



# **INDEPENDENT SCHOOLS INSPECTORATE**

## **PRIORY PREPARATORY SCHOOL STANDARD INSPECTION**

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## Priory Preparatory School

Full Name of School	<b>Priory Preparatory School</b>		
DfE Number	<b>936/6002</b>		
EYFS Number	<b>EY397099</b>		
Registered Charity Number	<b>312035</b>		
Address	<b>Priory Preparatory School Bolters Lane Banstead Surrey SM7 2AJ</b>		
Telephone Number	<b>01737 366920</b>		
Fax Number	<b>01737 366921</b>		
Email Address	<b>office@prioryprep.co.uk</b>		
Head	<b>Mr Graham Donald Malcolm</b>		
Chair of Governors	<b>Mrs Serena Broad</b>		
Age Range	<b>2 to 13</b>		
Total Number of Pupils	<b>180</b>		
Gender of Pupils	<b>Boys</b>		
Numbers by Age	2-3 (EYFS):	<b>10</b>	5-11: <b>100</b>
	3-5 (EYFS):	<b>49</b>	11-13: <b>21</b>
Number of Day Pupils	Total:	<b>180</b>	
Head of EYFS Setting	<b>Mrs Glenys Clark</b>		
EYFS Gender	<b>Boys</b>		
Inspection dates	<b>07 Dec 2010 to 08 Dec 2010 17 Jan 2011 to 19 Jan 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 November 2006.

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 Situated in a pleasant residential area of Banstead in Surrey, Priory Preparatory School is a day school educating boys from the age of two. The majority stay until aged thirteen and then transfer to independent selective secondary schools. The school includes a pre-preparatory department for pupils up to the age of seven with an Early Years Foundation Stage (EYFS) setting.
- 1.2 Founded in 1921, the school is a charitable trust administered by a governing body. Although the ethos of the school is founded on Christian principles, boys of any or no faith are welcomed.
- 1.3 Since the last inspection, a new chair of governors has been appointed. The management structure now comprises three directors of studies. All classrooms have interactive whiteboards up to Year 4, projectors onto whiteboards thereafter. The medical room has been refurbished.
- 1.4 At the time of inspection a total of 180 pupils were on roll. Of these, 59 attended the EYFS and 121 the preparatory department. Most pupils come from professional families in the surrounding area. A few have ethnic minority backgrounds.
- 1.5 Admission is by internal informal assessment and interview from Year 3 and above to enable the school to ascertain whether it can meet a pupil's needs. A wide range of ability is present but the average ability of pupils in EYFS and the preparatory school is in line with average national norms. The school does not enter pupils for national tests but results in standardised tests of attainment in English and mathematics indicate that pupils' achievement is above the national average.
- 1.6 Continual assessment of verbal reading scores, verbal reasoning and non-verbal tests monitors pupils' progress. One pupil has a statement of special educational needs and 29 have been identified as having some learning difficulty and/or disability (LDD). No pupil requires support for English as a second language.
- 1.7 Alongside preparing boys for senior independent schools, the school aims to foster the pupils' personal development in preparation for adult life. The curriculum is shaped to meet the needs of all ability groups and the wide range of extra-curricular activities seeks to help them to develop into well-rounded and enthusiastic individuals. All pupils obtain places in the senior school of their choice; a large proportion gain scholarships, exhibitions or educational awards.
- 1.8 The school aims to build close links with parents and the local community and encourages charitable activities through which boys become aware of the needs of others and the contribution they can make to society.
- 1.9 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 The school is successful in meeting its aim to educate pupils in a secure environment in which they can achieve their potential and enjoy success in all subjects. The wide-ranging curriculum and programme of activities, both in school and outside, contribute to the pupils' high attainment and preparation for adult life. From the EYFS onwards, pupils benefit from effective and often excellent teaching. The effective use of ICT as a teaching tool to support learning is good in some areas but is insufficiently developed overall. The school is aware of the need for this improvement and has a plan to address it. Most lesson planning includes detailed provision for all ability needs including those of the very able. Excellent relationships between staff and pupils and the enthusiasm that pupils have for their work underpin this success. Thorough assessment of pupils' attainment and detailed records shared with staff, underpin the most effective monitoring of attainment and progress
- 2.2 The personal development of all pupils from the very youngest is outstanding. Excellent pastoral care and the frequent monitoring of pupils' progress both academically and personally is undertaken by all staff. The school is successful in achieving its aim to promote an understanding of cultural and religious differences as exemplified by the pupils' excellent behaviour and mutually supportive relationships. The school council gives pupils the opportunity to experience a democratic process and to respect the views of others. The school's safeguarding, welfare, health and safety arrangements are robust and ensure that the outcomes of the principles of Every Child Matters are achieved.
- 2.3 The dedicated and hard working governing body guide the school's success and strategic development. They are often in school and their work in sub-committees keeps them informed of progress toward achieving the school's aims. The outstanding leadership of the head is very well supported by a senior management team that shares his vision. His unfailing support of his staff and commitment to the continual raising of standards ensure that the interests of the pupils are paramount. Co-operative relationships with parents are appreciated and they have a high regard for the management of the school, believing it to be instrumental in ensuring a very high standard of education for their children. Links with the local community are excellent and demonstrate the spiritual ethos of a school which is always encouraging its pupils to look outwards and for ways to contribute to society.

## **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.
- 2.5 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

### **(ii) Recommendations for further improvement**

- 2.6 The school is advised to make the following improvements.
1. Build on the improvements made since the last inspection and complete the programme for enabling all staff to use ICT as an effective teaching tool.
  2. Expand the good practice seen in some lesson planning across all subject areas to include detailed provision for all ability needs, including those of the very able.
  3. Continue to develop the outdoor classroom to extend the availability of space across 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 Pupils' achievements in all areas of the curriculum are outstanding. In line with its aims, the school provides for the motivation of staff and pupils to work together to achieve high standards of performance and to foster pupils' talents. At the end of the EYFS, most children reach and many exceed the Early Learning Goals in all six areas of learning. Throughout the school pupils make notable progress irrespective of their age, ability, background or ethnicity and fulfil their potential. Before entry to the preparatory school, pupils attend taster days and sit internal tests in English and mathematics. Ability on entry is in line with the national average. Results in standardised tests taken later indicate that they achieve results above the national average in English and mathematics.
- 3.2 Throughout the school, pupils develop their knowledge, understanding and skills successfully in all subject areas. Regular assessment monitors their achievements and measures to support further progress are swiftly implemented. Those with learning difficulties receive effective specialised help.
- 3.3 Pupils' progress is furthered by their excellent attitudes towards learning. They settle to work quickly and show great interest. Excellent collaborative work was seen in all subjects. Pupils respond well to challenge, as seen in English and religious studies when they were presented with controversial material and set the task of producing reasoned arguments on both sides. At all ages, pupils are articulate and able to use technical terminology accurately. They are attentive listeners to their teachers and to each other. Their creative abilities are fostered in art and music where even very young pupils show great poise when performing in front of an audience. The school has a focus on improving pupils' reading skills and many opportunities are built into the school day for quiet reading and reading aloud. Pupils' writing in books is fluent and becomes better organised as they move through the school. From the early years, pupils demonstrate the ability to work independently.
- 3.4 Numeracy skills are well developed and problem solving is approached with relish. Younger pupils know their tables and understand fractions. Year 6 analyse data effectively and in Year 5 visualise 3D shapes from 2D drawings to select those which make a cube. When given the opportunity, pupils use their well-developed ICT skills to further their knowledge and understanding. Critical thinking is used effectively in music to distinguish different melodies and scales.
- 3.5 Individual achievements in sports and the arts are numerous. Whilst these are widely celebrated, a culture exists for 'having a go' and many creative subject clubs have no requirements for entry other than enthusiasm and interest. At the national and international level pupils acquit themselves well, achieving awards in rugby, football and gymnastics. They do equally well in musical and literary events. Each year a number of senior pupils obtain scholarships to prestigious secondary schools.

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

- 3.6 The school offers a broad, well-resourced curriculum. It contributes effectively to the academic and personal development of its pupils. All the requisite areas of learning are covered in addition to creative subjects and languages. The school meets its commitment to providing opportunities to foster the many talents of its pupils. All parents responding to the pre-inspection questionnaire strongly agreed that their child could access a suitable range of subjects.
- 3.7 In the EYFS, the quality of provision is outstanding. An excellent balance of structured activities and freely chosen child-initiated play meets the developmental needs of young children. For older pupils, the school's curriculum policy seeks to create an effective framework of knowledge and skills. It meets the needs of all pupils and is relevant to the technological society of which they are part. For Years 1 to 3, the curriculum centres on, but is not limited to, national criteria. Lessons in Year 5 introduce pupils to the use of the library and ICT for research. From Year 6 pupils study Latin. All year groups from Year 3 and above have swimming in the Spring Term. The school makes good provision for the appreciation of art, drama and music. Spiritual, moral and social awareness is promoted through personal, social and health (PSHE) lessons alongside regular assemblies and house meetings. Older boys are well prepared for the demands of Common Entrance and Scholarship examinations.
- 3.8 The curriculum meets the needs of all ages and abilities and contributes to pupils' excellent discipline and strong work ethic. A school policy for equal opportunities clearly sets out expectations that all children are valued and that a positive inclusive culture is maintained. Reasonable adjustments are made for pupils with physical disabilities. The education of those with LDD is supervised by specialist staff in all parts of the school.
- 3.9 Extra-curricular activities have a high profile. Pupils are encouraged to take part in at least one of the wide range of activities and their attendance and progress are monitored. Each day lunchtime and after-school clubs are provided by staff and visiting specialists. These include football, German, art and memory games. Through their school council, pupils may suggest other activities to suit their interests. Pupils' academic and social development is enriched through a number of community links. Out-of-school visits have included spending time at an Elderly People's Day centre, supporting local charity days and working on conservation activities. Further afield, pupils have learned much about their own capabilities during residential adventure centres in the UK and abroad. Understanding of their heritage has been achieved through visits to historic sites, concerts and art exhibitions. Visitors to the school are frequent; during inspection week pupils listened in rapt attention to a representative of a local conservation project and were keen to volunteer their services.

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

- 3.10 Good teaching, a significant proportion of which was outstanding across all age groups, supports the school's aim to provide opportunities to work in a variety of contexts that enable each pupil to realise their potential. Specialist support is given to those with LDD and extension material for the very able is a feature of most lesson planning. Imaginative and effective teaching, together with the positive relationships between staff and pupils, contribute to their excellent academic and personal development. Pupils are well prepared for the next stage in their education.
- 3.11 From the EYFS onwards, teachers have good subject knowledge and understand the needs of individual pupils. Good practice in lesson planning was a common feature. Where this was less thorough, detailed provision for all ability needs, including those of the very able, was not found. Through the appropriate choice of subject material and activities, teachers capture pupils' interest and inspire them to do their best. The most effective teaching was conducted at a brisk pace to maintain full engagement. Independence is fostered through challenging material and time for pupils to think about how they will tackle the set task. Excellent use of open questioning was seen in all lessons and pupils responded enthusiastically and accurately recalled what they already knew and understood. An imaginative approach in science used the shadow of a jug from which pupils worked out the relationship between its size and the distance of the object from the light source. In some lessons ICT was used effectively to enhance pupils' progress. Pupils' creative skills are particularly well developed in art. They are very proud of their construction 'Shack Attack', an installation made up of numerous collaborative pieces which can only be viewed by crawling through with torches.
- 3.12 Staff give encouragement and praise in lessons and through their marking of work. In the best examples scrutinised, plenty of guidance for improvement was given and corrections followed up. Detailed records are kept of pupils' achievement and progress and the most effectively planned lessons took this into account, ensuring that different tasks and materials were available to suit pupils' individual needs. Standardised test results show an above average attainment in mathematics and English. To support pupil's learning, staff collaborate and promote the teaching of themes across subject areas.

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

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

- 4.1 Pupils demonstrate an outstanding quality of personal development. The school successfully achieves its aim to provide for the development of high moral standards, good manners and the tolerance of cultural, social and religious diversity. The school promotes this aspect of pupils' personal development through the imaginative use of teaching material across the curriculum, thought-provoking topics in tutorial sessions, and a varied programme of trips and visiting speakers. Pupils are encouraged to think beyond their own experiences and to contemplate those shaping the lives of other people around the world.
- 4.2 The spiritual development of pupils is outstanding. Assemblies play an important role in establishing the ethos of the school as an inclusive and tolerant community. Friendly and respectful relationships are developed at all levels of the school and extended to visitors who are made to feel welcome. In an English lesson observed, boys were introduced to the importance of reasoned argument over prejudice and a film shown in geography introduced them to the beauty of nature and their responsibility to protect it. Pupils confidently display their appreciation of art, music and drama. They show strong levels of creativity in their own contributions to performances and exhibitions.
- 4.3 The moral development of pupils is excellent and results from the example set by staff and their high expectation of good conduct. The behaviour of the older pupils is exemplary. Many have much valued posts of responsibility; they carry out their duties assiduously and always with care and consideration. In many lessons, responses to pupils' questions encouraged them to think of the moral issues behind the subject matter. In a history lesson observed which dealt with war themes, pupils considered the rights and wrongs of armed conflict and the importance of anger management. In interviews, pupils were confident and erudite in expressing their views about how they should treat each other and take responsibility for their behaviour.
- 4.4 Pupils show outstanding social development, eagerly contributing to their house and school council. Commendations are awarded for many activities outside the curriculum including participation in charity events, performance in the arts and contributions to the school community. Pupils take genuine pride and pleasure in the achievements of others. Outside school, pupils develop their social skills in the community. Visits to an old people's home, from neighbours of the school to concerts and exhibitions, and grandparents' day are much enjoyed. Pupils demonstrate poise and self-confidence as hosts. Conservation events such as tree planting and clearing local woods of invasive rhododendrons encourage participation in the local community.
- 4.5 The many trips to historic sites such as Portsmouth's Dockland, the Outward Bound Centre in Snowdonia and to London theatres broaden pupils' understanding of their own cultural heritage. At the same time they become aware of other cultures through activities such as celebrating Chinese New Year and during visits to partner schools in Europe. The music department takes pupils to perform in Calais each year and email links with a school in Russia offer a regular exchange of information. Since the last report, appropriate risk assessments have been completed for all journeys from school.

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

- 4.6 The quality of pastoral care is outstanding and the school meets its aim to provide a secure environment in which pupils may learn and where their welfare is of paramount importance to staff. The quality of care has improved since the last inspection following the construction of a properly equipped room to accommodate pupils who are unwell. An Educational Visits policy, including appropriate risk assessments for all journeys from school, has been introduced and is regularly updated.
- 4.7 Teachers are very supportive of their pupils and good relationships are built on trust and mutual respect. Long-term plans for PSHE, give clear guidance for tutor periods that give pupils a positive start to the day. The emphasis on developing confidence, making the most of their abilities, developing a healthy lifestyle, and respecting diversity sets a positive tone for the day. The five outcomes of the Every Child Matters policy are met very well. In a house meeting visited during the inspection and chaired by a pupil, boys of all ages met to celebrate the academic and sporting successes of their representatives. The musical performances, by house members and staff, were listened to and applauded enthusiastically. Academic and pastoral records are kept meticulously and shared with parents, who expressed overwhelming satisfaction with the quality of pastoral care and the promotion of worthwhile attitudes and values. In interviews, pupils said they felt well cared for and there was always someone to whom they could turn if they had problems.
- 4.8 Clear policies and procedures to promote pupils' welfare are well understood and followed by all staff. The behaviour policy is printed in pupils' homework diaries. No sanctions for serious infringements are recorded for the last twelve months and only three over the last ten years. For minor misdemeanours, a weekly discipline report sheet is taken by the pupil to each lesson for grading and then home to parents to show progress. Tutors regularly record commendations on individual pupils' record sheets. A robust anti-bullying policy and rigorous health and safety procedures, based on government guidelines, are monitored and updated at frequent intervals. Pupils say that bullying is rare and dealt with promptly. The supervision of pupils outside the classroom is thorough.
- 4.9 The safeguarding policy contains all the required elements. Since the last inspection, designated child protection officers in each section of the school have been trained biennially in inter-agency working and all staff are trained every three years. Employees, including governors, are properly screened for their suitability to work with children. Background checks are thorough and properly recorded. Safeguarding is a regular item on governor meetings' agenda. Security measures record the arrival and departure of visitors. The necessary measures to minimise the risk of fire are supported by regular tests and practices. Risks assessments for activities in school and trips away comply with regulatory requirements. All staff are first aid trained, including paediatric training in the EYFS.
- 4.10 A dedicated room is equipped to deal with pupils who become ill. School lunches are nutritious and prepared by a dedicated catering team who are in the finals of a food safety competition. Attendance registers are well maintained. All absences are followed up immediately and records are kept for three years.

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

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

- 5.1 The effectiveness of the governing body is outstanding. Since the last inspection a number of new governors, including the chair, have been appointed following the retirement of long-serving governors. Governors adopt a 'hands on' approach and, through regular visits to the school, have developed good relationships with the staff, parents and pupils. Several parents of current and former pupils serve on the board. All these factors contribute positively to the governors' highly effective oversight of the school.
- 5.2 Sub-committees meet regularly and receive reports from the head relevant to their responsibilities. In turn, the committees report to the governing body, who are kept abreast of developments in the school. They have effective oversight of the school's provision. The quality of education is scrutinised by the education committee and supported by a programme of classroom visits. The discharge of responsibilities for educational standards, financial planning, accommodation and staffing is overseen effectively. A Public Benefit policy is being developed and the board is focusing on plans to recruit new staff in line with their five-year development plan.
- 5.3 All new governors have received training. The designated child protection and health and safety governors have attended appropriate courses. The chair of governors has been trained in safer recruitment. Oversight of safeguarding is rigorous. Appraisals of staff including the head are regularly carried out. A focus on resources aims to give staff all they need to produce stimulating lessons. The development of the use of ICT by all teachers in all subjects, as recommended in the last report, remains a target. Governors are aware of the special educational requirements of some pupils as well as their particular health needs. They have been instrumental in providing for appropriate catering and showering facilities for pupils from other ethnic cultures.

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

- 5.4 The school, including the EYFS, benefits from outstanding leadership. The head has a clear sense of direction for the school and his vision is shared with all staff and parents. In responses to their questionnaires, parents and pupils felt that the school was well led. Parents appreciate good lines of communication to keep them informed of their child's progress. They are satisfied with the way concerns are handled.
- 5.5 Senior management roles are clearly defined and support the personal and academic development of pupils very efficiently. Management has successfully addressed the recommendations in the last report, although the widespread use of ICT as an effective teaching tool by all staff has yet to be completed. Subject leaders produce clear plans for the delivery and development of the curriculum. Appraisal and self-evaluation play an important role in the effective oversight of standards and achievements. Any deficiencies are dealt with swiftly. Professional development is seen as a priority. A programme of in-service training keeps staff fully informed of what needs to be done to move the school forward.

- 5.6 The recruitment of suitable and high quality staff is central to the continued pursuit of excellence. Newly qualified teachers are supported well during their induction period. The central register of staff appointments is properly maintained, as are the attendance and admission registers. The complaints policy complies with requirements; records are treated confidentially, and stored securely. Policies and procedures are reviewed regularly after extensive consultation with all stakeholders.
- 5.7 The administration of the school is efficient. Financial resources are used effectively to address targets in the short- and long-term planning. The oversight of the premises, catering and security ensures that pupils and staff are able to work in a safe and healthy environment. Teachers are ably supported by teaching assistants and Gap Year students.

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

- 5.8 In accordance with its aim to develop a strong partnership between home and school, the school has a keen focus on nurturing links with parents and the local community. The quality of these links is outstanding and supported by high quality publications. In responses to questionnaires, parents expressed great appreciation for the quality of the information they receive and access to key policy documents.
- 5.9 Helpful information booklets are produced for each section of the school. These contain detailed information on topics such as outlines of the curriculum, school procedures, school calendar of events, homework, and uniform. The school website and prospectus inform prospective parents of what the school has to offer.
- 5.10 All parents are pleased with the opportunities they are given to become involved in the life of the school and the ease with which they can approach the head and staff. The energetic parents' association organises events to raise funds for the benefit of the pupils: recent purchases include new minibuses, stage lighting, and sports equipment. Social events such as the Ladies' Supper Night, Dads' and Lads' Sports Dinner, Grandparents' Day and many more, present opportunities for the whole family to become involved in the life of the school. Key events and information about what pupils have achieved in and out of school is publicised in the termly magazine Highlights and weekly newsletters. Parents are very supportive of the school and regularly attend sport fixtures, concerts and services.
- 5.11 Information about pupils' achievements, progress and challenges are clearly set out in well-produced and detailed reports. These are supported by parents' evenings. Tutors have detailed notes on each pupil and record the comments made by parents. A very few parents felt that information about their child's progress was less than satisfactory, but scrutiny of the documentation sent home does not support this view.
- 5.12 The school has a remarkable record of looking outwards towards its local community and beyond. Neighbours of the school are very supportive and flock to see games matches and school music and drama performances. During the inspection one such neighbour, who has never had a child at the school, was in to serve tea after a sports match. This embracing of members of the community and the understanding of their needs typifies the school's sensitivity and spiritual approach to its role in society.

**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 In this outstanding setting adults treat children as valued and unique individuals and meet their needs very well. Strong leadership and outstanding teaching in a richly resourced, stimulating environment, encourage lively, inquisitive minds and independent learning. Staff are highly motivated and committed to maintaining and developing the quality of the provision to ensure children that have the very best start to their education. Since the last Ofsted inspection staff have continued to share and develop good practice, and have introduced a new and highly effective EYFS record system for tracking children's development. Capacity for further development is excellent. Plans to develop an outdoor classroom are being implemented.

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

6.2 Leadership and management are outstanding and provide very strong support for the extremely well-qualified team. Regular self-evaluation ensures that resources, including staff, are used effectively, and identifies short-term initiatives for improvement. Long-term developments, such as the extension of the outdoor classroom, are well supported by governors and senior managers. Excellent provision is made for children's welfare; comprehensive risk assessments and very effective safeguarding procedures are implemented rigorously. Equality of opportunity is actively promoted and children with additional needs receive excellent support. Parents are extremely supportive, many comment on the caring nature of the staff, the excellent progress boys make and the quality of the information they receive. Strong links with the local authority add considerably to the quality of the provision.

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

6.3 Staff have a thorough understanding of the EYFS framework and the developmental needs of young children, and this is reflected in the outstanding quality of the provision. An excellent balance of structured activities and freely chosen child-initiated play ensures that children are able to select from a range of developmentally appropriate, stimulating activities that meet their individual needs. Excellent use of open questioning by adults extends learning opportunities in response to children's spontaneous explorations. Children benefit greatly from being able to move freely between the early years classrooms and the outdoor environment for much of the day, although the layout of the rooms does not make the most of the available space. Adults make excellent use of observations and photographs to record, celebrate and assess children's development, and to plan next steps for learning. Systems for identifying the need for additional support are highly effective and parents are fully involved.

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

- 6.4 Outcomes for children are outstanding, as is their progress in relation to their starting points and abilities. They are confident, independent learners who engage in the wide range of available activities with great enthusiasm and enjoyment. They are eager to contribute their ideas and respond well to the expectations of adults. Children develop good social skills and build strong friendships. By the end of the EYFS, most children have achieved and many have exceeded the Early Learning Goals in all six areas of learning. They feel safe, enjoy the home-cooked, nutritious lunches and understand about staying healthy. Excellent links with the pre-preparatory department and regular opportunities for shared activities, ensure that children are extremely well prepared for transition into Year 1.

**Compliance with statutory requirements for children under three.**

- 6.5 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

**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 and 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 Penny Forsyth

Former Head, IAPS school

Mr Alec Synge

Head of RS and PSHE, IAPS school

Mr Chris Manville

Early Years Lead Inspector