



INDEPENDENT SCHOOLS INSPECTORATE

BOURNEMOUTH COLLEGIATE PREPARATORY SCHOOL

INTERIM INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Bournemouth Collegiate Preparatory School

The senior school was inspected at the same time and a separate report published.

| | |
|-----------------------------|--|
| Full Name of School/College | Bournemouth Collegiate Preparatory School |
| DfE Number | 836/6001 |
| Registered Charity Number | 1016538 |
| Address | Bournemouth Collegiate Preparatory School St Osmunds Road Lower Parkstone Poole Dorset BH14 9JY |
| Telephone Number | 01202 714110 |
| Fax Number | 01202 731037 |
| Email Address | kay.smith@bournemouthcollegiateschool.co.uk |
| Head | Ms Kay Smith |
| Chair of Governors | Mrs Nina Dunne |
| Age Range | 3 to 11 |
| Total Number of Pupils | 177 |
| Gender of Pupils | Mixed (95 boys; 82 girls) |
| Numbers by Age | 0-2 (EYFS): 0 5-11: 129 3-5 (EYFS): 48 11-18: 0 |
| Number of Day Pupils | Total: 177 |
| Head of EYFS Setting | Ms Kay Smith |
| EYFS Gender | Mixed |
| Inspection dates | 29 Nov 2011 to 30 Nov 2011 |

PREFACE

This report is according to the *Independent Schools Inspectorate (ISI) schedule for INTERIM inspections*. The inspection is a two-day visit with a focus on compliance with regulatory requirements. ISI inspections occur every three years and have two formats, interim and standard, which usually occur in an alternating pattern. The school's next inspection will therefore follow the standard schedule, which includes two visits totalling five days and places greater emphasis on the quality of education and care in addition to reporting on regulatory compliance. The school's previous inspection was in November 2007

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to 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 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

| | |
|--|----------|
| 1 THE CHARACTERISTICS OF THE SCHOOL | 1 |
| 2 THE SUCCESS OF THE SCHOOL | 2 |
| The quality of the pupils' achievements and their learning, attitudes and basic skills | 2 |
| The quality of the pupils' personal development | 3 |
| The effectiveness of governance, leadership and management | 4 |
| 3 ACTION POINTS | 5 |
| (i) Compliance with regulatory requirements | 5 |
| (ii) Recommendation(s) for further improvement | 5 |
| 4 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 |
| (b) The effectiveness of the leadership and management of the Early Years Foundation Stage | 6 |
| (c) The quality of the provision in the Early Years Foundation Stage | 6 |
| (d) Outcomes for children in the Early Years Foundation Stage | 7 |
| INSPECTION EVIDENCE | 8 |

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Bournemouth Collegiate Preparatory School is a co-educational day school in south Dorset for pupils aged 3 to 11 years. It is the junior school to Bournemouth Collegiate Senior School located some 6 miles to the east. The two schools form Bournemouth Collegiate School and are under the overarching leadership of the Principal.
- 1.2 The school was formed in September 2009 following the amalgamation of two independent schools in the Poole and Bournemouth area. The school is owned by the United Church Schools Trust (UCST) which has overall responsibility for the governance and management of the school. A board of local governors provides advice and local support for the management in both sections of the school. The current head of the Prep School was appointed in September 2010.
- 1.3 Since the merger, many changes in staffing have taken place, the school's aims and philosophy have been reviewed and the structure of the school day has been changed. Financial investment from the UCST has allowed for the development of new facilities. On the preparatory school site there has been a significant programme of refurbishment.
- 1.4 The school aims to provide an excellent education which will provide the academic qualifications and personal qualities needed to enable each pupil to succeed in the future. It aims to encourage self-confidence, the ability to work well with others as well as independently and a sense of responsibility to the wider world. As a school with a strong and inclusive Christian ethos, it places a high value on the core values of honesty, integrity, respect, kindness and courage.
- 1.5 The prep school currently has 177 pupils enrolled, with almost equal numbers of boys and girls. Of these, 50 are in the Early Years Foundation Stage (EYFS) which is situated in a secure, central area of the school with an adjoining outdoor play area located in an inner courtyard. Pupils are predominantly of white British origin living within 30 minutes of the school.
- 1.6 Admission is without academic selection and the analysis of standardised data shows that the ability profile of the school is above the national average with a wide spread of abilities represented. The school identifies 48 pupils as having special educational needs or disabilities (SEND). There is no pupil with a formal statement of special educational need. There are five pupils who have English as an additional language (EAL), none of whom requires support from the school.

2. THE SUCCESS OF THE SCHOOL

The quality of the pupils' achievements and their learning, attitudes and basic skills

- 2.1 The quality of pupils' achievements is good. The pupils are well educated in line with the school's aim to equip all children with appropriate skills, values and attitudes with which they can fulfil their potential in every area of life. Pupils display good levels of knowledge, understanding and skills in both curricular and extra-curricular activities. Their competence in speaking, listening and reading is always good and often excellent. Pupils' writing is of a generally good standard and they also demonstrate a good level of numeracy. They communicate with each other, as well as with their teachers clearly and with confidence. They use a range of information and communication technology (ICT) skills effectively in ICT lessons, but ICT is not used sufficiently across the curriculum. Pupils are fully engaged in their work, co-operate very well with their peers, respond positively to questions and think for themselves.
- 2.2 Around two-thirds of pupils transfer to the senior school with other pupils transferring to local grammar, maintained and independent schools. An increasing number of pupils participate in music and sporting fixtures; activities that the school is keen to further develop.
- 2.3 The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are currently available. Results in national tests at ages seven and eleven have been above the national average for maintained primary schools. This means that in relation to their ability, pupils make good progress; this was borne out by inspection evidence and the fact that they follow a curriculum that goes well beyond the National Curriculum, being enriched by the provision of French and Spanish for Year 6. The curriculum is further enhanced by a wide range of extra-curricular activities including horse riding, trampolining, karate, choir and golf. Pupils with SEND make good progress.
- 2.4 The teaching is good overall with some outstanding features. The best teaching is engaging, lively and has realistic aims and success criteria. It uses good questioning to develop pupils' thinking, and resources are used well. Teachers have a very good knowledge of their subjects and older pupils benefit from specialist teachers and dedicated rooms for subjects. Learning support assistants effectively assist teachers and pupils in lessons. Teachers' written targets in the pupils' books help to keep the pupils focused on improving their attainment, especially in mathematics and English. The excellent new approach to recording assessment data to track pupils' progress is used well to identify and respond to pupils' current strengths and weaknesses and to set termly targets for them.

The quality of the pupils' personal development

- 2.5 Pupils of all ages show excellent personal development. They are friendly, polite and confident towards their peers and adults. The strong sense of school community ensures that all pupils are valued and given the chance to succeed, realise their potential and become independent. Their achievements are celebrated in assemblies where school values are discussed and reinforced. The pupils have a well-developed sense of the spiritual, singing hymns and carols with great joy and enthusiasm and reflecting on their lives in prayers during assemblies. They are self-aware and outgoing and demonstrate a strong appreciation and respect for their own and other cultures.
- 2.6 The pupils have a very clear understanding of right and wrong and their social awareness is excellent. This is developed through the encouragement they receive to be caring and responsible members of their community. Pupils enjoy positions of responsibility such as a sports captain, a member of the school council or as an eco-representative. Older pupils look after younger pupils in a highly responsible manner as part of a "buddy" system.
- 2.7 The pupils understanding of those less fortunate than themselves is developed through fund raising for charities, for example through selling poppies for Remembrance Day, undertaking a sponsored walk for breast cancer and organising a cake sale for a children's charity, all of which they undertake with great enthusiasm.
- 2.8 Pupils' success is well supported by excellent policies and procedures for pastoral care, safeguarding and preventing bullying. Staff receive appropriate training. The pupils feel they can approach staff if they need help and are sure that any difficulties will be swiftly resolved. This is reinforced in the PSCHE lessons and through special awareness weeks such as an anti-bullying week. Thorough systems provide staff with information on all aspects of education and care so that they can respond quickly when the need arises.
- 2.9 Great care is taken in health and safety matters to ensure that the school environment is safe. Fire procedures are efficient and electronic registration and admission registers are accurate. Lunches are nutritious and pupils take regular exercise, so that they can develop healthy lifestyles. The school has an appropriate plan to develop access for disabled pupils further.

The effectiveness of governance, leadership and management

- 2.10 The quality of governance is good. The UCST brings a broad range of experience and expertise to their support and oversight of the school. The local governing board complements this by filling the role of 'critical friend' to the school's leadership. Some local governors are well known at the school, both through formal occasions and also through sampling the pupils' curricular experience. Local governors have regular reports from the head and business manager. Regular review meetings are held with UCST to review progress towards ambitious educational and financial targets. The result is that there is a real sense of purpose and a clear focus on achieving the school's aims, both short and long term. UCST is committed to the maintenance and development of accommodation and resources and to the recruitment of high quality staff. In partnership with the local board, the company successfully supervises financial, welfare and health and safety issues. Child protection is overseen by a trained member of the local governing board.
- 2.11 Leadership and management are excellent. The head and middle management team are empathetic, child-centred and responsive. They combine a clear vision of what the school should become, with the desire to involve all staff in its implementation. They receive considerable support from the principal in this work. New systems are being introduced to monitor teaching and learning, such as lesson observations, the scrutiny of pupils' work and written feedback to staff on the quality and effectiveness of their marking and planning. An excellent start has been made but these systems have yet to have an impact on pupil attainment and progress. A weekly schedule of meetings for teachers, whole staff and middle managers enables communication to be strong and effective. The school has created a comprehensive development plan in consultation with parents and staff. A buildings master plan is also under construction and offers considerable opportunity to address known shortcomings within the current facilities. Excellent support for teachers is provided by non-teaching staff both in and out of the classroom. All recruitment checks on staff and volunteers are completed and recorded correctly on the centralised register. Staff have received the appropriate training in welfare, health and safety and child protection.
- 2.12 The school's links with its parents, carers and guardians are excellent, involving an effective, close and cooperative relationship with them. In the pre-inspection questionnaires there were no issues raised and a significant proportion of parents were very positive indeed about the work of the school and the ways in which the school dealt with their concerns and passed on information. Parents are provided with all the necessary information in a variety of formats, including an excellent parent handbook and a comprehensive school website. They also receive frequent informative newsletters and termly reports which give information on the pupils' attitudes and their progress.
- 2.13 The Friends of BCPS, a parents' association, is strongly supportive; it acts as an invaluable social network which helps new parents settle quickly to the community. They raise funds for 'extra special' items for the pupils through a variety of events, such as regular Christmas and Easter Fayres. An appropriate complaints policy is in place.

3. ACTION POINTS

(i) Compliance with regulatory requirements

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

- 3.1 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 3.2 The school is advised to make the following improvements.
1. Develop the management and monitoring systems more consistently to raise standards of teaching and attainment further.
 2. Increase the cross-curricular use of ICT by pupils.
 3. Within the EYFS, improve and extend the action plan to encompass the full EYFS age range and enable children to access the outdoor environment more frequently.

4. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

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

4.1 The overall effectiveness of the EYFS is outstanding. The needs of the children are of the utmost importance to staff and they are met within a very safe and stimulating environment. Staff clearly recognise the unique qualities of each child. The next steps needed to further a child's learning are identified through very careful observation, enabling each child to make very good progress. Excellent relationships with parents help to involve them in their child's care and education. They very much appreciate the care provided by the staff. Since the previous inspection, the setting has improved systems for reporting to parents. There is good capacity to make further improvements.

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

4.2 Leadership and management are outstanding. Adults are very well qualified and well deployed. They receive appropriate training to ensure that children are effectively safeguarded and supported in their learning. Children's well-being is enhanced by risk assessments, and procedures necessary for the management of the setting are implemented very carefully. Regular staff meetings provide valuable opportunities for the vision for improvement to be identified. There are excellent links with parents, some of whom come into school to talk about their own work. Action plans ensure that there is continuous improvement. Robust arrangements for self-reflection and development planning are in place for the kindergarten but not for the reception class. Excellent resources are used effectively to enhance children's experiences and robust policies on equality and discrimination are in place.

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

4.3 The quality of provision is outstanding. Adults support the children's learning and welfare very well and make very good use of the indoor and outdoor environment. However, the outdoors is not accessible in all weathers. Very comprehensive planning enables staff to support children's individual needs, which are noted through excellent observations and assessment. Excellent details of progress are recorded. The very good balance between adult-led and child-initiated activities gives all children the opportunity to develop their initiative, independence and creative thinking. Children are guided and supported very well by their key person. They learn to enjoy healthy food, and understand the benefits of exercise.

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

- 4.4 The outcomes for children are outstanding. Children make excellent progress in all six areas of learning. By the end of the reception class, children write in sentences, communicate articulately and do simple addition and subtraction. Children enjoy their learning and as they explore they show very positive attitudes. Children use computers, programmable toys and the interactive white board very competently, developing necessary skills for the future. They show very good levels of independence, use their initiative and are able to think creatively. Personal, social and emotional development is excellent and the children respond extremely well to both peers and adults. They are taught about keeping safe and understand the need for routines such as hand washing. This enables them to develop a very good awareness of personal safety and hygiene. Behaviour is managed very positively and children make friends and share together. Children's knowledge and understanding of the world is developed through first-hand experiences. They talk about their learning activities with growing confidence.

Section 3 includes what the Early Years Foundation Stage should do to improve its provision.

INSPECTION EVIDENCE

The inspectors observed a small sample of 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 the local governing board, 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' pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school. The completion of the pupil questionnaires was invalidated for technical reasons.

Inspectors

Mr Paul Brewster

Mrs Susan Webb

Mrs Angela Russell

Reporting Inspector

Head of ISA School

Early Years Lead Inspector