



**INDEPENDENT SCHOOLS INSPECTORATE**

**THE STUDY PREPARATORY SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## The Study Preparatory School

Full Name of School	<b>The Study Preparatory School</b>			
DfE Number	<b>315/6060</b>			
Registered Charity Number	<b>271012</b>			
Address	<b>The Study Preparatory School Wilberforce House Camp Road Wimbledon London SW19 4UN</b>			
Telephone Number	<b>020 8947 6969</b>			
Fax Number	<b>020 8944 5975</b>			
Email Address	<b>headmistress@thestudyprep.co.uk</b>			
Headmistress	<b>Mrs Joyce Nicol</b>			
Chair of Governors	<b>Mr Colin Holloway</b>			
Age Range	<b>4 to 11</b>			
Total Number of Pupils	<b>304</b>			
Gender of Pupils	<b>Girls</b>			
Numbers by Age	<b>4-5 (EYFS):</b>	<b>48</b>	<b>5-11:</b>	<b>256</b>
Number of Day Pupils	<b>304</b>			
Head of EYFS Setting	<b>Mrs Susan Johnson</b>			
EYFS Gender	<b>Girls</b>			
Inspection date/EYFS	<b>18 May 2010 to 19 May 2010</b>			
Final (team) visit	<b>21 Jun 2010 to 23 Jun 2010</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 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 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard 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 does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 The Study Preparatory School aims to provide a calm, happy and secure environment which is also stimulating, challenging and exciting. It seeks to inculcate a love of learning in pupils. It aims to enable pupils to work together harmoniously, developing a sense of responsibility towards others in the school community and in the wider world and to provide an environment in which pupils can develop their self-confidence and interpersonal skills. The school aims to give each individual the opportunity to develop her abilities in whichever direction they lie.
- 1.2 The school is an independent day school for girls aged 4 to 11 years. Wilberforce House is for pupils from the Early Years Foundation Stage (EYFS) to Year 3. Years 4 to 6 are taught at Spencer House. The school was founded in 1893 in a private house in Wimbledon. In 1905 it moved to purpose-built premises. It became an educational trust with a board of governors and articles of association in 1972. By 1990 the school was oversubscribed and the governors acquired a second site.
- 1.3 Since the previous inspection in June 2004 the school has introduced French throughout the school and the extra-curricular provision has been extended. Information and communication technology (ICT) has been increased with the addition of interactive whiteboards in all teaching rooms. The school has achieved ArtsMark Gold status.
- 1.4 The school is attended by 304 pupils; 48 are in the EYFS, 96 are in Years 1 and 2 and 160 are in Years 3 to 6. No tests are set for entry to the EYFS, but later entrants take school assessments to ensure that they can benefit from the education on offer. The school reflects the diversity of ethnic and cultural backgrounds of the area; most pupils are from professional or business backgrounds. The pupils go to selective senior schools at age 11. The ability profile of the school is above the national average, with few pupils demonstrating below average ability. National Curriculum tests are not taken at age 7 or 11.
- 1.5 One pupil has a statement of special educational needs (SEN). The school provides support for 61 pupils who have learning difficulties and/or disabilities (LDD); of these, 35 receive individual support. There are 35 pupils for whom English is an additional language (EAL), seven of whom have learning support provided by the school.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS**

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

- 2.1 Pupils make good progress in relation to their above average ability, and are judged to have excellent all-round attainment. Their high achievement is due to the good quality of the teaching and curriculum and because they have excellent attitudes to their work and are keen to learn. They have well-developed basic skills and their personal development is outstanding; pupils show excellent spiritual, moral, social and cultural development. The school benefits from excellent governance together with good leadership and management.
- 2.2 The response to the parents' questionnaire was positive. Inspection findings largely agree with parents' views. However, the inspectors did not find that insufficient help is provided for pupils with LDD, and inspection findings do not support the view of a small minority of parents that insufficient opportunities are provided for them to be involved in the work of the school or that arrangements are unsatisfactory for the work pupils are given to do at home. Inspection findings support some parents' views that insufficient information is provided in relation to pupils' progress in subjects other than English, mathematics and science.
- 2.3 Since the previous inspection the school has continued to provide a good education for its pupils: Attainment has improved and is now judged to be excellent, and the quality of teaching is good and now often excellent, promoting good progress in relation to the pupils' above average ability. The school has responded positively to the recommendations from the previous inspection. Subject co-ordinators now monitor standards, the quality of teaching and curriculum planning throughout the school, but very occasionally teachers pay insufficient attention to the advice they are given. Curricular provision for more and less able pupils is now identified in much of the medium-term and day-to-day planning. Arrangements for assessing, recording and reporting pupils' attainment and progress have improved but more remains to be done to complete full implementation. In almost all respects provision for pupils' welfare, health and safety is of high quality. The school does not provide meals at lunchtime. Pupils therefore bring their own packed lunches, which they eat in their classrooms or outside.

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

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

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.

#### **(ii) Recommended action**

- 2.5 The school is advised to make the following improvements.
1. Use monitoring information to ensure even greater consistency in the quality of teaching and assessment.
  2. Use performance data more effectively to monitor pupils' progress and set targets throughout the curriculum and across the years.
  3. Review lunch arrangements.

### **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 girls make good progress in relation to their above average ability and are judged to have excellent all-round attainment. The school succeeds in its aim to inculcate a love of learning. The pupils' high attainment is due to good teaching and curriculum, and their own positive attitudes.
- 3.2 From an early age, pupils read confidently. They read for pleasure or to gain information, and use the libraries appropriately. Pupils' writing is of a high standard; poetry is particularly good. Spelling, grammar, punctuation and presentation are all excellent. Pupils are articulate speakers; they are lucid and confident conversationalists. Public speaking skills are of a high standard. Pupils are good listeners and absorb information readily. They listen closely to each other's ideas to develop their thinking. Mathematical skills are highly developed and used appropriately. ICT is increasingly being used in subjects and the school is developing this aspect of its work.
- 3.3 Pupils are highly successful in gaining entry to selective senior schools, with many being awarded scholarships. The school excels in the arts and has been awarded Artsmark Gold from the Arts Council of England for excellence in this area. Speech and drama examination results are particularly good, with all pupils achieving merits or distinctions. Pupils demonstrate great skill in musical performance and many achieve high standards in graded musical instrument examinations. Numerous successes have been achieved in art competitions. Standards achieved in competitive sport have improved dramatically, with opportunities provided for pupils of all abilities to participate. Conspicuous results have been achieved in hockey, rounders, athletics, netball and cross-country running. Pupils achieve high standards in activities. In creative dance pupils show control and grace. For their contribution to the Wimbledon Village Fair, pupils performed an excerpt from the ballet *Swan Lake* in an assembly during the inspection; they showed grace and deportment and were thoroughly responsive to the music. They raise considerable funds for a wide range of local, national and international charities.
- 3.4 The pupils have excellent attitudes to their work and are keen to learn. They enjoy their studies and work hard. Their powers of reasoning are highly developed; they can explain why things happen by applying their knowledge perceptively. They organise themselves effectively; in practical activities they select the materials and equipment they need and proceed methodically. Pupils work productively on their own and together. They help each other when they can, work effectively in pairs, and negotiate roles and responsibilities in group work. Application and perseverance are very strong and concentration is excellent, even when tasks lack appeal.

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

- 3.5 A good curriculum is provided at each stage with a suitable balance of appropriately scheduled lessons. This enables the school to achieve its aims to provide an environment which is stimulating, challenging and exciting. Sufficient emphasis is placed on developing the basic skills of literacy and numeracy. Scientific knowledge is imparted in class-based work in Years 1 to 4 and in a purpose-built laboratory in

Years 5 and 6. Pupils gain technological understanding through design and technology and ICT. The humanities cater suitably for pupils' historical and geographical knowledge. French is taught throughout the school. Creative development is generously provided through the arts, with plenty of additional extra-curricular opportunities. Physical development is promoted through games, physical education (PE) and dance, which all receive due emphasis. Specialist teaching from an early age in subjects such as music and PE is highly beneficial. Personal, social and health education (PSHE) is taught throughout the school. It contains topics pertinent to each age and stage of pupils' development and includes citizenship, which gives pupils good insight into the law and public institutions.

- 3.6 A good range of extra-curricular activities is provided. The choice expands as pupils move through the school and includes sport, music, the arts and general interests. Clubs are enjoyed by the pupils. Educational visits are both varied and beneficial, and take place to museums, art galleries and places of worship and of historical and geographical interest. Visitors to the school, including parents who are experts in particular fields, provide a valuable contribution. Pupils remember such visits vividly; for example, Year 3 pupils gained insight into life in Wimbledon many years ago from a talk given by an elderly local resident. Focus days, such as the Victorian day which took place during the inspection, give pupils valuable direct experience and are much enjoyed and memorable. Visiting artists and performers give pupils direct experience of the arts. A Picasso day for Year 3, led by a parent artist, resulted in some exciting work in a wide range of media.
- 3.7 The provision for pupils with LDD is efficiently organised. Soon after joining the school in Reception, pupils who are of concern are monitored; in Year 1 some in-class support is provided, and in Year 2 identified pupils join the literacy support group and an additional teacher works alongside them. Support groups are provided for English and mathematics, and accelerated groups are arranged for the most able. For those that need particular help, individual tuition is arranged. Where necessary, by the end of Year 2 a special educational needs assessment is conducted and an educational psychologist's report is asked for. The requirements of the statement of special educational needs are met. Gifted and talented pupils are identified and some additional challenges and opportunities are provided, such as a more able reading group, a newspaper club and a puzzle day.

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

- 3.8 Teaching is good and is often excellent and in keeping with the school's aim to inculcate a love of learning in pupils.
- 3.9 The best lessons are carefully planned, begin with a brief introduction or warm-up exercise and then provide a range of interesting and engaging activities. Learning is reviewed, usually at the end of the lesson. In such lessons the pace is brisk and businesslike. The most successful lessons are enthusiastically presented and this is effective in capturing pupils' interest. Most teaching makes good use of questioning and is sympathetic and supportive. Less successful teaching is too dependent on the teacher's talk and provides insufficiently challenging work for pupils to do.
- 3.10 Teaching enables pupils to make rapid progress. Teachers know their subjects thoroughly and this gives pupils confidence in the teaching. Knowledgeable guidance, such as in relation to posture and breathing in music, enables pupils to make swift progress. Pupils are expected to make the maximum effort and to behave well, and they invariably do. In the best lessons, teachers use a variety of



teaching strategies such as group work, questioning and practical activities which ensure that pupils maintain their concentration. Resources are plentiful and interactive whiteboards, objects and artefacts are used effectively to illustrate points.

- 3.11 Teachers know the pupils and provide well for their learning needs. Relationships are positive. Most lessons contain opportunities for pupils to undertake work which is matched to their abilities. Learning support in classes is carefully focused yet unobtrusive. Withdrawal learning-support teaching is suitably organised and uses praise effectively to encourage pupils.
- 3.12 Verbal feedback is usually good and pupils say they find this helpful. Teachers are quick to intervene when a mistake is observed. Marking is regular, but on occasions, though positive and encouraging, it does not provide sufficient guidance or target setting. Marking sometimes requires pupils to make corrections. The previous inspection recommended that efficient systems for assessing, recording and reporting pupils' attainment and progress in all subjects be introduced; pupils' performance in English, mathematics and science, together with verbal and non-verbal reasoning test results, is recorded and a school information management system is beginning to be used. Performance in other subjects is recorded by teachers and subject co-ordinators. The school is beginning to use performance data to monitor pupils' progress and set targets.

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

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

- 4.1 The personal development of the girls is outstanding and fully in line with the school's aims. Pupils work together harmoniously, developing a sense of responsibility towards others in the school community and in the wider world and benefiting from an environment in which they can develop their self-confidence and interpersonal skills.
- 4.2 Spiritual development is outstanding. Pupils demonstrate spirituality in assemblies; for example, at Wilberforce House a high level of aesthetic awareness was portrayed when excerpts from ballet and *Let's Face the Music and Dance* were performed by Year 2 and 3 pupils. Pupils' musical performances are watched appreciatively. Pupils reflect on thoughts or prayers. Year 6 poetry anthologies show an awareness of the intangible. Pupils show a good understanding of world faiths, focusing on Christianity in Years 1 and 2 and on other world faiths higher up the school. They celebrate festivals of other faiths. They are self-confident, particularly when reciting poetry or reading prose aloud. They show self-esteem when awarded merits and credits or stickers. They are justifiably proud of school achievements, such as those of the chamber choir and those of the pupils who reached the finals of the inter-school athletics competition.
- 4.3 Moral development is excellent. From an early age, pupils know right from wrong. As they progress through the school, they develop an understanding of the law and public institutions through citizenship, which is part of PSHE. They are keen to abide by school rules: 'golden rules' in Wilberforce House and a 'kindness tree' emphasise the need to be helpful and to take account of each other's feelings. Pupils behave with great consideration, and show empathy for each other and for those less fortunate than themselves. Under the guidance of their charities board, pupils raise considerable funds for good causes. They are keenly aware of their moral responsibilities for the environment. An active 'eco-group' encourages pupils to recycle and to purchase ethical products.
- 4.4 The pupils' social development is outstanding. Pupils relate positively to each other and to adults. They conscientiously undertake numerous responsibilities when acting as members of the school council, monitors and form captains. A 'friendship bench' is located in the middle of the Wilberforce playground, for any pupil that feels lonely to sit and be joined by others. Year 6 pupils act as buddies for Year 4 when they join Spencer House. A whole-school production provided a good opportunity for pupils to work together.
- 4.5 Cultural development is outstanding; the arts are extremely strong. Multicultural understanding is very good. Displays include recent projects on Africa, Mexico and Japanese painting. Pupils demonstrate good understanding of religions through visits to a Hindu mandir and the Buddhist Buddhapadipa temple. A link with a Norwegian school gives them a good insight into another culture. They show considerable understanding of UK culture. Topics on different countries provide insight into world cultures past and present.

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

- 4.6 Pastoral care is excellent and pupils' welfare is in most respects assured. This is in keeping with the school's aim to provide a calm, happy environment.
- 4.7 Form teachers know their pupils well and are the first point of contact for parents and pupils if concerns are raised. A record is kept of pupils' pastoral needs, and regular staff meetings ensure that teachers are aware of pupils' current circumstances. Relationships between teachers and pupils are extremely positive and pupils are confident that they can turn to their form teachers if they have a problem or are unhappy. A positive approach to behaviour management is adopted with a strong emphasis on rewards and little need for sanctions. Pupils are keen to be awarded house points, merits or credits for good work or for being kind or helpful. 'Star assemblies' reward effort and achievement. 'Golden rules' in Wilberforce House and a code of behaviour in Spencer House, drafted by the pupils themselves, indicate that pupils have high regard for considerate behaviour and kindness. Anti-bullying has received significant attention in PSHE, assemblies and throughout the curriculum. Pupils do not feel that bullying is an issue and are confident that, should any bullying occur, it would be swiftly dealt with. Sanctions are rare, and when applied take care to help the pupil learn the error of her ways and make the necessary adjustments.
- 4.8 In almost all respects, provision for pupils' welfare, health and safety is of high quality. As the school does not provide school lunches, pupils eat their packed lunches either outside or in the classrooms. Fire, health and safety are vigilantly overseen and any potential hazards are immediately reported and dealt with. No potential hazards were evident during the inspection. External agencies are commissioned to prepare reports on specialised areas such as fire safety, and the school acts immediately on any recommendations. Break and lunchtime supervision is adequate, but sun protection arrangements are sometimes overlooked. Thorough risk assessments are undertaken for all aspects of the school's work, including educational visits. The provision for pupils who are ill is sound, with suitable facilities on each site. The number of staff who are first-aid trained has increased since the previous inspection; and some have been trained to the higher level. The school has a suitable plan to improve access for those with disabilities. Pupils are encouraged to adopt healthy lifestyles. The safeguarding policy is compliant and implemented effectively and suitable training has been attended by all those who work with the pupils. Admission and attendance registers are properly maintained and retained for three years.

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

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

- 5.1 The quality of governance is outstanding. Governors are highly committed to the school's vision and work hard to ensure the school meets all of its aims.
- 5.2 The governing body has recruited governors with extremely useful expertise. Induction and training arrangements have been thorough, and governors are fully aware of their responsibilities. All business is conducted through the full governing body, with other meetings held as necessary. Minutes show full attendance and lively, informed discussion on suitable topics including educational matters. The governors are fully informed about the work of the school. The headmistress provides useful papers on educational matters and each governor has an area of responsibility such as safeguarding or health and safety.
- 5.3 Relationships with the school are extremely supportive, yet challenge is provided when necessary. Robust planning, including financial planning, enables continuous improvement to take place and generous investment to be made in human and material resources. The accommodation is maintained to a high standard. The governing body is fastidious in the exercise of its responsibility for safeguarding and health and safety. It measures its success by the results of senior school applications, whilst also maintaining the ethos of the school, its care for the individual and the happiness of parents and pupils.

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

- 5.4 The school benefits from good leadership and management that ensure the school meets its aims to provide a calm, happy environment which is also stimulating, challenging and exciting.
- 5.5 A clear sense of direction is evident, with a clear focus on providing the best for every aspect of a pupil's development. Morale is high. Staff are mutually supportive and the higher management team (HMT) has the support of the staff. A good team spirit is evident.
- 5.6 The management structure works efficiently across both sites, with head and deputy head alternating their responsibility between buildings to ensure that the school runs smoothly and a senior mistress located on each site to ensure day-to-day organisation. The curriculum is co-ordinated effectively; subject leaders for English, mathematics and science are located on each site and meet regularly to ensure consistency and continuity; all other subjects have a subject leader with overall responsibility. This works smoothly. Pastoral management is straightforward and effective. Form teachers are the initial point of contact and the deputy head is the point of reference in the HMT. Sufficient meetings take place to enable effective communication across both sites. Staff meetings usefully focus on pertinent professional development.
- 5.7 A generous ratio of suitable staff has been appointed, retained and deployed. Thorough arrangements ensure that safe recruitment of staff and background checks are undertaken for all who come into contact with pupils. Induction arrangements are thorough. Teaching and nursery assistants make a particularly valuable contribution in the classroom. Non-teaching staff enable the school to

operate efficiently and to be maintained and decorated to a high standard. Whole-school training has focused appropriately on safeguarding and pupils' welfare, health and safety. Appraisal for all teaching staff is generally beneficial; it contains self-review, objective setting, lesson observation, training needs identification, review and target setting. However, occasional informal visits from the HMT are not fully effective in maintaining consistently high standards, as some of the good practice which is subsequently disseminated is not always heeded or implemented. This indicates that observation and discussion are not sufficiently focused for some teachers. Teachers keep up to date by attending suitable in-service training.

- 5.8 Policies are reviewed by the staff and, where necessary, redrafted. The policies are of high quality. Those for which the governing body has particular responsibility are formally accepted by them. The school development plan is comprehensive and realistic and is preceded by a thorough review; it includes a suitable range of topics set within realistic timescales.
- 5.9 Since the previous inspection, subject co-ordinators have taken more responsibility for standards across the school. Class teachers' planning is now checked against long-term planning and to ensure the needs of pupils of all abilities are met. Subject leaders monitor pupils' work in relation to policies, and emerging issues are fed back to staff. Pupils' work is periodically collected for checking by the HMT and subject leaders.

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

- 5.10 The quality of links with parents is strong and helps the school to achieve its objectives for the pupils.
- 5.11 The school is successful in maintaining good relationships with parents. Parents of current and prospective pupils are provided with good quality information. The parents' handbook provides useful information for parents and clearly states expectations, rules and routines. A weekly newsletter provides details of the week ahead and a termly newsletter gives information on events in and out of school. Prep Department pupils have a 'link book' which is signed by parents each day. This is a useful channel of communication. The school is moving away from paper-based to electronic information systems and the website is constantly being updated. It contains all of the information parents and prospective parents are entitled to receive, plus useful information about all aspects of the school. Each year two reports are sent to parents, the first of which provides informative comments on pupils' achievement in English, mathematics and science. However, a full written report on all subjects is not provided until the end of the school year, which is not an entirely satisfactory arrangement. Two parents' evenings are provided each year and parents are welcome to make an appointment at any time to discuss any concerns.
- 5.12 The school is effective in encouraging parents to be involved in the work of the school. The parents' association (the Study Association) is active in fund-raising and arranging social functions and welcomes support from parents. They come into school to talk to pupils on a variety of subjects and help on school trips. The school deals with parents' concerns sensitively and as promptly as possible.
- 5.13 The response to the parents' questionnaire was largely positive. Inspection findings substantially agree with parents' positive views about the curriculum, the quality of teaching, standards of behaviour and the promotion of worthwhile attitudes and

views. Inspection findings agree that insufficient information is provided in relation to progress in subjects other than English, mathematics and science. However, inspectors are of the opinion that sufficient help is provided for pupils with LDD and that the work pupils are given to do at home is sound. Inspection findings do not support some parents' view that insufficient opportunities are available to be involved in the work of the school or that their concerns are not handled sensitively.

**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 setting is good. Children are safeguarded effectively, well cared for and their needs are met, enabling them to make good progress. A range of approaches and resources ensures that individuality is recognised and different cultures are shared and celebrated. The school's good relationships with its parents, carers and local education services support a good quality of education and care. Through self-evaluation, the leadership of the EYFS has a good understanding of the strengths and weaknesses of the provision and the capacity to improve.

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

- 6.2 Leadership and management of the EYFS are good. Comprehensive documentation and practices, including risk assessments, meet the early years requirements and are monitored to ensure the safeguarding of children. Through these policies and procedures, staff promote equality so that, irrespective of background or ability, children achieve well. Staff hold appropriate qualifications and staffing ratios are good, with the required checks consistently implemented. A wide range of good quality resources are deployed effectively to promote many aspects of the children's learning. Links with parents are fostered appropriately; for example, by welcoming parents into the classroom to talk about festivals, celebrations, and interesting jobs. Parents were very positive when responding to the questionnaire. The monitoring of teaching and learning is good.

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

- 6.3 The overall quality of provision is good, with some outstanding features. Staff know the children well and relationships are positive at all levels. Staff work effectively together and apply their knowledge and experience in comprehensive planning to provide suitable activities, with a balance of adult-led and child-initiated activities across all areas of the curriculum. They use assessments and observations to plan activities that are tailored to the needs and abilities of individuals. Classrooms are well equipped, interesting and welcoming, with opportunities for planned, purposeful play, and the outdoor area is developing as an effective learning environment. The children's creative development is fostered particularly well, highlighted by their work in music and art activities and displays. Children's welfare is afforded a high priority and staff guide and support children well, establishing clear routines that assist their understanding of safety and the development of good attitudes to health.

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

- 6.4 Outcomes for the children in the EYFS are good, with some outstanding features. Children are eager to attend and are reaching high levels of overall achievement within all assessment areas. They are articulate and show good levels of concentration and motivation; they work happily in groups, as seen in their use of blocks when co-operatively building a boat to go fishing. They are able to take responsibility for choosing what they do, but their critical thinking and problem-solving skills are less developed. Early reading, writing and numeracy skills are extremely well developed but progress in ICT skills is less evident.
- 6.5 The children's personal development is outstanding. They respect and trust their teachers and feel happy at school. Children are exceptionally well behaved, polite and friendly, and are extremely supportive of each other. Children show a good understanding of ways to keep themselves healthy, appreciating the reason for good food choices at lunch, being pro-active in their personal hygiene, and benefiting from physical activity.

**What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.**



## 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

Mr John King	Reporting Inspector
Mrs Karin Kelly	Reporting Inspector
Mrs Sheila Hayward	Assistant Reporting Inspector
Mrs Sally Russell	Deputy Head (IAPS school)
Mrs Gillian Venn	Head of Pre-prep (IAPS school)
Mr Tony White	Former Headmaster (IAPS school)
Mrs Sally Gray	Co-ordinating Inspector for EYFS