



INDEPENDENT SCHOOLS INSPECTORATE

BELMONT, MILL HILL PREPARATORY SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

The pre-preparatory and senior schools were inspected at the same time and separate reports published.

Full Name of School **Belmont, Mill Hill Preparatory School**

DfE Number **302/6000**

Registered Charity Number **1064758**

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Head **Mrs Lynn Duncan**

Chair of Governors **Professor Michael Procter**

Age Range **7 to 13**

Total Number of Pupils **413**

Gender of Pupils **Mixed (240 boys; 173 girls)**

Numbers by Age 7-11: **258**

11-13: **155**

Inspection dates **13 Mar 2012 to 16 Mar 2012**

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 November 2007.

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. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed through the following link: www.legislation.gov.uk. Search for Independent School Standards Regulations and enter date 2010, to find Schedule 1, Parts 1-7.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Equality Act 2010 (including race, gender, special educational needs and disability).
- (ii) The School Standards and Framework Act 1998, banning corporal punishment.

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.

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', 'satisfactory' 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 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 Penny Horsman	Reporting Inspector
Mrs Jennifer Burrett	Team Inspector (Head, IAPS school)
Mr Alan Laurent	Team Inspector (Head, IAPS school)
Mrs Chris Lewsey	Team Inspector (Head of Administration, IAPS school)
Mr Kerry Lord	Team Inspector (Deputy Head, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Belmont is a co-educational day preparatory school for pupils between 7 and 13 years. It was originally founded in 1912 as a boys' boarding house for Mill Hill School and became a full preparatory school shortly after. The school became co-educational in 1995. It is set in extensive grounds, which include a woodland play area, in a residential area of north west London. It is based in an eighteenth century house with many additional buildings. The school is part of the charitable Mill Hill School Foundation that also includes the senior school, Mill Hill School, and Grimsdell, the pre-preparatory school. Belmont is based a short walk away from the site of the other two schools. The day-to-day running of the three schools from an educational perspective is separate but they share governors and a central administration, and the headmaster of the senior school acts as chief executive for all three schools.
- 1.2 The aims of the foundation are to provide excellence in education, supporting pupils from childhood towards adulthood within a Christian environment, while accepting pupils from other faiths or no faith. It sets out to focus on the individual and developing the interests and talents of each pupil so that he or she feels wanted and valued. The school seeks to work in partnership with parents and to actively encourage an atmosphere of care and support.
- 1.3 At the time of the inspection there were 413 pupils on roll: 240 boys and 173 girls. The school has identified 84 pupils as having special educational needs and/or disabilities (SEND) and one of these has a statement of special educational needs. Twenty-five pupils have English as an additional language (EAL) and four of these pupils receive support. The overall ability of the pupils is above the national average, and almost all pupils have ability that is at least above average, while some have ability that is well above average.
- 1.4 Pupils come mostly from professional families who live in the surrounding areas. The rich ethnic mix within the school reflects the diversity of the local community; pupils come from a number of different faith and cultural backgrounds.
- 1.5 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 All pupils are highly successful in their learning and personal development. The school meets its aims to support pupils in their journey from childhood to adulthood and to develop in them self-discipline, spiritual and moral values, and responsibility, leading to the highest possible standards of behaviour and consideration for others. Excellent teaching contributes to the pupils' high standard of achievement and good progress. Marking is regular, usually with helpful comments on how pupils can improve their work further. The pupils' own evaluation of their work is not fully developed. The pupils' attitudes to their work are excellent. They are interested in their studies and appreciate the many and varied opportunities offered to them, both within and outside the excellent curriculum.
- 2.2 The pupils' personal development is excellent. The close-knit community and the warm and caring atmosphere in the school result in pupils who are well mannered and unfailingly polite. Pupils reported that they are proud to be at the school. In their responses to the pre-inspection questionnaire, parents were overwhelmingly positive and this reflects their strong satisfaction with the education their children are receiving. The pupils' responses to their own questionnaire were also almost all positive. Some older pupils felt that teachers are not always fair with rewards and sanctions. Inspection evidence did not support this view. All staff, both teaching and non-teaching, provide excellent pastoral care and their examples lead to the purposeful atmosphere that pervades the school. Arrangements for ensuring the welfare, health and safety of the pupils are excellent.
- 2.3 Leadership and management, including links with parents, are excellent. The school benefits from the strong leadership provided to the staff at senior management level. Since the previous inspection, mechanisms for tracking the pupils' progress and closer monitoring of teaching and learning have been introduced successfully. Governance of the school is good. The governors are committed to the school, play a key part in its development and receive regular reports to inform their discussion, though most have limited opportunities to gain insight into the day-to-day life of the school.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is available through the link described in the Preface)

- 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. Extend the pupils' self-evaluation of their work.
 2. Ensure that the governing body has more opportunities to gain an insight into the day-to-day life of the school.

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' achievement is excellent.
- 3.2 Pupils are extremely well educated and highly successful in their learning across all subjects and activities. The school fulfils its aims to provide excellence in education and to develop pride in achievement. In lessons and in their written work, pupils show clear understanding and all make at least good and sometimes excellent progress. The pupils have a marked ability to listen to each other. They speak and read with confidence, whether in a classroom discussion, reading in an assembly or conversing with adults. Younger pupils read aloud with great expression in an English lesson and older pupils argued coherently about Mary I's success as a queen. Pupils acquire good mathematical skills from an early age and are able to use these in problem solving, such as in older pupils' trionimo work in algebra. Their creative skills are clearly evident in art displays around the school, which provide stimulus and interest. Pupils achieve well in science, though practical work is restricted by limited laboratory space. In information and communication technology (ICT) they reach high levels of competence, displaying the ability to programme. Pupils use ICT for research in subjects across the curriculum and especially religious education (RE). Touch-typing skills are taught from the time pupils enter the school. Performance skills are developed in productions for all year groups, and some pupils are offered roles in professional productions. Pupils display highly developed physical skills across a range of sports.
- 3.3 Pupils are successful in achieving awards, both academic and creative, when they move on at the age of thirteen, and almost all pupils transfer to Mill Hill School. Older pupils are able to audition for the foundation chapel choir and others achieve success in the other choirs that operate in the school. The school orchestra and numerous bands and ensembles perform at a high level and pupils have been awarded places in national youth orchestras and choirs. Success in sporting activities includes teams and individuals winning local, regional or national competitions in rugby, cricket and gymnastics.
- 3.4 Pupils have not been entered for national tests since 2009 but results for the three years from 2007 to 2009 at the age of 11 were excellent in relation to the national average for maintained primary schools. These results, together with the excellent level of attainment as judged in the pupils' work and in lessons during the inspection, indicate that pupils make progress that is good in relation to national age-related expectations. Pupils with SEND or EAL often make rapid progress, evident in scrutiny of their work and from conversations with them. The most able pupils enjoy and make progress from the challenges that are planned for them, and opportunities for extension work abound across the curriculum.
- 3.5 Pupils thrive in an atmosphere of hard work, enjoyment and effort. Their attitudes to their work are excellent and they take pride both in their achievements and the successes of others. They sustain high levels of concentration during lessons, maximising the opportunities that are presented to them. They work very well together, relishing opportunities to take initiative, as seen in a drama lesson with younger pupils who were discussing short scenes from a Dickens novel.

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

- 3.6 The contribution of the curricular and the extra-curricular provision is excellent.
- 3.7 Pupils are enabled to achieve high standards in all subjects and the provision supports the school's aims to provide excellence in education. The curriculum is broad, balanced and forward thinking, well planned in each subject and tailored to suit the needs of pupils of all ages and abilities. It covers all required aspects of learning and presents excellent opportunities for developing the pupils' intellectual curiosity.
- 3.8 The curriculum includes challenging and rewarding activities. However, the current accommodation for science in a single laboratory is inadequate for the number of pupils who need access to such a facility. This results in limited opportunities for practical work. An excellent learning resources centre helps to develop the pupils' research skills. The frequent use of ICT across the curriculum is evident in exercise books, on display boards and in cross-curricular topics such as the excellent presentations given by older pupils in quiz games. More able pupils are given extra challenge through weekly extension lessons in, for example, English and mathematics. Learning support assistants give excellent in-class help to those with SEND, EAL or statements of special educational needs, and some pupils have individual support lessons from specialist teachers.
- 3.9 Since the previous inspection the school has improved the balance of time allocation for certain subjects, giving more opportunities for longer lessons. Independent studies is now a discreet subject for older pupils and further opportunities have been provided for extended writing. A more consistent approach has been introduced to personal, social, health and religious education with the introduction of a new scheme of work for this subject, ensuring a wider coverage of the topics taught. Knowledge of other faiths and cultures is expanded and extended through curriculum subjects such as geography, history and RE. The overall curriculum is enriched by visits to museums and galleries, and, for older pupils, by residential trips.
- 3.10 Extra-curricular provision is excellent. It fulfils the school's aim to include and value each pupil, promote passion and interest, find individual strength and provide a broad experience. Pupils and parents view the provision as a strength of the school. Opportunities include sports clubs that cater for both talented pupils and those who play sport for recreation, and provide appropriate numbers and levels of teams and coaching to suit varied abilities. High quality provision for music includes the school orchestra, the chapel choir and informal music making at lunchtime. In drama a recent production written by a member of staff enabled less-established actors to perform with success. Language clubs are popular. The 70-strong swimming squad meets before breakfast for training twice a week. Language and cultural trips during school holidays are numerous and well supported. Pupils monitor their own contribution to the extra-curricular programme, discussing it in tutorials and completing an activity sheet to keep their parents informed.
- 3.11 The curriculum is enriched by numerous links to the community. The school hosts a number of local community musical and sporting events. The pupils' understanding of their role in the community is enhanced through confirmation in the local church, community carol singing at Christmas, and mathematics and chess challenges with local primary schools.

3.(c) The contribution of teaching

- 3.12 The quality of teaching is excellent.
- 3.13 Teaching is consistent with the school's aim to develop academic excellence, and to encourage intellectual curiosity, sound learning and a spirit of enquiry. Almost all teaching is thoroughly and effectively planned, moves at an appropriate pace, and includes a variety of tasks that hold the pupils' interest and challenge their thinking skills. Older pupils were able to choose their role in a forthcoming production and exhibition. Frequent individual, pair and group work gives pupils opportunities to learn in different ways. In the very few less successful lessons observed, the pace was too slow and the teaching too directed, which resulted in slower progress being made.
- 3.14 The pupils' self-evaluation is developing, as seen when younger pupils in science were asked if they had achieved their learning objective. This practice is not yet consistent. Well-used opportunities for teachers to observe lessons have resulted in pupils benefiting from the sharing of good practice. The systems for assessment have been reviewed, and valuable data is available to monitor progress and inform future planning. All departments make good use of this data which is used to check the pupils' progress. This tracking leads to target setting by both pupils and staff, which stimulates the pupils' effort and motivation. This meets the recommendation of the previous inspection report. Planning and marking have been reviewed and marking is thorough in most subjects, with helpful comments on how work can be improved. This has resulted in more rapid progress. In some subjects opportunities are given for pupils to respond to advice although this is not always acted upon. Lively discussion between pupils and teachers is evident in many lessons. In a mathematics lesson pupils discussed different methods for finding percentages, and in a science lesson they considered volume and shape as liquids were moved from one container to another.
- 3.15 Teaching demonstrates excellent subject knowledge, as seen in an English lesson for older pupils on *Romeo and Juliet* which dealt with conflict between parents and children, and in a design and technology lesson when pupils were learning about pivots. Praise and encouragement are deployed to good effect, and this adds to the pupils' enjoyment of their work and reflects the school's aim of providing the assured quality of well-qualified, committed staff. In almost all teaching a well-disciplined atmosphere encourages effective learning. Working relationships with pupils are excellent. Skilful use of questioning was seen; open-ended questions encouraged independent thinking. This enabled all pupils, but especially the most able, to achieve very high standards. Pupils appreciate the enthusiastic support they receive from their teachers. The excellent teaching encourages pupils to behave responsibly and enjoy their learning.
- 3.16 A highly effective system supports pupils with SEND or EAL with the use of classroom assistants. Information on the pupils' abilities is transferred between teachers and is supported by an improved tracking system covering all ages. The provision for pupils with statements of special educational needs is excellent. Teachers use the information disseminated by the learning support department to inform their planning so that their teaching is appropriate to the pupils' needs.

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 school's Christian foundation enshrines values of tolerance, care for others, forgiveness and empathy in the multi-faith community of the school. These values are adopted and appreciated by all pupils. Through prayer and reflection in the assemblies and chapel services pupils appreciate a need for a quiet time in the day which nurtures their spiritual development. Pupils who wish to are able to take part in the confirmation services held in the local church. Pupils develop excellent understanding of how others worship through visits to centres of other faiths and talks by outside speakers from those faiths. Pupils appreciate their surroundings, which abound with natural beauty. Individuality is respected and nurtured alongside opportunities to grow and flourish, encouraged by the excellent displays in corridors and classrooms.
- 4.3 A strong sense of fair play and the right of everyone to be respected as a person and for their views is highly evident in pupils throughout the school. The pupils have an acute sense of right and wrong, and in interviews reported that bullying is rare. A great degree of empathy was evident when pupils discussed what it might have felt like to have been Anne Frank, or one of the Jarrow marchers. A group of pupils on the ecology committee has promoted awareness in the school community of eradicating unnecessary waste. Pupils from all three schools in the foundation worked together to make an informative film about the importance of switching off lights for the recent 'switch off' fortnight, which was enjoyed and appreciated by all members of the school community.
- 4.4 The pupils' social development is excellent. Older pupils take their prefect duties seriously. Pupil representatives from all years, democratically elected by their peers, form the school council, which meets several times each term to discuss issues raised by the pupils themselves. The strong 'buddy' system allows pupils to provide advice and help to those new to the school. The house system inspires excellent collegiality and also offers the chance for responsibility as a house captain, vice-captain or games captain, which pupils enjoy and take seriously. Each form has appointed monitors, and pupils spoke highly of the annual Leadership Challenge morning when all the older pupils are involved in activities that promote and develop leadership skills. Older pupils act as tour guides on open days. The school community raises significant sums annually for local, national and international charities. Citizenship awards are earned by pupils showing exemplary care for others. Pupils look forward to entertaining local elderly residents at an annual party.
- 4.5 The cultural development of the pupils is excellent. The rich ethnic mix within the school community promotes understanding and awareness of the traditions and customs of others, and this commonly extends to friendship groups. Pupils benefit and learn from experiences of their own and other cultures when they visit art galleries, museums or other countries such as Italy, France or South Africa. The citizenship programme promotes the pupils' knowledge and awareness of political processes and systems as they move towards adulthood.
- 4.6 By the time they are ready to transfer to their senior schools at the age of thirteen, pupils' personal development ensures that they are ready for the challenges which lie ahead.

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

- 4.7 The quality of pastoral care is excellent.
- 4.8 Arrangements support the aims of the school to be a caring and supportive community. Staff know pupils well and relationships are extremely positive, both between pupils and staff and amongst pupils themselves. The pupils' individual needs are catered for in class and beyond; special arrangements have been made to enable pupils to be involved in both a drama production and preparation for an overseas trip. Staff share any concerns about pupils, discussing them at staff briefings and progress meetings, and seeking ways to improve pastoral systems. Induction for new pupils is carefully planned and mentoring is regular practice. The 'buddy' and house systems, class tutors, other members of staff and pupils themselves provide excellent support and guidance. In pre-inspection questionnaires, some older pupils expressed uncertainty about being able to ask for support if having a personal difficulty. The inspection team found no consistent evidence for this.
- 4.9 Staff take considerable care to promote a healthy lifestyle through monitoring the pupils' eating habits. Healthy snacks are commonplace and a variety of foods is on offer at lunchtime, including 'taster pots' that allow pupils to sample new foods. Prefects monitor pupil attendance at lunch diligently.
- 4.10 Arrangements to guard against bullying are appropriate. Issues are few and dealt with promptly, and staff keep in close contact with parents. Pupils report that the school is active in seeking to prevent cyber bullying. The disability accessibility plan is appropriate and is reviewed regularly.
- 4.11 The pastoral committee works to monitor and review current practice. Pupils respect the rules, feel well supported and find that good behaviour is frequently praised. Inspection findings support the pupils' views. In questionnaire responses, older pupils expressed that they find some inconsistency and unfairness in the awarding of rewards and sanctions. The inspection team found no evidence to support this.
- 4.12 The school seeks the pupils' views in several ways. Pupils understand the role of the school council and the suggestions box, and can cite several examples of improvements made as a result of both. The 'feelings box' for the youngest pupils, where worries can be expressed and personally answered, is another facet of the support system.

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

- 4.13 Arrangements for welfare, health and safety are excellent.
- 4.14 The safeguarding procedures are suitable and have regard to official guidance. All staff are appropriately trained at the required level in child protection and all policies are up to date.
- 4.15 All necessary measures are taken to reduce the risk of fire and other hazards, with comprehensive risk assessments covering all areas of school life. Regular fire drills are held and records kept. Staff receive clear guidelines on fire safety.
- 4.16 Health and safety procedures are reviewed and checked regularly. Staff are fully aware of the health and safety procedures in the school and pupils are reminded in lessons. Electrical testing is regular and recorded appropriately. The on-site

medical staff provide high quality care. The medical centre is well equipped, and first-aid training is arranged for all staff at a basic level and at a higher level for staff with specific responsibilities. Clear management and consistency of care across the three schools are overseen from the senior school. Any medical incidents are recorded appropriately on the database and checked. The system of recording the pupils' visits to the medical centre in prep diaries can be checked by parents.

- 4.17 Risk assessments for outings and visits are rigorous and the admission and attendance registers are completed and stored appropriately.

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 three schools in the foundation are well governed and strongly supported by the governing body. The governors are well qualified and provide a valuable blend of experience and expertise. They are successful in providing the stimulus to ensure an effective education, in line with the pupils' needs and the school's aims. Governors are elected because of their interest in the foundation. The Old Millhillian community has been the source of many potential governors of the foundation and may include ex-pupils of Belmont or Grimsdell. Governors are kept informed by senior staff about the life of the school. A designated link governor visits occasionally to see the staff and pupils at work. Other governors have less contact with the school and fewer opportunities to gain knowledge of individual staff or insight into the day-to-day running of the school, although they meet from time to time with senior staff and heads of department.
- 5.3 The governors exercise prudent financial control. They ensure that the necessary levels of staffing and resources are maintained overall. Governors are aware that accommodation for science is restricted to one laboratory and this has been under discussion at recent meetings. Plans are in place to increase laboratory provision. Governors take a close interest in development planning. Some governors have attended training for their roles and the governing body is aware of its legal responsibilities for child protection, welfare, health and safety, reviewing all necessary policies regularly. Governors review the safeguarding policy annually.

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

- 5.4 The quality of leadership and management is excellent.
- 5.5 Staff, pupils and parents respect the vision and deep commitment shown in the way the school is led. The senior leaders ensure that the school fulfils its aim to develop in all pupils self-discipline, responsibility, and spiritual and moral values, leading to the highest possible standards of behaviour, consideration for others, and pride in themselves and their own achievements. The excellent personal qualities of the pupils and the high level of their achievements are the direct result of the ethos that has been created and the example set by the senior management team. Heads of department liaise with the team and are responsible for the teaching and monitoring of subjects through regular meetings and observations. Monitoring of the pupils' self-evaluation of their work by subject leaders is at an early stage. In their responses to the pre-inspection questionnaire, an overwhelming number of pupils reported that they enjoy being at the school and are extremely proud of it. Parents were equally supportive, and inspection evidence confirmed these views.
- 5.6 A sharp focus exists for future and continuous improvement, and the school's leadership provides clear educational direction. Priorities are identified through self-evaluation and discussed by the senior management team and also by the staff as a whole. From these discussions, plans to improve or change practice and procedures evolve and are then reviewed. Leadership has ensured that all recommendations from the previous inspection have been addressed. Longer

lessons have enabled teachers to challenge pupils with extended writing tasks and more investigative work, with less time being lost between lessons. The introduction of a termly 'learning walk', involving senior staff informally visiting lessons to monitor teaching and learning, has been effective in helping to raise standards. Information gained from the assessment system is now being used more consistently to inform planning and for tracking pupils' progress.

- 5.7 All required policies and procedures are in place and regular monitoring by heads of department is undertaken to check that they are followed. Staff are all trained in safeguarding, welfare, health and safety at an appropriate level, and safe recruitment procedures are followed when new staff and governors are appointed. An effective appraisal system for staff provides opportunities for professional development to be identified and discussed with the school's leadership. Regular training sessions are provided for all staff.
- 5.8 The quality of links with parents, carers and guardians is excellent. In their responses to the pre-inspection questionnaires, an extremely small number of parents expressed dissatisfaction regarding information provided to them about their children's progress. The inspection team found no evidence to substantiate this. A parents' evening or an informative full written report is provided for parents each term. Prep diaries form a highly effective system of non-urgent communication and parents can make an appointment to see their children's teachers at any time. In addition, regular forums are held for parents, which are organised and run by the school's senior management. Minutes of these meetings are sent to all parents. Drop-in surgeries are available to parents of pupils in the lower part of the school, providing opportunities to see a range of their children's work and to speak with staff. Parents are offered numerous opportunities to attend sports matches, concerts and plays.
- 5.9 The school handles parental concerns with care, in accordance with published procedures, and the formal complaints procedure is appropriate but rarely needs to be used. The required information is provided for parents of current and prospective pupils and can be obtained from the school's website or the school office.
- 5.10 All staff, including senior managers, perform road-crossing duty at drop-off and collection time, and enjoy the informal contact with the parent body which the occasion affords. Parents of pupils with SEND, EAL or statements of special educational needs benefit from regular communication with the learning support team.
- 5.11 The Friends of Belmont organise various social events, including a 'Winter Wonderland' and a summer fun day, as well as cultural evenings in the spring term. These events serve to bring the school community together and are appreciated by all concerned.

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