



**GLENDOWER PREPARATORY SCHOOL  
STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Glendower Preparatory School

Full Name of School	<b>Glendower Preparatory School</b>		
DfE Number	<b>207/6004</b>		
Registered Charity Number	<b>312717</b>		
Address	<b>Glendower Preparatory School 86-87 Queen's Gate South Kensington London SW7 5JX</b>		
Telephone Number	<b>0207 370 1927</b>		
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Email Address	<b>office@glendower.kensington.sch.uk</b>		
Head	<b>Mrs Rosamond Bowman</b>		
Chair of Governors	<b>Mr Rupert Harrison</b>		
Age Range	<b>4 to 11</b>		
Total Number of Pupils	<b>206</b>		
Gender of Pupils	<b>Girls</b>		
Numbers by Age	0-2 (EYFS):	<b>0</b>	5-11: <b>171</b>
	3-5 (EYFS):	<b>35</b>	11-18: <b>0</b>
Number of Day Pupils	Total:	<b>206</b>	
Head of EYFS Setting	<b>Mr Dominic Tucker</b>		
EYFS Gender	<b>Girls</b>		
Inspection dates	<b>10 May 2011 to 11 May 2011</b>		
	<b>08 Jun 2011 to 10 Jun 2011</b>		

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in June 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government 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 is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Standards Regulations replace those first introduced on 1 September 2003.

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

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) 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.

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<sup>st</sup> 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 Children, Schools and Families (DCSF) 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, though inspectors will 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.

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Glendower Preparatory School began as a small private girls' school in South Kensington in 1895. It moved to Queen's Gate in South Kensington in 1947 and occupies a large town house. In 1969 it became an educational trust administered by a board of governors offering day education to girls aged four to eleven. The school is non-denominational with a Christian ethos and pupils come from a diverse range of cultural and religious backgrounds. The current head has been in post since April 2004. Since the previous inspection, the school has acquired the adjacent house where the basement, ground and first floors are used by the school. Additionally a dedicated computer suite has been established. The school aims to provide a curriculum which recognises pupils' potential and through which excellent standards are achieved. Pupils are encouraged to develop their talents, confidence and self-esteem and to become independent learners. At the same time, creating a nurturing environment in which pupils develop consideration for others, a spiritual awareness and the willingness to take posts of responsibility in the service of the school community.
- 1.2 At the time of the inspection there were 206 pupils in the school. Of these 35 were in Early Years Foundation Stage (EYFS) and 171 in Years 1 to 6. Most pupils join the school in the Reception classes and come mainly from local Nursery schools. Candidates for occasional places in other year groups will spend a morning in school when they are assessed in mathematics, reading and writing prior to entry. Whilst pupils are largely from professional British families, a number have international backgrounds. Fifteen pupils are identified as requiring support with their learning difficulties and/or disabilities (LDD) and all receive specialist help. No pupil has a statement of educational needs. Thirty-nine pupils have English as an additional language (EAL), of whom fifteen receive support and the remainder, being fluent in English, are able to fully access the curriculum. Overall the ability profile of the school, as evidenced in the results of nationally standardised tests, is above the national average. Pupils leave Year 6 for a wide range of independent day and boarding schools, via competitive entrance examinations.
- 1.3 National Curriculum 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 (NC) equivalence are shown in the following tables.

### ***Early Years Foundation Stage Setting***

School	NC name
Kindergarten	Nursery
Reception	Reception

### ***Preparatory School***

School	NC name
Form 1	Year 1
Form 2	Year 2
Year 3	Year 3
Year 4	Year 4
Year 5	Year 5
Year 6	Year 6

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 Pupils' achievements are excellent and they make outstanding progress across all areas of the curriculum, ensuring that they gain places at schools which have high standards of entry. A broad curriculum, supported by a good range of extra-curricular activities, ensures that the school meets its aim to educate girls in a setting where they are encouraged to develop their self-esteem and become confident, independent learners. From the EYFS, literacy, numeracy and creative skills are well developed. All pupils benefit from excellent teaching which supports their exceptional progress. Pupils are happy in their learning and say there is always someone to whom they may turn for extra help. Pupils' excellent behaviour, their capacity for hard work and positive relationships with their teachers underpin their strong academic achievements.
- 2.2 Excellent pastoral care, including strong measures to ensure their welfare, health and safety, effectively supports pupils who develop extremely good social skills, moral values and become spiritually and culturally aware. The carefully prepared personal, social and health education (PSHE) programme includes a number of visiting speakers through which pupils develop an awareness of the needs of those less fortunate than themselves and respond with genuine concern. Senior pupils willingly take posts of responsibility to serve their community. Pupils appreciate the recently formed school council where they make their views known in open debate. The policy and procedures for safeguarding are well-known and implemented by all staff.
- 2.3 Excellent governance works closely with strong leadership and management to promote the aims of the school to introduce pupils to the pleasure of learning, to stimulate their curiosity and to achieve their best in all that they do. A comprehensive development plan has resolved the recommendations of the previous inspection with strategies for further improvements, although assessment data are not yet always used effectively to support the learning and progress of all pupils. The recent acquisition of adjacent property and extended resources for specialist teaching are being put to good use by the majority of teachers. There are many opportunities for parents to become involved in the life of the school and, in their responses to questionnaires, parents express overwhelming satisfaction with governance and management and the quality of education which their children receive. A few parents felt that they were not encouraged to become involved in the school and expressed misgivings regarding the way concerns were handled. The inspectors found no evidence to support these views.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met 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. Monitor the assessment policy to ensure that assessment data are used effectively in all subjects to support the learning and progress of all pupils.
  2. Improve the opportunities in the EYFS for child-initiated learning, allowing children to select activities and equipment independently.
  3. Plan more opportunities for the use of information and communication technology (ICT) and associated technologies to support learning in the EYFS.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 The overall standard of achievement of the pupils throughout the school is excellent and meets the school's aim to provide a broad and balanced curriculum through which excellence will be achieved. Pupils of all ages, including those who need support with their learning and those who have EAL, are very well educated. Pupils with LDD attain improved levels of numeracy and literacy through targeted tasks; for example, younger pupils with LDD were given visual exercises to enable them to recognise words. Able pupils benefit from challenging tasks which, in most lessons, match their ability. The high number of scholarships for academic achievement is testament to the excellent standards many pupils achieve by the time they leave.
- 3.2 From the EYFS, pupils are attentive listeners, extremely articulate and enjoy talking about their work. In lessons seen, pupils demonstrated high levels of knowledge, understanding and skills across the full range of subjects. They read aloud with intonation and expression, as evidenced when pupils proudly presented their science research projects on microbes, and they write effectively for a range of purposes and audiences. Good powers of analysis were used in a geography lesson to explain how London has grown over the centuries. Their written work, along with their responses in curricular interviews, demonstrates a high level of attainment in relation to their abilities. Numeracy skills are highly developed and applied competently to solving problems. Striking and innovative displays of pupils' work demonstrate their imagination and creativity. They have well-developed ICT skills which they use creatively in some subjects. Since the previous inspection, the well-resourced library is now used more extensively for lessons, reading for pleasure and for independent learning and research.
- 3.3 Pupils' attainment cannot be measured in relation to average performance against national tests but, on the evidence available, it is judged to be excellent in relation to national age-related expectations. By the end of the EYFS, most children attain the Early Learning Goals in all six areas of learning and work seen shows increasing challenge throughout the year. Older pupils follow a broad curriculum and, on leaving the school, they transfer to a wide range of independent day and boarding schools which have high standards of entry. In lessons, pupils rapidly develop the knowledge, skills and understanding to tackle new work. In curriculum interviews, their determination to make progress was clear and is supported by their powers of organization. The high standard of work displayed around the school shows a steady development of skills. This level of attainment, as judged, indicates that pupils make exceptional progress in relation to pupils of similar ability.
- 3.4 Excellent attitudes to learning strongly support pupils' achievements. They spend time and effort over their class and homework and are focused on doing their very best. They work enthusiastically in pairs and groups and at the same time show independence and initiative in many of their activities. A mature approach is adopted toward their studies in which pupils display confidence without arrogance. Pupils are keen to develop all their talents and make great efforts to achieve in a wide range of activities outside the classroom. They persevere and practise hard to reach excellent standards in a wide range of musical and sporting activities. Netball and swimming teams do well in local and national competitions and the choir sings annually at the Royal Star and Garter Home for retired service personnel.



### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.5 The school's aim, to enable all pupils to develop their skills and talents, is met very well by a broad curriculum supported by a good programme of extra-curricular activities. It effectively covers the requisite areas of learning. The education provided is suitable for all ages and meets the school's aim to enable all pupils to become independent learners and to achieve their potential. The PSHE programme prepares pupils well for taking responsibility for their own wellbeing and for that of others. In response to the previous inspection report's comments about the restricted premises, the school has developed new classrooms in an adjacent building. Good links with the local community and other schools support the curriculum.
- 3.6 Special features of the curriculum include Latin and Mandarin in Year 6. Provision for ICT has recently been improved and is now becoming more widely used to support teaching and learning. Setting for mathematics in Years 5 and 6 provides the opportunity for work to be planned appropriately according to the ability level of the group. The curriculum includes extended project work which enables pupils to develop research skills and their powers of self-expression. Drama, art and music are combined very effectively in school productions. Pupils throughout the school are given ample opportunities to perform, which helps their oral competence and self-confidence. Effective timetabling ensures that all subjects have sufficient time and that pupils' knowledge and skills are built on throughout the school. All pupils are encouraged to participate in the range of extra-curricular activities, which include swimming, drama, netball, chess and a supervised homework club. Clubs such as ballet have been initiated as a result of pupil and parental requests.
- 3.7 The provision for those with particular needs is very well planned by the special needs department which produces individual learning schemes. These are shared effectively with all teachers. Throughout the curriculum, good provision is made in the lesson planning for pupils who require extra help including those for whom English is an additional language. Most subjects have developed effective strategies to challenge able, gifted and talented pupils.
- 3.8 Many external visits and visitors to the school further enhance the curriculum. Parents talk to pupils about their professions. The pupils' cultural education is extended by visits to local places of historical and artistic interest. Pupils benefit from links with the local community including participation in several charitable fund-raising events. Considerable sums of money are raised for a school for autistic children in North London. The school has also established links with local maintained schools to enable them to swim and use better facilities for art. Pupils from Years 5 and 6 enjoy residential trips to France and Dorset and the opportunity to learn new skills and gain greater independence.

### **3.(c) The contribution of teaching**

- 3.9 The quality of teaching is excellent. Teaching is a significant factor in helping pupils develop their academic potential. The school meets its aim to introduce pupils to the pleasure of learning, stimulating their curiosity and imagination. Teachers are conscientious and have expert subject knowledge. This, coupled with their enthusiasm, fosters in the pupils a keen interest and a desire to succeed. Strong and warm relationships between teachers and pupils ensure that lessons are characterised by an air of mutual respect.
- 3.10 Teachers throughout the school are given a thorough breakdown of pupils' strengths and weaknesses. Overall, pupils' achievements are strongly supported by some imaginative and well-informed planning. Lesson content captures the pupils' interest and a rapid pace in most lessons maintains their endeavour to achieve well. The good practice of planning extension work for the very able seen in many lessons is becoming widespread across all subjects. Teachers make excellent use of time, vary their teaching styles and use a wide variety of resources. The use of ICT in teaching and learning has improved since the previous inspection.
- 3.11 As a result of positive encouragement, pupils remain focused and excellent behaviour is the norm. The school values and supports originality and talents of all kinds, and contributions from all pupils are strongly encouraged. During the best lessons, the use of skilful questioning encouraged pupils of all abilities to participate in discussions. Teachers encourage pupils to take responsibility for their own learning. They are given a range of opportunities to learn independently and to develop their creative and critical thinking. Particularly good examples were seen in the pupils' research projects where they had used both the internet and books to find information for themselves.
- 3.12 The school's learning support department provides valuable information about pupils requiring extra help with their learning. The majority of teachers make effective use of this information. Since the previous inspection, assessment procedures have improved and are becoming more consistent. Most, but not all, teachers use this assessment data and the system for monitoring pupils' progress well; consequently they understand the needs of each pupil and plan appropriate learning opportunities. Excellent use is made of teaching assistants for one-to-one support for pupils with particular needs.
- 3.13 Across the curriculum pupils have access to a wide range of high-quality resources. The recent addition of up-to-date equipment in classrooms is used effectively by staff and is having a positive impact on the quality of learning. Marking is regular and thorough, and constructive comments are made so that pupils understand how to improve the quality of their work. The pupils value this information and the system of rewards used.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 Pupils of all ages have outstanding personal qualities. They are friendly, considerate and work very well together. In accordance with the school's aims, pupils are growing into capable young women with a sense of self-worth. The school successfully promotes their spiritual, moral, social and cultural development. This is apparent in their behaviour and social skills. In their pre-inspection questionnaires, pupils expressed an overwhelming pleasure at being at their school where they felt they are treated equally, listened to and given responsibility to serve their school community.
- 4.2 Pupils are strongly spiritually aware and understand well the importance of religious faith in all its forms. They appreciate the value of coming together in assemblies to give thanks for what they have. Pupils have a strong sense of justice and engage in collecting for charities for those less fortunate than themselves. Their appreciation of beauty and awareness of the wonders of nature is clear in the art work displayed around the school. Pupils in Year 1 were fascinated by how a caterpillar becomes a beautiful butterfly. All pupils show consideration for their environment and enthusiastically support recycling projects.
- 4.3 Pupils demonstrate an excellent awareness of moral values. They are quite clear about what is expected of them because the school's golden rules set out the principles of responsible behaviour. They distinguish between right and wrong with a well-developed sense of fair play. Pupils take the opportunity to serve their community responsibly through the school council. Open discussion between representatives from all forms leads to collective decisions based on what is right for the school community. Pupils showed a good understanding of what makes a fair society in a lesson focusing on the qualities of good citizenship.
- 4.4 All pupils mix socially with each other very well. The school successfully achieves its aim to promote courtesy and kindness. An assembly gave Year 5 pupils the chance to share with the rest of the school their well-prepared work on how to make friends. Pupils are welcoming and keen to put visitors at their ease. The buddy system for helping new pupils brings those of different ages together. Year 6 pupils have paired reading with Reception children and Year 5 paired singing with Year 1. Prefects take their responsibilities seriously. They are aware of pupil issues which they resolve through conversation and seeking advice. Pupils understand very well English services and institutions and a range of social issues through their involvement with the wider community. Their awareness of children with special educational needs is heightened by visiting a local school. They understand the importance of the sensible use of the internet because of the introduction of a safety code.
- 4.5 The community at Glendower is enriched by pupils from a wide range of cultural backgrounds. Pupils take a genuine interest in hearing about their experiences without a hint of discrimination. Their celebration of difference is seen in their writing, art and drama work. A greater understanding of their own culture is developed through visits to art galleries and museums. Pupils are keen to become pen-friends with children in Malawi and develop a good understanding of what life is like for children in less affluent surroundings. This has been expressed in their support of a project to raise money for building new accommodation for the Malawian school.

#### **4.(b) The contribution of arrangements for welfare, health and safety**

- 4.6 The arrangements for pupils' welfare, health and safety are excellent and make a strong contribution to pupils' personal development. They support the school's aim to ensure that pupils at Glendower enjoy a friendly, caring and nurturing atmosphere where the staff offer outstanding pastoral care. From the EYFS, a high priority is placed on pupils' welfare and each is treated as an individual. The well-being of pupils is seen as the responsibility of all staff, teaching and non-teaching. Pupils benefit from effective arrangements to ensure their health and safety.
- 4.7 Form tutors know their pupils well and are the first to notice any issues. A standing item on the agenda of weekly staff meetings ensures that these concerns are known by all. Very good relationships between pupils and their teachers are founded on mutual respect. Staff are courteous in their dealings with pupils and in this way act as good role models.
- 4.8 The pupils' behaviour is exemplary and, although incidents of bullying are rare, pupils are clear that they will be dealt with constructively. Pupils say that there is always someone to whom they may turn for support. Misdemeanours are infrequent but an effective procedure is outlined for dealing with breaches of the code of conduct. Behaviour charts are tailor-made for those pupils who need a little extra guidance towards maintaining good behaviour at all times. These charts are discussed with parents and progress noted. The school's high expectations are outlined in the Glendower golden rules and displayed around the school. Parents are aware of the rules which are printed in their weekly newsletter, The White House, and discussed at meetings.
- 4.9 All safeguarding policies are strong in content and implementation. The head, two deputies and a governor have received child protection training which is updated every two years. Staff receive training at the required intervals. All policies, including those for health and safety, fire and medical provision, are suitable and are implemented successfully. The attendance and admission registers have been accurately kept and stored. Plans have been written to improve access for those with disabilities. A chart for healthy eating is shared with pupils and staff inform parents immediately if a child is not eating properly. School meals are nutritious. Since the previous inspection, the school has employed very imaginative ways of ensuring that all pupils have access to outside space enabling them to take part in regular exercise.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The school is a charitable trust which benefits from excellent governance, enabling the school's aims to be met. Governors provide strong support for all sections of the school and are committed to providing a first-class education for every pupil. The board exercises scrupulous scrutiny of all policies and procedures. Governors are in the playground at the start and finish of every day to make contact with parents and to oversee health and safety.
- 5.2 Members of the board have a wide range of expertise. This is effectively deployed in sub-committees which meet termly. The annual risk assessment meeting ensures that all necessary precautions are taken to ensure the safety of pupils within school and on school trips. Named governors have been trained in health and safety matters, safeguarding and child protection. Another has oversight of the EYFS. Parent governors conduct tours around the school for prospective parents.
- 5.3 The chair of the finance committee works closely with the bursar and oversees sound investment in staffing, resources and, in particular, the extension and maintenance of the accommodation. Recent renovation of a dedicated computer room has enhanced pupils' understanding and use of ICT across the curriculum.
- 5.4 Regular visits, including some to lessons, inform the governing board of the workings of the school and enable them to monitor progress with the school development plan. Board meetings each term include presentations from members of staff about their area of responsibility; recent presentations have included those from the co-ordinators of science, English and physical education. Any concerns raised are considered and, where appropriate, immediate action is taken. Members of the board meet with representatives of the parents' association and are mindful of parents' concerns and opinions. In their responses to the questionnaire completed for this inspection, parents were overwhelmingly satisfied with the quality of governance.
- 5.5 In response to recommendations made in the previous inspection, governors have acquired adjacent accommodation and created more teaching space. Arrangements to make the library more accessible for independent learning, research and recreational reading purposes have been successful.

### **5.(b) The quality of leadership and management**

- 5.6 The school is extremely well led and management is efficient in furthering the aims of the school. New procedures for assessment are used in an increasing number of subjects to improve the planning for pupils of all abilities, but this is not yet fully developed. Subject co-ordinators in the main provide good leadership of their subjects and effective organisation of their departments. All required policies for the delivery of a robust curriculum in a safe and supportive environment have been produced. Monitoring the implementation of these policies across the school by senior management is becoming more robust.
- 5.7 Senior managers provide a clear educational direction which is outlined in the school development plan. Through regular lesson observations, scrutiny of workbooks and attendance at department meetings, they apprise themselves of the quality of

education being delivered. Their observations are followed by targeted staff training where appropriate. The school has moved to appoint specialist teachers in a range of subjects. This has been effective in supporting pupil progress and the achievement of high standards. Recent staff training has included how to provide for pupils with special educational needs. Weekly staff meetings include a standing item to share awareness of pupils' issues. In a continual quest for improving the quality of teaching, the head reviews staff performance each year and all are appraised by a member of the leadership team on a three-year cycle. Leadership carries out annual self-evaluation and is appraised by the governors.

- 5.8 The recruitment and induction of high-quality staff is a priority and the central register of appointments accurately records the checks undertaken on all new appointees, including governors. Job descriptions for all posts are reviewed every year after consultation with staff. All staff are trained in health and safety and child protection matters every three years and named child protection officers every two years. Liaison with the local safeguarding agency ensures that any issues concerning pupils' welfare are readily recognised and immediate action taken. In response to a recommendation at the time of the previous inspection, leadership maintains close contact with the parent body.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.9 The school values excellent links with parents, carers and guardians, which strongly support the academic and personal development aims of the school. The school provides all relevant information for parents of pupils and prospective pupils, who say that they can communicate readily with the school and have access to the policies they need. Regular publications and arrangements for parents to visit contribute to the very good working relationship between home and school.
- 5.10 In their responses to the pre-inspection questionnaire, parents expressed overwhelming satisfaction with the quality of education provided and the progress made by their children. A few parents felt that they were not encouraged to become involved and a small number expressed misgivings regarding the way concerns were handled. The inspectors found no evidence to support these views. The complaints policy is robust, comprehensible and available on request, and all concerns are handled with care. Parents are provided with easy access to the school. They visit classrooms and assemblies to talk about a range of topics including careers in law, finance or fashion and about their religious faith.
- 5.11 Parents have access to a wide range of information in the parents' handbook which highlights the expectations and experiences of school life. The pupils' many achievements are reported in the weekly newsletter. Development of the school's website and postings of policies and procedures have ensured that parents are in touch with the workings of the school. Increasing use of email and the adoption of electronic messaging services speed lines of communication and parents express considerable appreciation of this facility.
- 5.12 Excellent written reports and regular consultation evenings provide parents with details of their children's progress. Reports include informative comments on grades achieved in relation to the effort made. Most provide targets to show how a pupil's work can be improved or extended. Prep journals, taken home daily, provide an excellent means by which parents can support their child's progress. These are checked by form tutors each morning.

- 5.13 An enthusiastic and active parents' association (PA), with form representatives, provides an effective link with parents of current and prospective pupils. The PA hosts a wide range of events and welcomes parents to special functions such as concerts and drama productions. The twice-termly 'Meet the Leadership Team Coffee Morning' extends links with current parents. During the inspection, members of the PA were seen showing prospective parents around the school.

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

## **6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

### **6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage**

6.1 The overall effectiveness of the EYFS is good. Within a safe and happy environment, strong teaching meets the needs of the children and fulfils the aims of the school. High priority is placed on the children's welfare and every child is treated as a valued individual. The dedication of the staff and the positive support of parents provide children with a good start to their education. Since the previous inspection, the new EYFS curriculum has been implemented well and staff are committed to a programme of continuous improvement.

### **6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage**

6.2 The leadership and management of the EYFS are good. Safeguarding policies and procedures are robust, and the implementation of all policies promote equality and eliminate discrimination; staff support the children very well. Qualified staff work effectively together and regularly monitor and evaluate the provision in order to set priorities for the future as detailed in the EYFS development plan. A formal staff appraisal system operates well. Effective use is made of resources but the provision for ICT and related technologies is not yet sufficiently well developed. Parents expressed support and a high level of satisfaction with the EYFS provision in the pre-inspection questionnaires. They appreciated the positive care and support their children receive from all staff which helps to produce happy learners.

### **6.(c) The quality of the provision in the Early Years Foundation Stage**

6.3 The quality of provision for all abilities is good with outstanding features. Very good support is given to pupils for whom English is an additional language (EAL). Effective teaching helps the children to develop as confident, independent learners who can make decisions and organise themselves well. Planning is flexible to ensure that the children are challenged and their needs are met. The curriculum is enhanced by specialist teaching in music, drama and physical education. Insufficient opportunities for child-initiated learning are incorporated into the curriculum. Good use is made of the indoor and the limited outdoor space. Children enjoy a variety of learning experiences. Staff work effectively to promote the welfare and safety of the children. They are taught how to move safely inside the building. Staff guide the children towards a healthy eating regime. Children's ideas and efforts are valued and their well-being is nurtured successfully by the nominated key person. Regular observations and assessments provide staff with a good knowledge of each child's stage of development and progress is recorded appropriately in individual pupil profiles.



### **6.(d) Outcomes for children in the Early Years Foundation Stage**

- 6.4 Outcomes for the children are good and in some areas outstanding. Children enjoy their lessons and are positive and enthusiastic about their learning. They concentrate well and make good and often outstanding progress. By the end of the EYFS most children attain the Early Learning Goals in all six areas of learning and some exceed them. They respond positively to adults and are well prepared for the next stage of learning. They are confident, share, take turns and have good social skills. Children have excellent communication skills. They develop very good writing skills and can construct simple sentences. They demonstrate very good numeracy and can add 'one more' or 'one less' to a given number up to twenty. Pupils' ICT skills are less well developed due to limited opportunity to use the resources. Children have a good awareness of personal safety and understand the importance of healthy eating, physical exercise and good hygiene practices. Children are well behaved, friendly and show respect for one another.

**Section 2 includes what the Early Years Foundation Stage should do to improve its provision.**

## **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 Patricia Cullen

Reporting Inspector

Mrs Diane Watkins

Former Head, IAPS school

Mr Mark Albini

Deputy Head, IAPS school

Mrs Ann Pelech

Early Years Co-ordinating Inspector