

**INDEPENDENT SCHOOLS INSPECTORATE
(ISI)**

ACCREDITATION INSPECTION OF

(FARADAY SCHOOL)

INDEPENDENT SCHOOLS INSPECTORATE

ACCREDITATION INSPECTION REPORT ON

(Faraday School)

Full Name of School/College	Faraday School
DfE Number	211/6397
Address	Trinity Buoy Wharf 64 Orchard Place London E14 0JW
Telephone Number	020 7719 9342
Fax Number	020 3397 3179
Email Address	Head@faradayschool.co.uk
Headteacher	Mr Martin McElhone
Proprietor	Mr Robert Whelan
Age Range	4-11
Total Number of Pupils	34
Gender of Pupils	Mixed
Type of School	Day
Day or Boarding	Day
Inspection Date	21st October 2011

1. INTRODUCTION

Context of the Inspection

- 1.1 This inspection was carried out to assess the school for accreditation for membership of the Independent Schools Association. The school was last inspected by Ofsted in June 2009. At that time the evaluation was that ‘Faraday School has made a flying start and successfully meets its aims. The quality of education is outstanding. Through the use of a good curriculum and outstanding teaching, the children make outstanding progress, including those in the Early Years Foundation Stage, where the overall effectiveness is outstanding. The children’s spiritual, moral, social and cultural development and their behaviour, welfare, health and safety are outstanding, and the school has robust procedures for safeguarding.’
- 1.2 This accreditation inspection was carried out by one inspector during one day. As a preliminary to it, evidence was considered from general school documentation and regulatory policies.
- 1.3 During the visit, meetings were held with the headteacher, chief executive of the New Model School Company and staff. A full tour of the school, brief work scrutiny and the opportunity to meet, and talk, with parents was taken. Teaching and learning was observed during the day. Feedback was provided to the school.

Characteristics of the School

- 1.4 Faraday School is an independent primary school for children aged from 4 to 11. It was registered in September 2009. The school is housed in former office premises of Trinity House at the historic Trinity Buoy Wharf in the Docklands area of London. The school is owned and managed and run by The New Model School Company. The headteacher has been in post since January 2011. The school aims to make high quality primary education available to as many children as possible and to ensure that pupils acquire the skills, knowledge and habits of mind that will allow them to fulfil their potential, and so grow towards maturity and self-confidence.’ There are currently thirty-four children, nineteen of whom are in the Early Years Foundation Stage and fifteen in Years 1 to 4. Three pupils have been identified as having SEND (Special Educational Needs and Disabilities). No pupils receive support for English as an additional language. One in three pupils come from an ethnic minority background and the school welcomes pupils from all backgrounds and abilities and from a wide geographical area. The school is academically unselective. The ability profile of the school is above the national average although the range of abilities is wide.

2. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

(a) The quality of the pupils’ achievements and their learning, attitudes and basic skills

- 2.1 The pupils’ overall achievement is excellent. Through a broad range of diverse experiences, pupils develop their knowledge, skills and understanding, fulfilling the aims of the school to encourage all to develop their talents as fully as possible. Pupils are articulate from the earliest ages using their well developed reasoning skills to respond thoughtfully to questions. Their listening, and creative skills are strong and they use their numeracy skills exceptionally well as they buy and sell from their own ‘restaurants.’ Information and communication technology (ICT) skills are now used appropriately across a range of subjects. Their language skills are developed highly effectively from an early age. Pupils work hard and

enjoy participating in a wide range of activities including Spanish, drama, art, music and sport, all of which contribute strongly to their excellent personal development.

- 2.2 Pupils' attainment cannot be measured in relation to average performance against national tests but, on the evidence available, it is judged to be good in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make good progress for their ages and capabilities supported by the breadth of the curriculum and the high standards of teaching. The pupils' achievement is supported by their exemplary behaviour and attitudes to learning. They concentrate well from an early age and show great interest and enthusiasm in their learning. They work very well collaboratively and show great enjoyment, energetic application and perseverance.

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

- 3.1 The good curriculum offers a balanced range of subjects that meets all pupils' needs. In particular, the opportunity for all pupils to study French as a timetabled subject from the EYFS onwards and other languages as extra-curricular activities support the pupils' self-expression and personal development. The school has clear procedures to effectively support pupils with SEND and those who are gifted and talented. The planning of subjects is systematic and promotes appropriate coverage of academic content and clearly identifies the needs of different groups. Personal, social and health education (PSHE) gives pupils insight into moral and ethical matters. The extra curricular programme is excellent from a wealth of clubs after school to a range of educational visits from the earliest age; including a recent trip across the river to see 'Dinosaurs unleashed' and a half termly trip to the library. Excellent links are made with groups in the local community and the children benefit strongly from the wharf location, which provides many diverse and interesting learning opportunities.

(c) The contribution of teaching

- 2.3 The quality of teaching is excellent and makes an outstanding contribution to pupils' achievement. Lessons are thoroughly planned with clear objectives and a sequence of activities, which secure and maintain the pupils' interest. Teaching methods are excellent with a variety of resources being used to ensure the high levels of interest and application by the pupils. Teachers are supportive and encouraging, and use praise well. Marking is helpful and supportive. The pupils' academic performance is closely monitored and the information collected is used fully to further develop the learning experience of the pupils.

3. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

(a) The spiritual, moral, social and cultural development of the pupils

- 3.2 The pupils' personal development is excellent and a strength of the school, fulfilling its aims. A strong spiritual understanding is fostered in assemblies, religious studies and PSHE. The ethos of the school enables self-confidence to flourish. Parents, staff and pupils feel that the school is friendly and has a strong family feel. Moral and social development are excellent; throughout the school, pupils understand what constitutes acceptable behaviour and they respect the school rules, as reflected in their exemplary behaviour both in and out of the classroom. They demonstrate courtesy to each other and to the staff. Rewards for good behaviour are given to pupils who have shown qualities of kindness and care towards others, for example, helping others settle in. Pupils have a good understanding of those less fortunate than themselves through their regular support of a variety of charities. Pupils' thorough

knowledge of their own and other cultures is supported through the range of different cultural backgrounds amongst their peers, the setting of the school and through art, religious studies and educational visits.

(b) The contribution of arrangements for pastoral care, welfare, health and safety

- 3.3 The quality of pastoral care and of the welfare, health and safety of pupils is excellent. Clear systems, training and policies, including those for safeguarding and the prevention of bullying, support the excellent pastoral care provided by all staff, and are well managed and monitored. The ethos of the school enables self-confidence to flourish. Pupils understand what constitutes acceptable and unacceptable behaviour and respect the school rules as reflected in their exemplary behaviour. They demonstrate mutual courtesy to each other, and to staff. Risk assessments are completed for all relevant areas of school life, and all measures have been taken to reduce the risk from fire and other hazards. Admission and attendance registers are properly maintained. Appropriate medical arrangements are in place for those who are unwell. Pupils have a strong understanding of the requirements for leading a healthy lifestyle, through the many opportunities provided for sporting activities; from the extensive use of the rooftop playground to the regular visits to the park.

4. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

(a) The quality of governance

- 4.2 Governance is excellent and is provided by the proprietor and board of the new model company. It is very effective in setting and securing appropriate aims and values for the school and leads to excellent oversight of the school's work. The board brings a wide range of skills to their role and strategic and financial planning is exceptionally strong, as is evident in development planning and the good provision of human and material resources which are highly effective in contributing to the school's educational well-being. Their day-to-day knowledge of what goes on, informed by visits, reports and meetings with staff, adds to the school's excellent capacity for future development. Governance is rigorous in its monitoring of policies and procedures; for example, the central register of appointments is carefully maintained.

(b) The quality of leadership and management

- 4.3 Leadership and management are excellent, underpinning the aims and values of the school. The headmaster has overall responsibility for the school and at present little responsibility is devolved to other staff members. Outstanding features include the many excellent processes linked to monitoring of teaching and learning and the development of curriculum planning throughout the school contributing strongly to the educational achievement and personal development of pupils. The development plan provides a clear vision for the future of the school and is derived from perceptive self evaluation involving all staff. Staff recruitment checks at the time of appointment have been suitably carried out and recorded on a single central register.
- 4.4 The quality of links between the school and parents is excellent. These links are successfully promoted and assist the school to meet its aims. Parents of current and prospective pupils are provided with full and relevant information. Parents are made aware of the complaints procedure and are encouraged to talk to staff about any concerns. The school operates an open door policy and parents state that they feel able to see staff at any time to discuss their

children. Additionally the home school book provides a daily source of contact. There are regular consultations between parents and teachers, and informative reports enable parents to understand their progress made by their children. The school is in the process of setting up a new parents teachers association, 'The friends of Faraday.' The weekly newsletter is a highly informative document and much appreciated by parents.

5. THE SCHOOL'S RESPONSE TO THE RECOMMENDATIONS IN THE REPORT OF JUNE 2009.

Other recommended action

5.1 The inspection report made the following recommendations.

1. Increase the use of ICT throughout the school
2. Continue to develop the curriculum from Year 1 to enhance the learning opportunities for children.

5.2 The school has worked hard to increase the opportunities for the use of ICT throughout the school through both the purchase of hardware and the successful encouragement of its use in the curriculum. The development of the curriculum from Year 1 has continued to happen as the school has expanded into older age groups.

6. CONCLUSIONS AND ACTION REQUIRED

Conclusions

6.1 The school meets all regulatory requirements and recommendations made from the last inspection. It fully meets accreditation standards to become a member of the Independent Schools Association.

Action points

6.2 The school meets all the regulatory requirements.

6.3 The school is advised to make the following improvement.

1. To consider ways of devolving responsibility for the monitoring of teaching and learning to other staff members.