



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

FARADAY SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Faraday School

Full Name of School	Faraday School
DfE Number	211/6397
Address	Faraday School Old Gate House 7 Trinity Buoy Wharf London E14 0FH
Telephone Number	020 7719 9342
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Email Address	head@faradayschool.co.uk
Head	Miss Susan Stark
Proprietor	The New Model School Company
Age Range	4 to 11
Total Number of Pupils	62
Gender of Pupils	Mixed (40 boys; 22 girls)
Numbers by Age	3-5 (EYFS) 15 5-11: 47
Number of Day Pupils	Total: 62
EYFS Gender	Mixed
Inspection Dates	10 to 13 Jun 2014

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. This is the first full ISI inspection since the school achieved accreditation with the Independent Schools Association (ISA) in October 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 proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

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Reporting Inspector

Team Inspector (Former Head, ISA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Faraday School was founded in 2009. It is an independent primary school for children aged from 4 to 11 and is located in the London Docklands area. The school is one of two owned and managed by The New Model School Company. The structures for governance have changed since the previous inspection. The board of directors and the advisory board, made up of directors, heads and advisers, include parent representation from Faraday's sister school. They are led by the same chair and perform the functions of governance, previously undertaken by a governing board. Most staff are new since the accreditation inspection. There is a new chief executive officer and a new headteacher started in June 2013. There is also a teaching and learning committee.
- 1.2 Since the accreditation inspection, the school has expanded its facilities to include additional classrooms, facilities for information and communication technology (ICT), a library, a music room, facilities for children who are not well, and additional washrooms.
- 1.3 The school is committed to making high quality primary education available to as many children as possible. It aims to ensure that pupils gain the skills, knowledge and habits of mind that will allow them to fulfil their potential, to know the difference between right and wrong, and grow towards maturity and self-confidence. Values derived from a broadly Christian ethos, with obligations of courtesy, helpfulness and openness, form part of the aim to create a nurturing and inspiring environment. The school strives to instil a love of learning in children through an inspiring curriculum covering the traditional subject areas.
- 1.4 There are currently 62 pupils (40 boys and 22 girls), with 15 (eight boys and seven girls) in Reception, which forms the EYFS. Eleven pupils have been identified as having special educational needs and/or disabilities (SEND). About one-third of the pupils come from a minority ethnic background. There are no pupils with English as an additional language (EAL). The ability profile of the school is above the national average.
- 1.5 National Curriculum nomenclature is used throughout this report, and by the school, to refer to the year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils achieve well throughout the school, including in the EYFS. Pupils receive a good education and are well prepared for their next school. This meets the school's aim to give pupils the skills, knowledge and habits of mind that will allow them to fulfil their potential. Skills develop across a range of subjects because pupils are well taught, but the systems to keep track of pupils' progress are not fully effective. The curriculum is well suited to pupils' needs but is in the process of major reform. Pupils' attitudes, behaviour and good relationships with one another and their teachers help them draw benefits from the current curriculum. The support for pupils with SEND is under review but individual assistance in lessons is good. The most able pupils are usually suitably supported and challenged. There is an excellent range of extra-curricular pursuits and activities.
- 2.2 Pupils' good personal development results from the strong pastoral support provided by staff and the social and cultural opportunities pupils receive. The school's caring environment and the detailed knowledge all staff have of the pupils' pastoral needs enable pupils to feel confident and supported. Attention to welfare health and safety is sound. Some aspects are good but in-school record keeping is not sufficient.
- 2.3 The quality of governance is good. Ways of working ensure that staff and pupils reap the benefits of collaborative working with its sister school. The proprietors have paid attention to developing and extending the use of the building to the best advantage. Minutes of meetings show monitoring of some aspects is effective. Probing questions have been asked about pupils' progress, although answers are not clearly recorded. By visiting classes proprietors add firsthand knowledge to the written data generated by the school. All the required policies, which are produced centrally by the proprietors, met requirements by the end of inspection, including the child protection policy and its implementation and review. However, governance of the EYFS setting is not strong. This has led to some omissions in meeting requirements in this part of the school. Leadership and management of the EYFS, and leadership overall, are sound. Frequent staff changes have contributed to the delay in moving some aspects of the school forward. An example being that plans to deal with the accreditation inspection recommendation to devolve the checks on teaching and learning more widely among staff have not been fully implemented. Links with parents are good. All parents who expressed a view said their child is happy and safe at school.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 In order to comply with the learning and development requirements of the EYFS, the school is required to:
- share the result of the EYFS profile with parents and explain to them when and how they can discuss the profile with the teacher who completed it.
 - ensure that the Year 1 teacher is given a copy of the EYFS profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of learning: playing and exploring; active learning and creating and thinking critically.
- 2.6 In order to comply with the safeguarding and welfare requirements of the EYFS, the school is required to:
- ensure that parents are enabled to request inclusion of their comments in their child's records.
 - establish and embed an appropriate formal programme of supervision for EYFS staff in support of their contact with children and families.
 - establish a named deputy lead for the EYFS.

(ii) Recommendation(s) for further improvement

In addition to the above regulatory action points, the school is advised to make the following improvements.

1. Devolve checks on teaching and learning more widely within the school and improve the impact on teaching quality and pupils' learning and achievement.
2. Make checks of pupils' progress more effectively to give a more timely and accurate view and to enable weaknesses to be promptly rectified.
3. Improve the rigour of in-school records relating to pupils' welfare health and safety.
4. Strengthen proprietors' and leaders' oversight and understanding of the requirements of the EYFS.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is good.
- 3.2 Pupils are well educated in accordance with the school's aims of providing the skills they need to achieve their potential. All pupils develop good oral and numeracy skills. They are able to think logically and apply their skills to other areas of the curriculum, such as science and geography. Pupils make good use of ICT to support their learning in some subjects, although not all. By the time they leave in Year 6, all pupils achieve well in their literacy skills. They listen carefully to their teachers and each other, read fluently and expressively, and are skilled in writing imaginatively. Pupils' creative work is good, as observed in the displays around the school and in subjects such as art.
- 3.3 In the EYFS, children of all abilities show much enjoyment of the activities and achieve well. Progress and achievement in phonics (the sounds letters make) is particularly good. Their learning in mathematics develops well. They enjoyed exploring and investigating how seeds grow and handled tools well to plant their own. Working collaboratively, they built the 'English Channel' from cubes that stretched right across the classroom. Children work well independently, can concentrate and are often absorbed in their work. Consequently, most children reach the early learning goals expected of pupils of their age by the time they enter Year 1, and a minority exceed these milestones.
- 3.4 Pupils of all ages are keen to learn, commit themselves to producing good work and take pride in their achievements. Pupils' investigative skills are developing through independent research. Physical skills improve through weekly sessions at a nearby park and exercise on the school rooftop. Pupils make steady progress in the wide range of additional activities, such as Mandarin, music and cookery.
- 3.5 Pupils' attainment cannot be measured in relation to average performance against national tests. However, from the inspection of pupils' books, from work seen in lessons and in discussions with them, it is judged to be well above national age-related expectations.
- 3.6 This level of attainment indicates that throughout the school pupils' progress is good in relation to their ability. This enables them to attain the level required for success in entry examinations to selective senior schools. Pupils with SEND or EAL make equally good progress due to the effective support they receive in class. The most able pupils also make good progress, although occasionally, work they are given is not challenging enough.
- 3.7 Pupils' attitudes to learning are good. They approach tasks with enthusiasm and they persevere when they meet difficulties. Some pupils need reminding that handwriting and presentation are as important as all other aspects of their learning. Pupils work well co-operatively and independently. The good relationships with their teachers and with each other impact positively on their achievements and prepare them well for their next school.

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

- 3.8 The contribution of curricular and extra-curricular provision is good.
- 3.9 The curriculum is under major redevelopment, with new plans being developed for the forthcoming year, which are in keeping with the founder's vision for children's education. The present curriculum covers all the requisite areas of learning well. It is suitable for all ages, abilities and needs. The policy of offering a wide variety of experiences to all fully supports the school's aim to make high quality primary education available to as many children as possible.
- 3.10 In the EYFS, the educational programme is broad and makes good use of specialists, such as in music and French, to enhance what is offered. Staff respond to children's interests and are ready to adjust curricular plans in response. The lack of full understanding of the requirements of the EYFS occasionally limits the impact of the curriculum on children's development. For instance, although play and physical development are well catered for on the roof, opportunities to learn outside are not planned for sufficiently.
- 3.11 Throughout the school, effective programmes of personal, social and health education (PSHE) and religious studies (RS) help the school develop pupils' personal skills. The strong focus on literacy and numeracy forms a suitable base on which to build other learning. Linguistic skills are enhanced by modern foreign languages taught by subject specialists. Some subjects are linked together effectively to develop pupils' scientific enquiry, their sense of history and the understanding of geography. Pupils have good opportunities to express their creativity in art, drama and music.
- 3.12 A dedicated computer suite, interactive white boards and laptops are all available for ICT, although pupils do not use these resources across all subjects. Pupils benefit from the regular use of local sports facilities to supplement the limitations of the school's own rooftop sports space. Plans are in progress to expand sports facilities onto an adjoining site but currently, opportunities to compete against other schools in sports fixtures are limited.
- 3.13 Throughout the school, pupils with SEND and EAL are identified promptly and their needs are met well. Individual education plans (IEPs) are reviewed regularly. Planning for the most able pupils is mostly good but sometimes lacks sufficient challenge.
- 3.14 The curriculum is supplemented by an excellent range of extra-curricular activities for all pupils. These include Mandarin, Spanish, guitar, face-painting, art and drama. The activities broaden pupils' creative and physical experiences and social development. Pupils' sense of the local artistic community is strong. Occasions such as World Book Day spill over successfully into the community. Academic work is enhanced by trips to places of interest such as the immediately local Trinity Buoy Wharf artists' workshops. Effective links have been forged with local and international charities. Regular day trips, visits and workshops enrich learning.
- 3.15 The recommendation of the accreditation inspection to devolve responsibility for monitoring teaching and learning among staff has not been dealt with effectively. There are no plans in place to check and evaluate either the current or the planned-for new curriculum or its delivery.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is good.
- 3.17 Throughout the school the quality of teaching makes a strong contribution to the pupils' attainment and progress, supporting the aim of the school to create an environment that is both nurturing and inspiring.
- 3.18 In the EYFS, staff have high expectations of what the children can achieve. The children respond eagerly to the activities on offer. Planning is comprehensive for all of the seven areas of learning and care is taken to offer activities that meet individual needs. Staff know how to promote children's learning well through practical play and probing questions. This results in an atmosphere of keen engagement with well-motivated children who consequently learn well.
- 3.19 Teaching throughout the school is usually well planned and reflects teachers' secure subject knowledge. Lessons often, but not always, feature provision for individual pupils according to their needs. There are usually clear learning objectives for each lesson and opportunities for pupils to demonstrate their understanding and think about their progress. Lively and focused questioning to recap earlier learning is frequent but questioning later on in the lesson is not always so successful. Teachers sometimes provide answers before pupils have been asked for their view.
- 3.20 Teachers know their pupils very well, and there is a good rapport between staff and pupils based on mutual respect. Collaborative work is encouraged at every level as was seen when small groups of pupils brought poetry to life in dramatic interpretations. Marking is sometimes thorough, including words of encouragement and praise, and in the best examples, teachers give guidance for improvement and the opportunity for pupils to assess their own performance. However, the school has identified that marking quality is inconsistent.
- 3.21 In the majority of the teaching throughout the school, time is well managed and resources are used effectively. This provides pupils with varied and stimulating activities that foster their interest and give them opportunities to work independently and creatively. Teachers' own enthusiasm, sense of purpose and direction are good models for pupils, who respond well and enjoy variety and being busy. In the least successful lessons, progress is limited by slow pace and lack of challenging and interesting tasks.
- 3.22 Pupils' attainment is checked annually but the use of the same test at the beginning as at the end of the year to measure progress does not give an accurate picture. , It also does not enable teachers to check individual pupil progress through the year and to respond to any that may be falling behind. Informal assessment strategies such as the traffic light system are more successful in helping teachers check pupils' short term progress, but the lack of consistency of approach limits their value. The recent introduction of targets helps pupils to be aware of their progress and next steps. In the EYFS, the recording and reporting of assessments has not reflected the most recent requirements.
- 3.23 The individual approach in most classes offers good support for pupils with SEND or EAL, and the most able. Teaching assistants are not always briefed well enough by the teacher. In lessons where this support is at its best, pupils with SEND or EAL make good progress. Pupils spoken to during the inspection were unanimous in their praise for their teachers, often commenting that 'they really help me to learn'. This view supported that of all those who responded to the questionnaire.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social and cultural development is good.
- 4.2 Pupils' personal qualities develop well and in accordance with the aims of the school. The school provides a warm, friendly environment where happy, confident pupils develop high levels of self-esteem and a very worthwhile set of values.
- 4.3 Children in the EYFS co-operate well and share readily. The ethos of mutual respect is evident. This was seen in children's good listening skills and in an assembly, where all ages mixed freely and happily. Children respond enthusiastically to the cultural opportunities that help them learn about different musical and religious traditions. They develop increasing confidence and self-esteem that prepares them well for their futures. Personal achievements are enthusiastically celebrated. The introduction of 'Think sheets' has allowed pupils to reflect fully on their own actions and consider others.
- 4.4 Mutual respect, between staff and pupils and among pupils themselves, is central to pupils' strong understanding of morality and values. Pupils develop a very clear awareness of right and wrong, in fulfilment of the school's pastoral aims. They readily accept the codes of conduct and their behaviour is generally good. Throughout the school pupils have a good understanding of friendship and relationship issues. Older pupils wrote imaginatively, using their real-life friends as the principal characters.
- 4.5 The pupils' social development is good. A sense of responsibility and politeness is evident. Pupils learn to work together and to share in each other's success. Older pupils have some opportunities to take responsibility through the monitor system. There is a recently formed school council, comprising elected pupils. Pupils grow to understand the need to help those less fortunate than themselves, for instance through fund raising. Older pupils in particular are beginning to show some understanding of aspects of local and national politics.
- 4.6 Pupils in all year groups develop good cultural awareness through their appreciation of music and drama, and through assemblies that share pupils' own religions, cultures and experiences. As a result, they learn to value the achievements of people whose backgrounds are different from their own as well as the Western cultural tradition. Pupils spoke knowledgeably about Black History Month as well as Muslim and Christian festivals.
- 4.7 By the time they leave the school, pupils' personal development is good. In conversation, it is evident that they appreciate how good personal skills provide them with a firm foundation for life.

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

- 4.8 The contribution of the arrangements for pastoral care is good.
- 4.9 All staff are responsible for pupils' pastoral development under the direction of the headteacher. As a result, the school successfully meets its aim of helping pupils to grow towards maturity and confidence. Relationships are warm and friendly in a relaxed atmosphere. Staff create a community spirit where even the youngest children in the EYFS feel safe, secure and can develop their social skills well. A 'worry box' enables pupils to express their concerns confidentially.
- 4.10 The school's policies and procedures promote good behaviour, although at the start of the inspection, there was a lack of clarity about who is the named lead to manage behaviour in the EYFS and the function of the key person was not fully understood. These matters were remedied by the end of the inspection. Children in the EYFS, as well as the other pupils, are well cared for and nurtured. In the pre-inspection questionnaire a few parents indicated that bullying is not dealt with well. The school's record keeping of behavioural incidents are not fully detailed but discussion with a range of pupils and adults indicated that anti-bullying strategies are successfully implemented and understood by pupils.
- 4.11 The school is beginning to develop its practice to seek the views of pupils and is currently piloting a school council.
- 4.12 From the EYFS onwards, all pupils are aware of the importance of healthy eating and exercise. They bring packed lunches to school and advice is given by the school to parents as to its content. Pupils benefit from regular exercise through physical education lessons.
- 4.13 The pastoral care of pupils with SEND is strong and carried out through detailed IEPs. This aspect is strengthened by a suitable plan to improve educational access for all pupils with particular needs.

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

- 4.14 The contribution of arrangements for welfare, health and safety is sound.
- 4.15 The well-being of pupils of all ages is central to the school's concern and its procedures for ensuring this contributes to their happiness. Effective attention is paid to safeguarding pupils and promoting their health and well-being. The school's child protection policy has been recently updated, meets requirements, and is reviewed regularly by the proprietors, together with its implementation. Safeguarding procedures are implemented effectively. The school makes provision for regular and appropriate training in child protection for all staff.
- 4.16 Suitable arrangements are in place to reduce risk from fire and other hazards. Records show that fire equipment is routinely and regularly checked. The school indicates that fire drills are carried out regularly, although records for this are not sufficient. Visits are carefully planned with the pupils' safety always in mind and comprehensive risk assessments are produced where appropriate.
- 4.17 Within the EYFS, a range of processes ensure that staff promote children's understanding of safety, such as taking care with scissors and moving around the classroom carefully. Children's safeguarding and welfare needs are largely met. Children have good relationships with staff, which ensures they feel safe and secure.

These processes help the setting to be a nurturing, welcoming and stimulating environment for children to enjoy.

- 4.18 A suitable first-aid policy is in place and all requirements are met, including the provision of a room for pupils who become ill during the day. A good number of staff have received paediatric first-aid training.
- 4.19 Attendance and admission registers are completed and stored correctly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The proprietors ensure that the founding vision and aims for children's education are paramount in the school. Proprietors' oversight of many aspects of the school is rigorous and they provide stimulus for growth and improvement. The proprietors visit the school regularly, which ensures that they are known to staff. They have a good insight into the general working of the school and take a very keen interest in it.
- 5.3 Centralised financial planning and resources management provide suitable investment in staff, accommodation and resources. Good use is made of outside expertise through an advisory board. A teaching and learning committee oversees and challenges educational matters well. The heads of both of the member schools, as well as company executives, meet monthly which allows a beneficial exchange of ideas and group strategy to be aligned and agreed.
- 5.4 The proprietors discharge their responsibilities for health and safety and risk management effectively but their monitoring of a few of the policies and in-house record keeping has not been as successful. Omissions in policies were remedied promptly during the inspection. The annual review of safeguarding and child protection arrangements is carried out as required.
- 5.5 The proprietors are aware that they have not had sufficient oversight of the requirements of the EYFS setting to provide the required support and challenge and to ensure that all requirements are met for this area of the school.

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

- 5.6 The quality of leadership and management is sound.
- 5.7 Leadership and management are effective in promoting the school's aims, and this is reflected in the pupils' good achievement, in literacy and numeracy particularly. The pupils' good personal development is a direct response to the supportive pastoral care they receive.
- 5.8 Regular staff meetings ensure that staff are kept well informed and feel highly involved in sustaining the caring, family ethos of the school. However, staff changes have delayed action to deal with the recommendation of the accreditation inspection, concerning sharing among staff the monitoring of teaching and learning. A lack of full understanding of the statutory requirements for the EYFS has clouded effective direction and has led to a failure to meet some of the statutory requirements.
- 5.9 Management within the school exercises effective responsibility for safeguarding pupils and ensuring their welfare, including in the EYFS where the setting is welcoming, safe and stimulating. Policies and procedures for the appointment of staff are well developed and carefully implemented. Staff throughout the school are suitably trained for their roles in safeguarding, welfare, health and safety.

- 5.10 Senior leaders are all recent appointments and management structures and responsibilities are being developed. Many aspects of the school, such as the curriculum and pupils' social development programme, are under review or change but are not thoroughly monitored, including in the EYFS. Some of the subject plans are lacking in sufficient detail. The new draft marking policy is not an effective tool for pupils' improvement. The school's self-evaluation is over-generous and the development plan does not identify the intended impact on pupils' achievement. The school does not include the EYFS sufficiently in its self-evaluation or development planning to enable continuous improvement and fully support outcomes for children. All staff have a suitable annual performance management process. The leadership of the EYFS is unclear. The EYFS team is newly appointed since the previous inspection and is currently temporary. A formal programme for the supervision of staff is not established, although the setting receives good support for professional development from the local authority.
- 5.11 The school greatly values its good partnership with parents, who appreciate the informative and regular communication with the school. The overwhelming majority of parents who responded to the pre-inspection questionnaire expressed their satisfaction with the education and support provided for their children. Parents are able to be involved in their child's education, learning and progress, including in the EYFS.
- 5.12 Parents have good opportunities to be actively involved in the work of the school and progress of their children. For example, they talk about their careers during assemblies and support learning in ICT. The Friends of Faraday parents' group organises regular events such as a summer fair, a book fair and raffles, strengthening parental links with the school.
- 5.13 Information is readily available to current and prospective parents through the clear and detailed website. Written reports document children's achievements and effort but do not provide the required detail about how the EYFS children have performed in the end of year profile assessment.
- 5.14 The school's philosophy is that families, not just individual pupils, are enrolled into the school community. Parents feel part of the school community, describing it as 'a village school within the city'. Communication books enable staff and parents to maintain daily contact. Members of staff are readily available to liaise with parents. The procedure for parental complaints follows policy, and was amended during the inspection to meet requirements. The school reports that the policy has never had to be invoked. Less serious concerns that arise are dealt with quickly and efficiently.
- 5.15 The parent handbook, weekly newsletters, email, social media, parent consultations and twice-yearly written reports are all used to good effect to keep parents well informed. All parents who expressed a view commented favourably about how well their child is looked after and how happy and safe their child feels in school.

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