



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
FAIRLEY HOUSE SCHOOL**

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Fairley House School

Full Name of School	Fairley House School
DfE Number	213/6327
Registered Charity Number	281680
Address	Fairley House School 30 Causton Street London SW1P 4AU
Telephone Number	020 7976 5456
Fax Number	020 7976 5905
Email Address	office@fairleyhouse.org.uk
Head	Mr Michael Taylor
Chair of Governors	Mr Adam Constable
Age Range	5 to 14
Total Number of Pupils	188
Gender of Pupils	Mixed (134 boys; 54 girls)
Numbers by Age	5 to 11: 129 11 to 14: 59
Inspection Dates	21 Jan 2014 to 24 Jan 2014

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in June 2010.

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.

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 Sue Bennett	Reporting Inspector
Mrs Annabelle Hancock	Assistant Reporting Inspector
Mrs Linda Chiverrell	Team Inspector (Former Head, ISA school)
Mrs Pamela Evans	Team Inspector (Head of Department, GSA school)
Mr Paul Oldham	Team Inspector (Deputy Head, IAPS school)
Dr Stephanie Thomas	Team Inspector (Former Head of Department, HMC school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Fairley House School is an independent day school for boys and girls with specific special educational needs and/or difficulties (SEND), aged between five and fourteen. Established in 1982, it is located in central London and operates from two sites, which are a fifteen-minute walk apart. The senior department is situated in Westminster and the junior department is in Lambeth. The school operates as a charitable trust under the direction of a board of governors.
- 1.2 The school aims to transform the lives of pupils with SEND and provide encouragement to their families. It seeks to provide a first class education, which meets the individual needs of all pupils and gives them the skills and confidence to maximise their potential for the future. Additionally, through teaching, training and partnerships with research institutes, it aims to influence the lives of the families of pupils with SEND outside the school community.
- 1.3 Since the previous inspection, the school has acquired an additional building next to the junior department. This has provided a school hall, extra classrooms and a gym. An area has been created in the outdoor garden for older pupils to enjoy quiet reflection. The school has also expanded its programme for Oxford, Cambridge and Royal Society of Arts examinations in specific learning difficulties training for both internal and external teachers.
- 1.4 At the time of the inspection 188 pupils, 134 boys and 54 girls, were on the school roll. Of these, 91 were in Years 2 to 5 in the junior department, and 97 in Years 6 to 9 in the senior department. All pupils are identified as having SEND and all receive specialist support for their learning. Of these, 49 pupils have a statement of special educational needs funded by the local authority. The school supports pupils who have English as an additional language, although there are currently none on roll.
- 1.5 The ability profile of the school is in line with the national average; some pupils are well above national average ability. New pupils undergo a two-day assessment process and consideration of the resulting profile forms the basis of their provision plans. Pupils are selected on the basis that they are of at least average ability and also sufficiently proficient in English to access the curriculum and assessment processes. Pupils come from a range of socio-economic and ethnic backgrounds and from a wide geographical area. About a quarter of the pupils are funded by local authorities from the London area.

- 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.

Junior Department

Junior	NC name
Bell/Hoffman	Year 2
Knightley/Wright	Year 3
Bailey/Branson/Carroll	Year 4
Bloom/Alì/Rogers	Year 5

Senior Department

Senior	NC name
Ford/Radcliffe/Roddick/Spielberg	Year 6
Einstein/Hawking/Picasso	Year 7
Goldberg/Lennon	Year 8
Winkler	Year 9

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of pupils' achievements is excellent. The school is successful in achieving its overarching aim to transform the lives of children with SEND and to provide encouragement to their families. The curriculum is carefully balanced to meet the individual needs of all pupils, with a particular emphasis on the teaching of English and mathematics. An appropriate range of extra-curricular activities and visits to places of interest, both within the local area and further afield, enrich the curriculum further. Consequently, this stimulating provision enables pupils to develop their knowledge and positive attitudes to learning extremely well. Specialist teaching significantly supports pupils' learning requirements and contributes considerably to the excellent progress that most pupils make during their time at the school. Assessment processes are thorough, although the current systems for data analysis make it difficult to track patterns in progress clearly. The majority of work is marked well, however there are inconsistencies in marking, such as deviation from the marking policy and lack of comments on how pupils can improve their work. Pupils are proud of their academic progress and have an excellent understanding of their future targets for learning.
- 2.2 Pupils' personal development is excellent, strongly nurtured by the school's experience in caring and understanding their personal needs through the pastoral care system. Pupils' spiritual, moral, social and cultural development is excellent. Relationships between staff and pupils and amongst the pupils themselves are extremely positive. Pupils are tolerant towards the needs of others. They are well mannered and have a clear understanding of right and wrong. Pupils of all ages relish roles of responsibility, such as becoming a house captain or a school council member. By the time they leave the school pupils are confident, articulate and self-assured, and well placed to settle easily back into mainstream education.
- 2.3 Governance, leadership and management are excellent. There have been changes to both the governing body and senior leaders since the previous inspection, which have strengthened the balance of expertise further and united both senior and junior departments as one school. The governing body is highly effective in its oversight of the school and the discharge of its safeguarding and regulatory responsibilities. Governance, senior leaders and management maintain a strong focus on the educational direction of the school and its continuing development. In questionnaire responses, parents commented most predominantly on the happiness of their children, and expressed their overwhelming satisfaction with the school's educational provision and systems of pastoral care.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Strengthen the use of the marking policy so that all pupils understand how to improve their work.
2. Develop the systems of data analysis to track patterns in pupils' progress more clearly.

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 excellent.
- 3.2 The school is highly successful in achieving its aims and gives pupils the confidence and skills to maximise their potential. As a result, the majority of pupils successfully integrate back into mainstream education after two to three years at Fairley House. Throughout the school, pupils acquire an excellent depth of knowledge, understanding and skills, which fosters self-belief in their ability and aptitude to apply their learning across the curriculum, including extra-curricular activities. Pupils read text aloud with expression and fluency, and develop excellent strategies to help them to spell complex vocabulary in their writing. During drama activities, they listen carefully, speak clearly and confidently articulate their thoughts and ideas about characterisation. Pupils achieve excellent standards of skills and understanding in mathematics. Younger pupils competently explain that fractions represent parts of a whole, while older pupils interpret and analyse data from graphs. The predominant focus on developing pupils' confidence provides them with the skills to think logically and to challenge, such as analysing artefacts from the 1940s and debating the stabilisation of post war Great Britain in history. Pupils competently use information and communication technology (ICT) in a range of subjects, for both research and the presentation of their work. The high standards of creativity observed in displays and during design technology and art lessons demonstrate the pupils' enjoyment and successes in practical learning. Pupils achieve good levels of physical skills during lessons. They participate enthusiastically in the programme of extra-curricular activities, which include a 'girls' club', war-hammer and rock climbing.
- 3.3 Pupils have notable achievements in local and regional competitions, such as art exhibitions and musical auditions. Some pupils are well prepared to achieve awards for sports and music when they transfer back into mainstream education.
- 3.4 Pupils' attainment cannot be measured in relation to average performance in national tests but from the evidence available, including assessment data, discussions with pupils and work in their books, and their application observed in lessons, it is judged to be good in relation to national age related expectations. This level of attainment, as judged, indicates that pupils make excellent progress when compared with those of similar needs. This is achieved through targeted support and intervention from specialist teachers and highly effective individual education plans (IEPs) that meet each pupil's specific needs, including the more able.
- 3.5 Pupils of all ages have highly positive attitudes to learning, despite difficult educational experiences prior to joining the school. They are proud of their achievements and progress. Pupils are motivated and participate enthusiastically in lessons. They enjoy using their initiative and capably work independently and co-operatively with each other. They behave well and are courteous and respectful.

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

- 3.6 The contribution of curricular and extra-curricular provision is excellent.
- 3.7 In both the junior and senior departments, the curriculum is broad, carefully balanced and flexibly tailored to the particular needs of the pupils. It fosters their personal and social development extremely well, effectively developing their individual talents and interests, in line with the aims of the school.
- 3.8 The curriculum follows national requirements. Multi-sensory approaches are strongly emphasised throughout the curriculum and provide excellent support for pupils. The high quality specialist curriculum, with small group and individual sessions in English and mathematics, supports pupils with SEND extremely well. A carousel of humanities, sports and creative subjects further enriches the curriculum. The curriculum content links closely with pupils' personal learning targets, as identified in their IEPs, which are regularly reviewed to ensure that pupils recognise their achievements and the progress they have made. Morning lessons are carefully structured and planned to take into account the specific needs and learning styles of individual pupils. The specialist sessions in the afternoons, such as occupational therapy and speech and language therapy, provide excellent additional support and are highly valued by parents and the pupils themselves. The humanities and creative arts offer a wide range of stimulating projects, such as younger pupils' study of the lives of Victorians and older pupils designing and making mazes from wood. The school is involved in a mentoring scheme to extend artistic talents and pupils are involved in historical research about the River Thames. All pupils have opportunities to take part in music and drama productions. The physical education curriculum provides a good range of sporting activities both indoors and outside.
- 3.9 Personal, social, health and emotional education (PSHEE) lessons and tutor times significantly help pupils to develop positive strategies for learning. A stimulating range of resources, including the libraries, sports halls and specialist therapy rooms, enhance the learning experiences for pupils considerably. Since the previous inspection, there has been considerable investment in resources for ICT, which are used effectively across the curriculum to develop pupils' application of ICT skills.
- 3.10 A suitable range of lunchtime and after-school clubs provides an appropriate breadth of extra-curricular experiences, which pupils enjoy. The school recognises value in such activities in terms of promoting pupils' personal and social development, as well as encouraging them to develop specific skills and interests, and is seeking to develop them further.
- 3.11 In their responses to the pre-inspection questionnaires, a small minority of parents expressed concern about the range of extra-curricular activities. Inspection evidence does not support these views. The school makes highly effective use of its central position in London to arrange visits to places of interest, such as the Royal Albert Hall and the Globe Theatre; visits from actors, artists and eminent speakers enrich pupils' curriculum experiences further. Additionally, pupils participate in educational trips, both at home and abroad, such as an overnight stay on the Golden Hind, an activity week in Cumbria and city tours to Villeneuve and Paris.
- 3.12 The school has good links with the local and wider community. These enable pupils to participate in sports fixtures, as well as both inter-school and national competitions for art and music.

3.(c) The contribution of teaching

- 3.13 The contribution of teaching is excellent.
- 3.14 Throughout the school, most teaching is excellent and the best is lively, stimulating and brisk in pace. There is extensive use of interactive approaches, with high visual input and skilful behaviour management. Much teaching benefits significantly from the additional support of occupational therapists or speech and language therapists, who work closely alongside the teaching staff. Seamless integration of teaching and therapy places pupils' individual needs at the forefront of provision planning. This holistic approach is evident across the curriculum and entirely consistent with the fundamental aims of the school.
- 3.15 Detailed IEPs outline achievement targets for each new term. The strong focus on these targets observed in lessons made for particularly effective teaching. Provision for pupils with a statement of special educational needs is excellent and they benefit from the trans-disciplinary team of teachers and therapists, who cohesively create a cross-curricular programme for them. Annual reviews convene this team, along with the pupil, parents and a local authority representative.
- 3.16 Classes are small and pupils are often taught in small groups or as individuals. There is a strong emphasis on the teaching of literacy and numeracy, and generous timetable provision is made for these core skills. The combination of this focus and the many opportunities for individual attention maximise progress for pupils. All teachers have gained, or are working towards, a specialist SEND qualification. Teaching methods match the profile of the pupils extremely well; there are many excellent examples of multi-sensory approaches, such as the effective combination of puppets, lights and video during a religious education lesson about Diwali. Through the school's promotion of a meta-cognitive approach, teaching methods develop pupils' understanding and knowledge about their individual difficulties and the ways in which they need to learn. For example, individual questioning prompts pupils to consider how they have retained information, so that they reflect on the processes they use. Pupils, in interviews, talked confidently about their knowledge of strategies and skills that are useful to them.
- 3.17 Resources are varied and plentiful, and enrich the learning experience. Interactive whiteboards, laptops and tablet computers extend the range of resources and are used in a variety of situations. Comments on marked work are invariably positive and encouraging, which boosts pupils' self-esteem. However, marking often lacks suggestions on how to improve. The general marking of pupils' work does not always adhere to the school's marking policy. Tracking systems to analyse data and help to identify standardised patterns of progress lack clarity.
- 3.18 Responses to the pre-inspection questionnaire illustrated parents' very high level of satisfaction with the quality of teaching, their children's progress and the appropriateness of the specialist support they receive. During interviews and in their responses to the questionnaire, pupils overwhelmingly felt that the teachers help them to learn effectively.

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 Pupils' significant personal development prepares them well for their next schools; the school successfully achieves its aim to return pupils to mainstream education after two to three years.
- 4.3 Pupils' spiritual development is excellent. Within a short time, pupils gain considerable confidence and self-awareness, which helps them to fulfil their potential. Participation in a recent Remembrance Day service had a significant impact on the older pupils. They subsequently produced some moving poetry, reflecting on the considerable loss of life within conflict. The weekly assemblies offer excellent opportunities for quiet reflection and the celebration of pupils' successes. In response to a recommendation from the previous inspection, the school has created a welcoming garden with seating areas, enabling good opportunities for pupils to reflect in a peaceful environment.
- 4.4 Pupils' moral development is excellent. A clear ethos of mutual trust exists throughout the school, which contributes significantly to the overwhelmingly strong community feel. Pupils are well mannered and sensitive to the needs of each other. They are aware of the need for laws within society and have a clear understanding of right and wrong; pupils understand that sanctions are in place to encourage good behaviour and positive application to their work. Older pupils try hard to gain credits and take a warning about a possible debit very seriously. Younger pupils respond to the 'hand up, stop, look, listen' system, and sanctions are rarely necessary. Pupils are encouraged to think about their response before speaking so that they voice their thoughts appropriately. Through cross-curricular approaches, such as geography and the PSHEE programme, pupils develop a very strong awareness of moral responsibilities for the wider world, for example through discussion about what improves and harms their local, natural and built environments, and the ways in which people look after them.
- 4.5 Pupils' social development is excellent. They are keen to accept responsibility and contribute to the school's life. For example, older pupils keenly put themselves forward for prefect or the head girl or boy roles. Both younger and older pupils have an opportunity to be house or class captains and school council members. These roles change every term to allow more pupils the experience of voicing the views of their peers. Pupils understand that there are others less fortunate than themselves. Each term, the school council suggests charities to support and pupils raise significant sums of money in their fund-raising events. Pupils develop an excellent understanding and awareness of public institutions and the roles of people in public office through visiting speakers and visits to the Houses of Parliament.
- 4.6 Pupils' cultural development is excellent. Within the rich cultural diversity of the school community, pupils demonstrate understanding towards the needs of their peers through their highly positive interaction with one another. They are highly respectful towards the practices and beliefs of other religions. Year 6 pupils watched a video of a Sikh wedding celebration with great interest. Pupils enjoy a wealth of cultural experiences to enrich their appreciation of Western traditions, such as visits to the opera, Westminster Abbey and a newspaper publisher.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Pastoral care is strength of the school. On both sites, compassionate and empathetic staff ensure that the pupils' pastoral needs have high priority. They provide highly effective support and guidance, in accordance with the school's aims. Senior leaders greet pupils as they come to school, nurturing positive relationships. The dedicated staff team maintains excellent relationships with all pupils; this underpins the harmonious and positive interactions amongst the pupils themselves. Staff make every effort to support and resolve any personal concerns that pupils may have. They use 'solution circle' sessions to discuss and support the specific needs of individual pupils, facilitating a very successful and holistic care approach. Meticulous record keeping procedures ensure that all staff are fully aware of their pastoral responsibilities.
- 4.9 Pupils are strongly encouraged to lead healthy lifestyles. Lunchtime menus are nutritious and encourage pupils to eat healthily. All pupils have good daily access to the outdoors for fresh air and exercise, such as during games, activities and playtimes.
- 4.10 Confident and articulate pupils speak extremely positively about the friendly and caring nature of their teachers. During discussions, pupils confirmed that they know who to turn to if they have a concern. The school is highly effective in promoting positive behaviour and guarding against bullying. All behaviour issues are thoroughly recorded and monitored carefully. All staff adhere consistently well to the behaviour policy, which establishes a firm continuity of approaches and clarity for the pupils. Pupils say that incidents of bullying are rare; they are confident that staff would deal with any occurrence promptly and efficiently. Rewards and sanctions, using stars, credits and debits, are particularly effective and reinforce the school's high expectations of its pupils.
- 4.11 Pupils' opinions are valued and the school employs effective methods to seek their views through the well-organised school council. The school has a suitable plan to develop educational access for pupils with special educational needs and/or disabilities.

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

- 4.12 The contribution of arrangements for welfare, health and safety is excellent.
- 4.13 The school has stringent arrangements to safeguard all pupils on both of its sites. All staff have appropriate training in child protection and designated officers have advanced training. Procedures are fully understood by all members of staff. Rigorous recruitment checks ensure the suitability of all staff to work with children. Arrangements for the supervision of pupils are excellent and the movement of pupils between classrooms is sensibly organised.
- 4.14 Welfare responsibilities are taken very seriously, ensuring compliance with statutory regulations, and effective relationships are maintained with local welfare agencies. Health and safety policies include all necessary information. External consultants ensure that good management systems are in place and that the premises comply with health and safety requirements. The site maintenance staff undertake checks on a daily basis. Relevant scrutiny of such features as portable equipment used by pupils, the water supply, fire and electrical equipment is regular and meticulously

recorded. The fire alarm system is also checked regularly and practice evacuations on both premises are undertaken each term and logged correctly. Thorough risk assessments are undertaken for all activities and for trips off site both at home and abroad.

- 4.15 Pupils who are ill or injured are well looked after. A good number of staff have training in first aid, so that pupils who are unwell are cared for appropriately and sympathetically. Clearly labelled drinking water is readily available and pupils are encouraged to drink regularly.
- 4.16 Attendance registers are kept electronically and meet requirements. The admission register is suitably maintained and stored.

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 governing body is highly effective in its oversight of both the junior and senior departments, in line with the aims of the school. Members of the board meet regularly on a formal basis and attend training to ensure that their responsibilities for maintaining high standards are efficiently discharged. Since the previous inspection, there have been several changes within the governance structure, further strengthening the balance of expertise. The governing body has a strong focus on financial planning and investment in staffing. Recent acquisitions in the junior department demonstrate a firm commitment to providing high quality accommodation and resources for the pupils' benefit.
- 5.3 The board of governors has an excellent insight into the working of the school. Governors visit senior leaders regularly to monitor and review practice, ensuring that any identified targets for improvement are being rigorously implemented. Additionally, discussions with staff and parents contribute significantly to the efficiency of the monitoring systems. These strong channels of support ensure that there is a continuum of improvement in educational standards throughout the school.
- 5.4 The governing body is fully aware of its responsibilities for safeguarding children and ensuring the welfare, health and safety of all throughout the school. A member of the board has specific responsibility for child protection and meets regularly with designated staff to evaluate procedures. Additionally, the board checks the register of staff appointments on a monthly basis. The child protection policy and its procedures are thoroughly discussed and annually reviewed during full board meetings.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 Since the previous inspection, a new senior leadership team has been appointed to oversee both the senior and junior departments. There is an overwhelmingly strong community feel to the school. The senior leadership team demonstrates a clear commitment towards ensuring that both the pastoral and academic aspects of a pupil's experience at the school are extremely positive. Additionally, the team provides high quality support and guidance for parents. This is in accordance with the aims of the school to transform the lives of pupils with SEND and to provide encouragement to their families. The success of this triangulated support is represented in the excellent levels of progress that pupils make during their relatively short periods of time at the school and their smooth integration back into mainstream education.
- 5.7 Processes of self-evaluation are highly reflective and development planning is extremely well detailed. These systems have a significant influence on the effectiveness of processes that drive the school's improvement forward. The staff team has good opportunities to contribute towards these processes, such as during

staff meetings. The pupils are able to voice their views through school council representation and through the 'open door' policy that senior leaders encourage. All opinions are carefully considered and play a significant part in future planning. Systems to monitor teaching and learning are deeply embedded in practice. Senior leaders meet on a monthly basis with subject co-ordinators to review curriculum practice, and regularly observe staff teaching and scrutinise pupils' workbooks. Regular liaison ensures the appropriateness of the curriculum for every pupil. The recommendation made at the previous inspection has been successfully addressed. The senior leadership team, with the support of the governing body, regularly reviews policies and procedures, and this promotes a high priority concerning the safeguarding of children.

- 5.8 Management is successful in securing, supporting, developing and motivating high quality staff. Through the specialist SEND training courses that the school holds and other external training opportunities, staff have excellent avenues to develop professionally and keep abreast of current practice to support pupils with SEND. The annual appraisal system helps to identify needs for professional development. All new staff undergo rigorous induction processes, ensuring that they are fully aware of their roles in meeting the safeguarding and welfare needs of all pupils. Stringent recruitment checks ensure the suitability of all staff to work with children. These checks and induction procedures also apply to the governing body. The staff handbook is a comprehensive document and gives staff very clear guidance and support in the discharge of their duties and responsibilities. The premises at both the senior and junior sites are well maintained and a dedicated team of non-teaching staff contributes significantly towards the smooth operation of the school.
- 5.9 The school maintains excellent relationships with parents. They choose the school because it seeks to work in partnership with parents, to provide hope and to achieve the best possible long-term outcomes for their children. In their responses to pre-inspection questionnaires and during inspection meetings, the overwhelming majority of parents said that they are extremely happy with the school's provision.
- 5.10 In order to support the pupils fully, the school maintains ongoing constructive relationships with parents through the tutor system. All parents are encouraged to alert the school to any concerns or queries they may have; all related correspondence receives prompt responses from the tutors or from senior leaders and managers.
- 5.11 Alongside the frequent informal channels of contact, parents receive a weekly newsletter, *The Fairley Flyer*. This publication keeps them well informed about what is happening in the school. Parents of prospective pupils receive a comprehensive information pack, providing them with a thorough understanding about the school's provision. Parents value the formal meetings with staff each term, which enable discussions based on their children's very comprehensive written reports. On these occasions, pupils are also involved in the process and time is given to considering their progress, reviewing targets from the IEP and setting new ones; this process creates a supportive partnership.
- 5.12 Parents are very appreciative of the school's efforts to improve their children's self-esteem and self-confidence, as well as their ability to progress. They praise the way in which teachers encourage their children to have a sense of self-worth previously lacking, thus promoting belief in the school motto – "Nihil impossibile est" (Nothing is Impossible). Parents appreciate the school's excellent support and guidance in helping them and their children in choosing and attaining places in their chosen

mainstream schools. The parents' association offers opportunities for liaison and support.

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