practical aspect such as artwork, cooking and science experiments. Tasks are devised to promote pupils' excellent attitude to learning and offer thought-provoking challenge for all levels of ability, including the more-able pupils.

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 high standards of personal development, that pupils show, fully reflect the school's nurturing ethos. Parents and pupils are full of praise for the school's work in this regard.
- 4.3 Pupils respond wholeheartedly to the school's active promotion of fundamental British values. Pupils asked about their understanding of democracy, justice, the rule of law, individual liberty and respect for other cultures and beliefs were united in their view that these values are 'embedded into the fibre of our school'. They could quote examples of their experiences and understanding in this regard from their work in subjects such as ethics, history, English, life skills and in the PSHEE sessions.
- 4.4 Pupils' spiritual development is excellent. The ethos that every individual is unique and valued and that all adults and pupils in school demonstrate their respect for each other, makes a significant positive impact on pupils' spiritual development. The change from their previous lack of self-esteem is rapid and significant. Pupils are deeply thoughtful about the non-material side of life; they are courteous, confident young people who are significantly more self-aware and emotionally mature by the time they leave.
- 4.5 Pupils' moral development is excellent. The restorative justice practised in school helps pupils develop a very strong moral code and results in the pupils' very clear understanding of right and wrong. Pupils and staff create an orderly, calm, friendly atmosphere. Pupils develop clear awareness of the criminal and civil law in England and have an excellent awareness of ethical issues. They voice their opinions confidently, in lessons and elsewhere. For example, during a discussion in an ethics lesson on, 'Why do good people sometimes do bad things?', they explored maturely the possible impact of radicalisation and extremism.
- 4.6 The pupils' social awareness is highly developed. They show initiative, and make relevant suggestions as to how they can help others. Pupils understand what citizenship is and they have learned about British institutions through the PSHEE programme. A visit to the House of Lords increased their understanding of the British political system and parliament. Social skills develop exceptionally well through weekly 'circle time' sessions, in which their personal thoughts can be expressed and discussed, and the life skills programme, that includes understanding what is required to develop and sustain healthy relationships with other people.
- 4.7 Pupils show excellent cultural awareness in discussion, for example, about contemporary news events. They show well-developed tolerance and respect in discussing different cultural beliefs and ethnicities and people with disabilities. They show particularly strong understanding and tolerance of each other's sensitivities and difficulties. They understand the importance of ensuring that they do not discriminate against others. They show strong empathy with Western cultural traditions through music and an understanding of characters in literature from different social, historical and cultural backgrounds, for example, the expectations of marriage in Elizabethan times, in Shakespeare's '*Much Ado about Nothing*' and '*The Taming of the Shrew*'. Cultural knowledge is also enhanced by regular visits to museums, the theatre, and the cinema.

- 4.8 By the time they leave the school, pupils' progress in their personal development is excellent. They are unfailingly courteous and welcoming to visitors as well as showing consideration towards each other.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 Parents who responded to the pre-inspection questionnaire were profuse in their praise of the school's care and support for their children. A typical comment was, 'All aspects of the school's provisions are amazing, the staff are caring and go out of their way every day to make my child feel cared for, appreciated and supported.'
- 4.11 Staff provide excellent support and guidance for pupils, under excellent leadership. The system enables the sharing of all nuances of pupils' feelings in the bid to fulfil the school aims to get pupils confidently back on track. Staff are outstanding role models for the school's policy of positive regard, to which all pupils fully adhere. As a result of the excellent pastoral care and guidance, pupils have very positive and respectful relationships with the adults and with each other. A pupil commented: 'The adults all care and the school helps us to grow as people.'
- 4.12 Lunch is a happy communal social occasion, staff and pupils together. Pupils are encouraged to develop healthy eating habits, choosing from the wide variety of nutritious, home cooked food. There are several weekly opportunities for pupils to take exercise through a variety of physical activities.
- 4.13 The care provided enables pupils to feel completely safe and happy in school and new pupils soon feel at home. The school is excellent at promoting good behaviour. There is a clear anti-bullying policy and the pupils feel confident that if there was an issue of bullying, it would will be dealt with swiftly and conclusively.
- 4.14 The school has a suitable plan to improve the educational access for pupils with special educational needs and/or disabilities.
- 4.15 The culture in the school is one of ready sharing of opinions. Pupils know that their views are respected and are also actively sought at the weekly 'circle time'. Suggestions, such as menu choices, are often taken up very quickly.

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

- 4.16 The arrangements for welfare, health and safety are good.
- 4.17 While a number of required policies were under review prior to inspection, all have now been updated and published. All the policies, including that for child protection and safeguarding, are thoroughly and effectively implemented. The safeguarding policy and procedures fully reflect the latest guidance and are appropriately enhanced to protect the particular pupil profile that is on roll. All staff are trained in the latest advice for child protection and at the appropriate levels for their roles, and at the required intervals.
- 4.18 The school has excellent arrangements for reducing risk from fire and other hazards. Fire training for staff is extensive. Regular fire drills are held and carefully recorded, and these are followed by discussion with pupils to ascertain their views and suggest improvements.
- 4.19 The health and safety policy and associated first aid policy were recently reviewed and are effective. A risk assessment policy describes procedures with which risk assessments are carried out, and the many that were checked during the inspection fully meet requirements to mitigate risk for all aspects of school life and also cover visits to outside venues.
- 4.20 The provision made for pupils who are ill or injured is adequate with due regard for pupils with SEND. Pupils' many medical or other needs are known to staff. First aid boxes are located around the school and are well maintained.
- 4.21 The admission registers and attendance registers are correctly completed and suitably stored for the required period. Good checks are made by office staff if a pupil is unexpectedly absent.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of the governance of the school is good.
- 5.2 The proprietor is supported by a strong group of trustees. This group, under a chair of trustees, attend well to the full range of governance functions and are appropriately involved with the work of the school, monitoring its day-to-day practice through visits and reports. Through this they provide strong support and challenge and they are focused on growth and development, both of the school and of their own roles. Recent allocated responsibilities to individual trustees enable their various skills to be exploited effectively to the benefit of the school.
- 5.3 The officers of the charity, who are employed as expert leads, in education for example, and the trustees, show passion for fulfilling the aims of the school. They readily seek specialist advice when necessary to cover legal and financial requirements. They maintain good oversight and discharge their responsibilities well. They can comment knowledgeably on educational provision and they make appropriate investment in staff and material resources.
- 5.4 The trustees take seriously their responsibilities for child protection, welfare, and health and safety throughout the school. There is a systematic approach to reviewing areas of regulatory compliance and a clear audit trail. This shows the annual full review of the safeguarding policy. However, at the time of the inspection, some of the published policies were out of date, including the safeguarding policy. The school was aware of this and had already reviewed these policies but had not made the new versions available to parents. This shortfall was dealt with speedily so that all are now readily available and all meet requirements, especially those for safeguarding and child protection, health and safety and risk.

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

- 5.5 The quality of the leadership and management of the school is excellent.
- 5.6 Leadership and management is highly effective at all levels. A clear direction is articulated and supported by all the staff. The school's values encourage democracy that all staff and pupils share. The ethos, promulgated strongly among all trustees, staff, parents and pupils, is based on tolerance and respect for others. Staff work tirelessly to enable the school to fully meet its aims. As a result, pupils' continuing excellent personal and academic development is assured. Policies which are provided through the trustees and office of the trust are carefully and thoroughly implemented, including those for safeguarding and child protection.
- 5.7 Excellent progress has been made on the recommendations of the previous inspection. This means that schemes of work and planning have much improved and the system for tracking pupils' academic progress is robust.
- 5.8 Planning for development is good and is carefully focused on pupils' progress. Regular reviews of the priorities for development mean that progress is regularly measured. The school's self-evaluation is not as good. It is not comprehensive in

evaluating all aspects of the school's work or taking all views into account. This means it is not as helpful as it could be in identifying priorities for development.

- 5.9 The school takes care to select staff who support the school's ethos and understand the significant learning needs of its pupils. Training is excellent and ensures that all staff have the right expertise. Senior managers are careful to ensure that those working with pupils, including governors and volunteers, are suitably checked through appropriate recruitment procedures. The centralised register is kept carefully and accurately. Pre-appointment checks on staff are carried out correctly and recorded appropriately. All staff, including those who have recently been appointed, are appropriately trained in safeguarding and child protection procedures and in welfare, health and safety.
- 5.10 The school's appraisal system is robust and there is a good system in place for the effective appraisal of the coordinator. New middle leaders and subject leaders have been appointed who have made an excellent start on managing teaching and learning. Their role in monitoring the work of the school and the standards that pupils achieve is developing successfully and rapidly. Teachers and non-teaching staff all make an important and valued contribution to pupils' welfare and learning.
- 5.11 In their responses to the questionnaire, parents were overwhelmingly positive about the work of the school. All aspects received a strongly positive response. Parents are exceptionally satisfied with all aspects of education, support and communication with the school. There are warm and constructive relationships between parents and the school. All are united in appreciation of all the school is doing to assist their child. Parents' responses in the questionnaire were all effusive in their belief that the school fully meets its aims.
- 5.12 The school has a clear and appropriate complaints policy and any concerns are promptly addressed. Parents appreciate the welcoming response they receive to each and every contact they make with the school. They are involved in events and school life, and willingly take part.
- 5.13 Prospective parents are fully informed about the support their children will receive. Current parents are kept well informed about their child's progress through regular parents' evenings and written reports, which identify clear targets for improvement. Parents have regular contact with staff to review learning plans and targets.

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