



**ISI**

Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION**

**MALDON COURT PREPARATORY SCHOOL**

**MAY 2017**



## SCHOOL'S DETAILS

<b>School</b>	Maldon Court Preparatory School			
<b>DfE Number</b>	881/6027			
<b>EYFS Number</b>	EY480188			
<b>Address</b>	Maldon Court Preparatory School Silver Street Maldon Essex CM9 4QE			
<b>Telephone number</b>	01621 853529			
<b>Email address</b>	enquiries@maldoncourtschool.org			
<b>Headteacher</b>	Mrs Elaine Mason			
<b>Proprietors</b>	Mrs Loraine and Mr Steve Guest			
<b>Age range</b>	1 to 11			
<b>Number of pupils on roll</b>	119			
	<b>Boys</b>	58	<b>Girls</b>	61
	<b>EYFS</b>	47	<b>Juniors</b>	72
<b>Pupils' ability</b>	Nationally standardised test data provided by the school indicate that the ability of the pupils on entry is well above average.			
<b>Pupils' needs</b>	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is one. No pupil has a statement of special educational needs or an education, health and care (EHC) plan. No pupils have English as an additional language (EAL).			
<b>History of the school</b>	Founded in 1956, Maldon Court Preparatory School is an independent day school for boys and girls between the ages of one and eleven years, situated in the market town of Maldon in Essex. The current proprietors bought the school in 2004, and their daughter took over as headteacher in 2013.			
<b>Ownership and governing structure</b>	The proprietors are supported by a Board of Visitors, which was established in 2004, and its members are involved in many aspects of school life, including exclusion appeals and teacher interviews, and offer advice on a diverse range of			

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	issues, including policy approval, the school's curriculum, safeguarding, finance management and strategic planning.
<b>School structure</b>	The school offers a Nursery for ages 1 to 3, a pre-reception class for ages 3 to 4 and a Reception for ages 4 to 5. The juniors are 5 to 11 year-olds.
<b>Other useful information</b>	The current Board of Visitors is advisory, and independent from the management and governance of the school.
<b>Inspection dates</b>	24 to 25 May 2017

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## PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards and any qualitative concerns identified at their previous inspection.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

## SUMMARY EVALUATION

**The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the requirements of the statutory framework for the Early Years Foundation Stage and associated requirements, and no further action is required as a result of this inspection.**

### PART 1

#### Quality of education provided

The school measures attainment using National Curriculum tests. In the years 2013 to 2015, the results were well above the national average for maintained schools.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

**The standards relating to the quality of education [paragraphs 1–4] are met.**

### PART 2

#### Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

**The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### PART 3

#### Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

**The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### PART 4

#### Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.

**The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

## **PART 5**

### **Premises of and accommodation at schools**

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6**

### **Provision of information**

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7**

### **Manner in which complaints are handled**

Parental complaints, if any, are handled effectively through a three-stage process (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8**

### **Quality of leadership in and management of schools**

The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

**The standard relating to leadership and management of the school [paragraph 34] is met.**

## **THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE**

### **Overall effectiveness: the quality and standards of the early years provision**

The overall effectiveness of the early years provision is outstanding.

The learning and care which the setting provides meets the needs of the range of children who attend highly effectively. All children, including those with SEND and the more able, make strong progress relative to their starting points over their time in the setting. They are extremely well prepared for their next year in the Nursery class. The children's personal and emotional development is excellent. Children feel safe, secure and happy within the caring and nurturing environment. The requirements for safeguarding and welfare have been fully met. Staff work together as a strong and effective team so that there is a shared understanding of and responsibility for protecting the children. Leadership and management are rigorous in evaluating practice in the setting and are committed to securing continuous improvement.

At the time of the previous inspection, the school was advised to ensure that a written record is kept of all pupils who report that they feel unwell. Records of pupils who report that they feel unwell are carefully recorded and parents are informed as soon as possible.

### **Effectiveness of leadership and management**

The effectiveness of leadership and management is outstanding.

The leadership team share an ambitious vision to develop independent learners who are ready for their next stages of learning as they move through the EYFS. They have high expectations of what children can achieve. Each child is treated as an individual and their learning and development are supported through high standards of provision and care, so that they reach their full potential. The setting has an excellent relationship with the parents and their views are readily sought. The response to the pre-inspection questionnaire by parents confirms this view, as the overwhelming majority supported the school's approach to all aspects of their child's education.

Highly effective systems for staff supervision and performance management ensure staff are well trained and continuously improve their practice for the benefit of the children in their care. Self-evaluation is robust and thorough. Regular audits of planning, safeguarding, the learning environment and resources are carried out effectively to ensure continuous improvement. In most respects, risk assessment procedures are extremely thorough throughout the setting and for trips out of school. On occasions, the latter do not always include specific information for children with particular needs, although these are well known to staff.

Arrangements to protect children meet all statutory and other government requirements, promote their welfare and prevent radicalisation. Safeguarding practice is regularly reviewed and training is updated at the required intervals. Recordkeeping is meticulous and all staff have current paediatric first aid certificates.

The educational programmes put a strong emphasis on the prime areas of learning to ensure a creative and stimulating curriculum and enable all children to get a good start in their learning. Staff plan activities through half-termly topics, which are readily adapted to include the children's ideas and interests. Mutual respect and tolerance is strongly encouraged through the creation of an environment which promotes strong moral values and acceptance of different views, faiths, cultures and abilities, nurturing relationships between different groups of children. British values are extremely well promoted so that children make decisions together and begin to understand the need for rules and the importance of sharing, taking turns and making compromises.

## **Quality of teaching, learning and assessment**

The quality of teaching, learning and assessment is outstanding.

Staff have consistently high expectations and a clear understanding of the needs of each child, including the most able and those with individual needs. Staff have a notably secure understanding of how young children learn, are aware of each child's capabilities and plan accordingly. There is excellent interaction between staff and children, enabling children to become confident and active learners, achieve highly and make rapid progress. For example, as children were engaged with filling and emptying bottles during water play, they learned about size and weight as a result of the careful, knowledgeable questioning by staff.

Planning and assessment procedures are of a very high standard. Information is gathered carefully from the time the children first enter the setting, so that staff fully understand what children already know, understand and can do. Staff plan effectively for future learning, enabling them to quickly identify children who are falling behind and use outside agencies as appropriate. Excellent relationships with parents enables information about the children to be exchanged seamlessly at handover times as well as electronically. Parents are informed about their children's progress through informative reports and regular meetings and provided with information about how to support their children at home.

Equality of opportunity and the recognition of diversity are promoted extremely well. The children are helped to understand that everyone needs to be treated with respect. This was clearly illustrated to the children in a display using different coloured eggs and apples explaining the idea that, no matter what we look like on the outside, we are all the same on the inside. There is thorough preparation in the Nursery for the children's next stage in learning. The younger children learn from the older Nursery children, and become more independent and confident as a result of this.

## **Personal development, behaviour and welfare**

The personal development, behaviour and welfare of the children is outstanding.

A positive culture and commitment to learning is evident throughout the setting. Children have regular opportunities to lead their own play and learning. They show growing self-confidence, self-awareness and understanding of how to be a successful learner. The younger children learn from the older children. For example, one child watched as an older child mopped up water she had spilled. She then spilled more water, and went on to mop it up herself independently and return the flannel to the laundry basket.

Children show great enjoyment of learning. They enthusiastically choose activities, such as playing with the baby dolls in the role play area. They are effectively encouraged to develop their independence. At snack time, children act as monitors, giving out bowls and all children peel their fruit for themselves and attempt to pour their own water. They explore their surroundings with curiosity and play imaginatively in the role play area.



Children are extremely well prepared for their transitions within the setting. Parents complete an 'All About Me' booklet on their child's entry to the setting and there is a flexible settling-in period which supports individual children's emotional needs. There are excellent, warm and positive relationships between the staff and children. Prompt and regular attendance is effectively encouraged. Staff model good behaviour and encourage children to be kind and to look after each other. Class rules and expectations are discussed and implemented consistently. As a result, the children are extremely well behaved, follow class routines and share and cooperate with others.

Children have a growing understanding of how to keep themselves safe. For example, they learn that they must always be with an adult when on a visit and they understand how to behave during a fire drill. They learn how to keep themselves healthy through exercise and appreciate the healthy snacks and lunches which are provided. The children's excellent personal development at this young age ensures that they respect others, which lays the foundations for good citizenship.

### **Outcomes for children**

Outcomes for children are outstanding. All children, including those with SEND and the more able, make rapid progress in relation to their starting points, abilities and needs, with the majority reaching, and some exceeding, the expected levels of development for their age.

By the age of two, children can paint and talk about their pictures, pointing out parts of the body. They begin to count on their fingers and enjoy mark making in a variety of media. They show developing language skills, engaging in role play when bathing and changing their baby dolls and pretending to talk to a parent on the phone. They order simple shapes by size. They show developing motor skills in running and jumping and can stick shapes to a picture. They show increasing independence by recognising their own picture when registering themselves, hanging up their own coats and helping at snack times. They enjoy joining in with songs and rhymes and listen attentively to stories. They chose activities independently and begin to explore and investigate. They show they are happy in the setting and have extremely positive relationships with their carers.

### **Compliance with statutory requirements**

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

### **Recommendation for further improvement**

The school is advised to make the following improvement to its provision for children in the early years.

- Ensure risk assessments always include specific information for children with particular needs for visits outside the school.

## ABOUT THE INSPECTION

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the proprietor. They 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 Sara Wiggins

Reporting inspector

Mr Steven Winter

Compliance team inspector (Assistant head, IAPS school)

Mrs Susan Rix

Co-ordinating inspector for early years (Former head, IAPS school)