



INDEPENDENT SCHOOLS INSPECTORATE

STREATHAM AND CLAPHAM HIGH SCHOOL GDST

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Streatham and Clapham High School GDST

Full Name of School	Streatham and Clapham High School GDST		
DfE Number	208/6311		
Registered Charity Number	306983		
Address	Streatham and Clapham High School GDST 42 Abbotswood Road Streatham London SW16 1AW		
Telephone Number	020 8677 8400		
Fax Number	020 8677 2001		
Email Address	enquiry@shc.gdst.net		
Head	Mrs Susan Mitchell		
Chair of Governors	Mrs Anne Maryon-Davis		
Age Range	3 to 18		
Total Number of Pupils	581		
Gender of Pupils	Girls		
Numbers by Age	3-5 (EYFS):	36	5-11: 156
	11-18:	389	
Number of Day Pupils	Total:	581	
EYFS Gender	Mixed		
Inspection dates	05 Oct 2010 to 06 Oct 2010 01 Nov 2010 to 03 Nov 2010		

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 September 2004.

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 31st 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.

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and their learning, attitudes and skills	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	4
(c) The contribution of teaching	5
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(a) The quality of governance	9
(b) The quality of leadership and management	9
(c) The quality of links with parents, carers and guardians	10
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	11
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	11
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	11
(c) The quality of the provision in the Early Years Foundation Stage	11
(d) Outcomes for children in the Early Years Foundation Stage	12
INSPECTION EVIDENCE	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Streatham and Clapham High School is a day school for girls from three to eighteen and for boys from three to five. It was founded, as Brixton High School, in 1887 by the Girls' Day School Trust (GDST) as one of their earliest member schools. Between 1895 and 1993 the school was at the current site of the junior school in a residential part of south-east London. In 1994 the senior school moved to its current site one and a half miles away.
- 1.2 The GDST Council provides the governance and overall strategic planning, as well as holding legal responsibility for the school. A group of local governors, who have no legal powers, provide informal advice and support to the school.
- 1.3 The school aims to provide high quality all-round education for girls in a supportive and compassionate environment where diversity is celebrated and valued. It seeks to develop girls who are happy, confident and inspired to meet the challenges of life and work.
- 1.4 The ability profile of the junior school is at least in line with the national average, although there is a wide spread of abilities. The ability profile of the senior school is above the national average, with most pupils of above average ability, and a proportion far above. The ability profile of the sixth form is also above the national average, but with a wider range than at GCSE. There are 581 pupils in the school, with 389 of them in the senior school. In the junior school, including the Early Years Foundation Stage (EYFS), there are 192 pupils, 4 of whom are boys. The pupils come from a diverse social and ethnic range, reflecting the local community. The school admits pupils of all faiths and of no faith. Forty-two pupils do not have English as their first language, two of whom are provided with specialist support. There are five pupils with statements of educational needs and the school has identified seventy-seven pupils as having learning difficulties and disabilities (LDD). Fifty-nine of them receive specialist learning support. Those who do not receive additional support are given such support as they need in class.
- 1.5 The Early Years Foundation Stage comprises thirty-six children aged three to five who attend full- and part-time. Boys and girls are accepted into the Nursery and Reception classes, which are housed in a purpose-built building and have the use of a designated outdoor play area.
- 1.6 Since the previous inspection the junior school has been partly refurbished and the EYFS is now integrated within the school. An all-weather pitch has been constructed at the senior school.
- 1.7 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 of providing the pupils with high quality all-round education. From the EYFS onwards, pupils achieve well, gaining good results in public examinations. At all levels the school uses standardised data to monitor the pupils' progress, and good teaching contributes strongly to their success. The teaching fosters the pupils' positive attitude to learning and encourages them to meet high expectations. The most able pupils in the senior school are not always given sufficient challenge in lessons or offered opportunities for independent work. The previous inspection report noted that this was the case in the junior school, but this is no longer the case. Outside the classroom, the pupils achieve success in sport, music, drama and the Duke of Edinburgh's Award scheme. The pupils benefit from the school's policy of making extra-curricular activities compulsory in Years 7 and 8, and from active encouragement to participate in the junior school.
- 2.2 The outstanding personal development of pupils of all ages demonstrates that the school meets its aim of developing girls who are happy, confident and inspired to meet the challenges of life and work. They are articulate and confident, well supported by an extensive and detailed programme of PSHCE (Personal, Social, Health and Citizenship Education). A notable feature of the pupils' personal development is the excellent integration between pupils from diverse social, ethnic and cultural backgrounds. Pupils show respect for one another and for their teachers; they take responsibility for themselves and for others, showing awareness of others' needs.
- 2.3 The governance of the school is excellent. The GDST is diligent in ensuring that the school meets regulatory requirements, all of which were met at the time of the inspection. It has robust systems in place for monitoring the welfare, health and safety of its pupils. A strength of the school is its disability access planning which has resulted in improvements to the site. The school governing body has good oversight of the school and supports it fully. Leadership and management of the school are good, setting clear educational direction. In pre-inspection questionnaires pupils expressed their confidence that they make progress, and they are pleased with the range of activities the school offers them. Parents were unanimous in feeling that the school promotes worthwhile attitudes and views, and they appreciate the ease with which they can communicate with the school.

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. Establish a system of evaluating the work of heads of department in the senior school so that the excellent practice seen in some departments is common to all, particularly with regard to marking and target setting.
 2. Ensure that all teaching provides opportunities to challenge the most able.
 3. Consider the length of lessons to ensure that it is effective for the efficient teaching of all subjects.

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 achievement of the pupils is good, enabling the school to fulfil its aim to provide a high quality all-round education for girls. In both junior and senior schools pupils develop good knowledge, skills and understanding. They are articulate and excel in their ability to express their views, with girls of all ages speaking confidently and sincerely in different contexts. Mathematical and scientific skills are well developed in those subjects. Girls show strong logical and independent thought. For example, a Year 6 class presented cogent arguments in a discussion about the use of mobile phones, and sixth-form business studies pupils prepared individual case studies. Pupils demonstrate high levels of creativity, especially in design and technology (DT) and art, where work on display is of outstanding quality. Pupils have won a number of external competitions. Pupils achieve extremely well in extra-curricular activities such as national gymnastics and fencing competitions. Notable achievements include pupils gaining places in the County Training Academy for hockey. Good results are achieved in music and drama examinations, the majority of entrants gaining merit or distinction. Many pupils achieve bronze and silver Duke of Edinburgh's Awards, with some gaining gold. Last year a group travelled to Everest base camp. Through their achievements the pupils gain in self-esteem and in respect for one another. Junior pupils are well prepared for transition to senior school. Usually all sixth-formers go on to university, most of them gaining places at their first choice institution.
- 3.2 In the junior school pupils no longer sit national tests but standardised tests used by the school and the evidence of lessons observed and work scrutinised during the inspection show that attainment is good. Results in GCSE and A-level examinations over the last three years for which nationally comparative statistics are available have been above the national average for girls in maintained schools, and in line with the national average for girls in maintained selective schools.
- 3.3 Pupils at all levels make good progress, above the average for pupils of similar ability, although there is some inconsistency of progress in the junior school. Pupils' positive attitudes to learning contribute to their good progress. They take a pride in their work and co-operate willingly with the school's high expectations. They are engaged and enthusiastic learners, well behaved in lessons; constructive relationships with their teachers foster a productive classroom environment.

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

- 3.4 The school's curriculum is good and provides a programme of study suitable for all ages and abilities. In the junior school specialist teaching is increasing so that pupils benefit from their teachers' subject knowledge. In the senior school, the pupils' linguistic skills are greatly enhanced as they all study two modern foreign languages, and Latin is taken in Year 8, following preparatory work in the junior school. This concentration on languages allows pupils to make useful connections concerning structure and vocabulary. All pupils take a GCSE short course in information and communication technology (ICT) in Year 9, so that all gain confidence in this important aspect of learning. In the junior school ICT forms part of curriculum

planning and pupils have many opportunities to develop their skills. This represents considerable progress since the previous inspection.

- 3.5 The core curriculum in Years 10 and 11 includes a GCSE religious education (RE) short course, which gives opportunities for discussion of spiritual, moral and ethical issues.
- 3.6 There is an excellent support programme for pupils with LDD, which helps them to access all subjects wherever possible. In interviews, pupils stated that they greatly valued the help that they received. The pupils with statements of educational needs have appropriate assistance, which includes individual help from teaching assistants in the classroom when necessary.
- 3.7 The senior school has begun to implement plans to provide for the able, gifted and talented (AGT), allocating a budget so that pupils can attend such events as national study days. However, the provision for the most able pupils is not yet consistent. In some lessons teachers give able pupils tasks to challenge their thinking or give them opportunities to broaden knowledge. In others, the activities and questioning offer insufficient flexibility to allow the most able to extend their thinking. The school is aware of this area for development. In the junior school, different tasks and activities are provided for pupils of all abilities, which ensure that sufficient challenge extends the thinking of the most able pupils.
- 3.8 The senior school operates a timetable based on a 45-minute lesson pattern. In many subjects this length is appropriate. However, lesson observation suggests that for some subjects the time available is less than the optimum for pupils to learn effectively, whereas in others, double periods present a difficulty in sustaining pace and pupil focus.
- 3.9 The school has a good range of extra-curricular activities. In the junior school girls are encouraged to participate but, if they do not wish to join an organised activity, they learn the habit of using their time constructively. In the senior school, lunchtime activities are compulsory for Years 7 and 8; many of them are run by pupils in Year 12, strengthening their skills in leadership and responsibility, and nurturing good relationships between pupils of different ages. In sport, pupils have opportunities to be involved in tournaments and competitions, including GDST competitions. Choirs, orchestras and bands cater for musical pupils and drama enables them to take part in performances and to attend productions and workshops, such as a *Macbeth* workshop presented by the Royal Academy of Dramatic Art for girls in Years 12 and 13.
- 3.10 Pupils gain a sense of social responsibility and awareness through the school's vibrant links with the local community. The school runs a hockey academy open to the local community, and pupils support local charities.

3.(c) The contribution of teaching

- 3.11 Teaching overall is good, and is largely effective in supporting pupils' progress and in promoting the school's aim of providing a high quality education. It is characterised by clear objectives, lively pace and encouragement of pupils. Some teaching was excellent, with pupils not only achieving at a high level, but enjoying and enthusing about their work. However, on occasions teaching was less successful, being too expositional and suffering from poor time management which reduced the ability of the pupils to focus effectively.

- 3.12 Teachers know their pupils well as individuals, and in lesson planning they show an awareness of those who need additional support. This often translates into modification of resources or tasks for these pupils. The relatively small class sizes also ensures that more attention is given to each pupil.
- 3.13 Lesson planning is usually thorough, and supports purposeful learning in the classroom. Teachers employ a variety of methods to foster interest, and set a variety of tasks. For example, in a Year 3 English lesson pupils wrote in character, and in a Year 7 physics lesson a lively game was used to explore sources of energy. Information and communications technology is used appropriately by many teachers so that visual presentation assists pupils' learning and interactive exercises add pace to lessons. In the junior school, teachers give many cross-curricular opportunities to develop skills and use assessment effectively to promote progress. However, in the senior school, insufficient creative use is made of ICT in terms of stimulating learning and direct pupil access.
- 3.14 Teachers have sound subject knowledge, which they use to ensure that pupils have a thorough grasp of syllabus content. Teachers' marking is regular and detailed in several subjects. Where it is excellent, it is diagnostic and informs pupils how to improve. In the junior school there is helpful marking and target-setting. Where marking is less good, it can be superficial and unhelpful in identifying how pupils can improve their work. The senior school conducts baseline testing in Year 7, and the results contribute to the formulation of target grades. Assessment systems are thoroughly implemented and results are monitored in reports by heads of year, supported by a comprehensive analysis provided by the deputy head. This careful and continuous review of pupils' progress ensures that problems are detected early and that good progress is both noted and praised. Currently, while some departmental practice is very thorough, not all departments use a formal procedure through which to monitor progress and set target grades in their subjects. In the junior school teachers use assessment effectively to inform planning so that they continuously monitor the pupils' learning.

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 pupils is excellent. The good provision for pupils' personal development identified at the time of the previous inspection has been strengthened through a wide-ranging and diverse PSHCE programme and a breadth of opportunity both within the school and within the community at large. The school's aim to develop in pupils a strong sense of responsibility, self-discipline, care and tolerance for the views of others is extremely successful.
- 4.2 Pupils' spiritual development is excellent. In Year 6, the school prepares pupils to act as 'Playground Pals' by teaching them to manage conflict and promote happy playtimes. As a result, their high level of self-esteem gives them confidence to carry out their roles to great effect. They show great willingness to give of their own time. They are self-possessed, self-aware and enriched by the multicultural character of the school community. Pupils respect the religious views of others in an atmosphere that values diversity of faith. In lessons pupils display thoughtfulness and the capacity to reflect on serious issues. A Year 10 group discussed life after death in a RE lesson, engaging with ideas of spirituality and reflecting on the meaning of the soul. Pupils won prizes in an external religious art competition; performance opportunities in music and drama enable pupils to develop high levels of self-confidence. This was seen in an assembly where sixth-form girls spoke of leadership opportunities, of community needs and of their responsibilities to others.
- 4.3 Pupils display an excellent moral sense and clearly understand the difference between right and wrong. Across different subjects, they discuss ethical issues with interest and conviction. For example, Year 11 examined the Civil Rights movement in America, presenting arguments from both sides of the racial divide. The pupils' strong awareness of environmental concerns is apparent in the work of the Eco group, who are creating a garden in the school grounds.
- 4.4 From an early age, pupils have highly developed social skills. In lessons, interviews and general conversation, they are articulate, courteous and responsive. They establish strong, supportive relationships with each other and with adults. Leadership opportunities enrich pupils of all ages. The sixth form gain in maturity and responsibility through running a mentoring scheme for younger pupils and in delivering internet safety sessions for Year 8. The School Council in both senior and junior schools gives pupils the chance to voice their opinions and share in decision-making. A mock general election and participation in the selection of the youth mayor of Lambeth gave pupils an understanding of the democratic process and enhanced their knowledge of public institutions and services. The pupils' regular support for local, national and international charities enables them to appreciate the needs of those less fortunate than themselves. Pupils' cultural development is excellent. The diverse range of the pupils' ethnicity within the school encourages them to live in tolerance and harmony with each other. They have an appreciation of cultural diversity which also comes from their studies in subjects such as history, art and classical civilisation. Pupils benefit from visits to the theatre, to museums and trips abroad such as the Year 7 residential visit to Normandy.

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

- 4.5 The quality of the arrangements for welfare, health and safety is excellent. The school has maintained and improved on previously high standards. One of the school's aims is that girls should be educated in a supportive and compassionate environment and it is very successful in achieving this aim. Support and guidance for the girls are provided, not only when they are making important choices or sitting public examinations, but also during their daily lives, through the careful pastoral systems in place throughout the school, and through the PSHCE programme. The pupils are very well known by their teachers, and they benefit from the encouragement and commitment shown consistently to them by the staff. In their turn, the girls learn from their earliest years how to care for their peers and for those younger than they are. Buddying and mentoring roles in both senior and junior schools mean that the girls learn from each other the importance of other people's welfare. Excellent relationships are seen to flourish in this diverse community.
- 4.6 The school has effective systems in place for promoting good behaviour and for guarding against harassment and bullying. Girls reported that they felt safe in school and that they knew to whom they could go if there was a problem. They knew that difficulties will be dealt with quickly and satisfactorily. Suitable procedures exist for dealing constructively with unacceptable behaviour.
- 4.7 Safeguarding arrangements are robust and have regard to official guidance. All staff are trained regularly in safeguarding, and those with specific responsibilities are appropriately trained every two years. The school is meticulous in carrying out measures to reduce risk from fire and other hazards, and in ensuring that arrangements for health and safety are effective. Any pupils who are ill, injured or have LDD are cared for and treated with full consideration. Provision for health and safety on educational visits is detailed and robust. School meals are nutritious and all pupils benefit from the exercise which is incorporated into the curriculum. Excellent plans have been drawn up for the improvement of access for those with disabilities. Much has already been accomplished, including the installation of a stair lift and of a hearing loop in the reception area. Pupils are educated in healthy eating habits and the benefits of exercise.
- 4.8 Attendance and admissions registers are properly maintained. Pupil responses to the pre-inspection questionnaire reflected their confidence in their school. Some of the more negative views expressed suggested that the school did not listen to their views and that teachers did not always treat them fairly. However, the vast majority indicated that they like being at the school and the inspection team saw no evidence of unfairness during their visit. Suitable channels, like the school council, exist through which pupils can make their views known.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is excellent. The proprietors (GDST) maintain careful oversight, and are effective in providing for a good all-round education for the girls, as well as making outstanding provision for their well-being. The Trust uses its centralised resources and expertise to ensure that the school can meet its aim of being a supportive and compassionate environment for its pupils. It has robust procedures in place for monitoring educational standards as well as for financial planning and investment in staff, accommodation and improvement. The previous inspection found that the libraries in both junior and senior schools were inadequate and that the DT facilities were insufficient. These problems have been rectified so that the libraries and the workshop now provide high quality resources for the pupils' learning.
- 5.2 Training for heads, school governing bodies and staff is available in the Trust's centralised programme. The GDST is excellent in discharging its responsibilities for child protection, welfare, health and safety throughout the school. It makes sure that the school has compliant policies and has its own processes for auditing the effectiveness of the policies. Members of the Trust are always available to the head through telephone or electronic communication, although they are not able to be a physical presence in the school.
- 5.3 The school governing body, which has no legal responsibility or executive power, has local knowledge of the school, and its members are active in supporting events as well as helping with interviews and judging competitions. Its members are willing and ready to be supportive to the Head and to act as ambassadors for the school. They provide constructive contributions for the strategic development of the school and review its performance with the Trust Office and the senior leadership team (SLT).

5.(b) The quality of leadership and management

- 5.4 Leadership and management of the school are good. Clear educational direction and the promotion of the personal development of the girls ensure that the school achieves its aims. The SLT meets regularly. Communication between members of the team is excellent and ensures that their delegated responsibilities are properly implemented and monitored, including the safeguarding of children. There are regular staff meetings and opportunities for middle management to lead whole school projects. Staff are consulted about change and the SLT incorporate the well-being and health and safety of staff into their planning.
- 5.5 The SLT identifies educational priorities and takes action to achieve them. For example, in response to a perceived need to offer greater challenge to AGT pupils, they have appointed a co-ordinator to introduce initiatives and establish appropriate practices. The SLT are highly effective in maintaining clear lines of communication with middle management. In the senior school, the heads of year are responsible for co-ordinating the work of form tutors and for tracking the academic performance and well-being of the girls. They are instrumental in making contact with parents when necessary or desirable and the girls benefit greatly from their positive oversight.

Well-conceived systems, in conjunction with frequent consultation, are successful in securing a high level of pastoral and academic care in which girls can thrive. Similarly, there are structures in place for heads of department to monitor the work of their departments and to ensure that school policies are carried out. Some unevenness of practice indicates that this monitoring is not yet fully effective, and that the monitoring process itself is not thoroughly evaluated so that training needs are clearly identified.

- 5.6 New leadership in the junior school has quickly identified educational priorities, and new processes and improved procedures are already being implemented.
- 5.7 Management at all levels is successful in securing, supporting and developing high quality staff and ensuring that they are suitably trained for their roles in meeting the needs of the pupils. An appraisal system is in place and is linked to professional development, although not always in a sufficiently systematic way to ensure that best departmental practice is consistently achieved. The school has thorough arrangements for the recruitment of staff, and the centralised register is accurate.

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

- 5.8 The quality of links with parents, carers and guardians is excellent. The school has a compliant and thorough complaints policy, and it responds readily to parents' concerns and anxieties to resolve them at an early stage. E-mail communication between members of staff and parents is used frequently, and such correspondence is monitored in order to track developing problems or patterns and to find solutions for them. Appropriate information is provided to parents of each year group as well as regular informative reports. Parents' meetings also give them an opportunity to discuss their daughters' progress with staff directly. Bulletins, newsletters and the website all offer information and news about the school to parents. The digital display photographs in the entrance halls of both junior and senior schools offer informative and attractive insights into the girls' school life.
- 5.9 The school holds parental forums to seek the views of parents and acts on any points which come up frequently. In spring 2010, a parental survey was held and views expressed were incorporated into the school's planning. Additionally, the school holds information evenings for parents on such topics as internet safety for the girls. Social evenings in September are held to introduce the parents of pupils in Years 7 to 9 to one another, and for parents of girls in the junior school. The parents' association, Friends of Streatham and Clapham High (FOSACH), organises social events, such as the successful 'Diamonds and Pearls Ball' which raised a good sum of money for charity.
- 5.10 Responses by parents to the pre-inspection questionnaire were largely very positive. They were very happy with the ease of communication with the school, with the attitudes it promotes and with the pastoral care and guidance that their daughters receive. Not all parents were satisfied with the work their daughters were given to do at home; some felt it was too much and some too little, opinions which reflected some inconsistencies noted by the inspection team. However, many parents wrote with warmth about the education that their daughters are receiving.

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 school provides an outstanding start to the children's education. Since the previous inspection the EYFS has become an integral part of the junior school, and this has had a positive impact on the children's learning and development. The bright, stimulating learning environments ensure that all are welcomed and valued. The capacity for sustained improvement is excellent. Close attention is given to children's welfare and safety, and there are constructive working relationships with parents and carers. Leaders have an excellent understanding of children's needs and thorough evaluation underpins detailed evaluation.

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

6.2 Leadership and management are outstanding. Systems for the well-being and safeguarding of children are robust. Good, clear policies to promote equality and eliminate discrimination are consistently followed. The partnership with parents and carers is close, and they are actively encouraged to be involved in their children's learning. Staff are highly efficient in monitoring the progress of the children. Careful assessment is made of the provision and outcomes, which is effective in evaluating the development of the school and its curriculum and in identifying targets for further improvement. Staff are effectively trained to meet the needs of the children and they make imaginative, informed use of resources.

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

6.3 The quality of the provision is excellent, with caring, involved adults who support learning and development well, including the very few children who need extra support. Reception does not have easy access to the outside learning environment as the accommodation is on the second floor. However, the timetable ensures that children develop their physical abilities and use the outside environment as much as possible. Nursery children have their own purpose-built soft matted outdoor area which is used regularly, although children are limited in the time that they are allowed to choose to play and learn outside.

6.4 Planning is thorough and provides sufficient activities to meet the individual's needs. Each week time is set aside to focus on observations in a particular area. Observations lead to the setting of targets for each child and the teacher's comments feed into future planning. In this way the needs of individual children are met. The school works closely with the local authority on the project 'Every Lambeth Child a Talker.' A real enjoyment of learning was also seen in Reception classes where children were able to put their newly learned phonics knowledge into practice through a variety of games. This enhances their learning and increases the progress they make. Welfare requirements are met well.

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

- 6.5 All children achieve extremely well. They reach and in many instances exceed the early learning goals by the end of the EYFS. Some can recognise letters, use numbers efficiently, sing the months of the year and all can converse well. Children are encouraged to become independent learners, and they make excellent progress in developing their personal skills. They are clearly interested and motivated to learn. Children feel safe and are well aware of what constitutes a healthy lifestyle, and really enjoy the healthy lunches. Outstanding behaviour and active participation in the wide range of activities available enhance the children's progress and ensure that they reach very high standards. Children go out on trips to museums and a farm. Visitors, such as the fire brigade or a drama group, help to prepare them for the wider world, as does role play. Children start Year 1 with high levels of attainment, already able to concentrate and to sound out simple words by using phonics.

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 a representative of the proprietors, 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 Deborah Forbes	Reporting Inspector
Mrs Gillian Bilbo	Assistant Reporting Inspector
Mr Kenneth Adams	Director of Studies, SHMIS school
Mrs Julia Burns	Head, GSA school
Mr Stephen Crump	Head, GSA school
Mr Jonathan Meadmore	Former Head, IAPS School
Mrs Susan Rix	Head of Junior School, SHMIS School
Mrs Susan Vale	Co-ordinating Inspector, Early Years