



INDEPENDENT SCHOOLS INSPECTORATE

HOLY CROSS PREPARATORY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Holy Cross Preparatory School

Full Name of School	Holy Cross Preparatory School
DfE Number	314/6001
Registered Charity Number	238426
Address	Holy Cross Preparatory School George Road Kingston Hill Kingston Upon Thames Surrey KT2 7NU
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Head	Mrs Kathleen Hayes
Chairman of Trustees	Sister Imelda Fleming
Age Range	4 to 11
Total Number of Pupils	284
Gender of Pupils	Girls
Numbers by Age	3-5 (EYFS): 41 5-11 243
Number of Day Pupils	284
Head of EYFS Setting	Mrs Philippa Piggott
EYFS Gender	Girls
Inspection date/EYFS	18 May 2010 to 19 May 2010
Final (team) visit	21 June 2010 to 23 June 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 May 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 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 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 Holy Cross Preparatory School is a Roman Catholic day school for girls. The school's mission statement sets out the Christian framework within which pupils will be educated, highlighting 'the worship of God, gospel values and an awareness of other faiths and sensitivity for others' as central to school life. The school aims to focus on fostering excellent relationships and high educational standards, so that pupils develop self-confidence and enjoyment of learning. The school is owned by the Trustees of the Sisters of the Holy Cross, who are the proprietors responsible for the governance of the school. The trustees appoint members of an advisory board who provide advice, guidance and assistance to them and also to the senior leadership team (SLT).
- 1.2 The school, which was founded by the Sisters of the Holy Cross in 1931 and moved to the present site in 1971, is located in an historic house with large grounds in a conservation area on Kingston Hill in south-west London. In 2009 the completion of a major building project created new sports, performing arts and classroom areas, with new dining facilities and kitchen. The Early Years Foundation Stage (EYFS) department of the school consists of two Reception classes which are taught in classrooms within the main school buildings, and all pupils from these classes move on to Year 1 in the school.
- 1.3 The school has two forms in each year, with 284 pupils currently on roll, of whom 41 are in the Reception classes. The school automatically offers places to Catholic girls and siblings of current pupils; otherwise the admission procedure consists of an assessment session for the four year old pupils or a day's visit for older pupils. The ability of the pupils is slightly above the national average and most pupils are of average or above average ability as assessed by nationally standardised measures. Pupils come from mainly professional and business families, many but not all of the Catholic faith, and from a wide range of other ethnic and cultural backgrounds. Although the school is a Catholic foundation it welcomes pupils of other faiths.
- 1.4 Twelve pupils have been identified as having learning difficulties and/or disabilities (LDD) and all these pupils receive support. No pupil currently has a statement of special educational needs (SEN). Twenty-five pupils have English as an additional language (EAL); the majority of these pupils are fluent users of English, and ten pupils currently receive support for their English.
- 1.5 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 The pupils' highly successful learning fulfils the school's aim of high educational standards, and their progress and basic skills are outstandingly good. This success is mainly due to the extremely high quality of the teaching and curriculum. Additionally, the pupils have excellent attitudes and work very well co-operatively. They are highly competent users of information and communication technology (ICT). The curriculum has improved to an excellent quality since the last inspection; design and technology (DT) is now a productive and enjoyable experience. Pupils with LDD or EAL receive appropriate support. An extensive choice of extra-curricular activities is offered. Pupils successfully fundraise for charity. Outstanding teaching meets the needs of all pupils, and classes are well managed. Careful planning ensures continuity and progression of learning. Assessment data is used effectively to inform appropriate levels of challenge. Excellent resources are used well and marking is extremely thorough. Teachers' high expectations and appreciation of pupils' work give pupils great encouragement.
- 2.2 The pupils' personal development is excellent. Their spiritual development is strong; pupils explore their beliefs and express their faith in a highly supportive environment. Pupils value and understand the moral code of the school. Social development is outstanding; pupils are proud of the school community and contribute to it. Pupils of many cultures work and play harmoniously together and benefit from wide cultural experiences. All these qualities are promoted because arrangements for welfare, health and safety are outstanding and pastoral care is excellent from the EYFS onwards. Staff are excellent role models in their calm and gentle approach, very high expectations and quiet firmness. The school has highly effective policies and procedures to promote good behaviour and to guard against harassment and bullying. All other required policies and procedures are in line with official requirements and properly implemented. Pupils are encouraged to learn healthy eating habits and to take exercise regularly.
- 2.3 The governance of the school is outstanding. All duties of governance are fully discharged. The needs of the school have been accurately assessed, ensuring high educational standards, robust policies and procedures and successful safeguarding of pupils. Dynamic management uses highly effective procedures to review, improve and monitor standards and has recruited excellent staff. All have received the appropriate safeguarding training and all necessary checks have been made. Parents are highly supportive of the school, highlighting many areas of excellence, including the subjects offered, the values of the school and high standards of behaviour. Some expressed concern about work with pupils who have LDD and about information on progress but inspection findings did not support these concerns. Parents commented positively on excellent pastoral care and the work of the Friends of Holy Cross.

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 2003, as subsequently amended.

(ii) Recommended action

- 2.5 The school is advised to make the following improvements.
1. Further develop the school database to support the use of centralised information.
 2. In the EYFS implement plans to develop the outdoor area.

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 quality of pupils' achievement and their learning, attitudes and skills is outstanding. Results in national tests at age eleven over the last three years have been excellent when compared to the national average for girls in maintained primary schools. The results of annual nationally standardised tests show that pupils make excellent progress in relation to their abilities. Standards have improved since the last inspection. Pupils are highly successful in their learning, fulfilling the school's aims of high educational standards.
- 3.2 Pupils display excellent levels of knowledge, understanding and skills. They develop extremely good literacy skills, and from an early age write competently in many different genres. Original and beautifully presented creative writing by pupils of all ages is displayed throughout the school. Pupils develop excellent numeracy skills; in a Year 2 lesson pupils confidently showed their understanding of addition and subtraction. Pupils are highly articulate and enjoy opportunities to speak in front of the class or the whole school in making presentations or performing role play. Pupils enjoy many opportunities to use their creativity; art work showing great flair and skill is displayed in main areas of the school, and a Year 4 DT class showed considerable competence when making pop-up books.
- 3.3 Pupils have excellent attitudes to their work; they take pride in careful presentation and work with understanding and interest. Pupils co-operate successfully in pairs, in small groups, and whole-class activities. The girls are supportive of each other and unselfconsciously test their ideas or ask for help from their classmates. They are frequently challenged to think for themselves, and they eagerly present their own ideas, discuss, and contribute to each other's learning; in a Year 6 personal, social, health and citizenship education (PSHCE) lesson, pupils discussed drugs, with insightful debate on the reasons why some people feel the need to take illegal drugs. Pupils of all ages are highly competent and skilful users of ICT. In a lunch-time ICT club, pupils expertly used a publishing programme to make a comic strip and worked skilfully on a video diary of the school's visit to France, for presentation to parents.
- 3.4 Pupils are very well prepared for the next stage of their education and gain places at the schools of their choice, including highly selective independent and maintained schools. Pupils are regularly awarded academic and music scholarships to these schools. They are proud of their school and their shared achievements

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

- 3.5 The contribution of the curriculum and extra-curricular provision is excellent. The stimulating curriculum supports the attainment of high standards in all the requisite areas of learning, giving pupils experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education and is suitable for all ages, abilities and needs. Previously rated good, the curriculum has improved significantly in the provision for DT. The half-termly full DT day for all classes ensures a productive and enjoyable experience. An engineering day with a professional engineering company gave Year 6 girls valuable experience in experimenting and testing their ideas in a professional way.

- 3.6 The curriculum is planned to ensure continuity and progression of learning. Highly effective annual audits track cross-curricular links, enabling teachers to link themes in their teaching, and enabling pupils to make connections with work done in other lessons.
- 3.7 Pupils with LDD or EAL receive appropriate support to enable them to benefit from the curriculum. Individual education plans are prepared by the class teacher working with the learning support co-ordinator, and targets are set and regularly reviewed. The comprehensive PSHCE programme strongly supports pupils' personal development. Many outside visits extend the pupils' understanding and bring the curriculum to life. Year 2 pupils spoke passionately about the work of Florence Nightingale and vividly remembered the smells of the wards they had experienced at the Army Museum.
- 3.8 The school offers a wide range of extra-curricular activities. Pupils commented how much they enjoy their activities and felt that they have an extensive choice. In music individual pupils achieve up to grade 7 and two pupils are currently playing with the under 11 National Children's Orchestra. Many perform with the school orchestra and choir; for example, at a concert in the Royal Albert Hall. Perceptive portraits by the art club are displayed for the forthcoming parents' day. Sporting achievements include wins by the Year 6 and Year 5 netball teams in the recent area tournament. Class groups enthusiastically rehearsed their contributions to a performance called *Out of Africa*.
- 3.9 Each year group engages in fund-raising activities during Lent for a chosen local or world charity, and there are links with a school in Lyons, which extend pupils' experience of the language and culture of France. The pupils benefit from links with local parishes, and parishioners join the school for services.

3.(c) The contribution of teaching

- 3.10 The quality of teaching throughout the school is outstanding and fully supports the aims of the school in ensuring high academic standards. This is a significant improvement since the last inspection, when teaching was judged to be good. Teachers know their pupils well and understand their needs. Excellent teaching is characterised by teachers' expert knowledge, by meticulous planning, excellent use of time and rigorous pace, and by the enthusiasm and inspiration of the teachers. Stimulating teaching meets the needs of all pupils, including those who require special provision, or for whom English is an additional language, and it results in excellent attainment and progress for all pupils.
- 3.11 Planning at all levels is of high quality. Thorough long-term planning ensures both full coverage of subjects and the development of cross-curricular links. Comprehensive assessment data is well used to help establish appropriate levels of challenge. Lesson planning includes a wide variety of tasks using many learning styles and clear learning objectives, which are given at the beginning of lessons to ensure that all pupils learn well. Teachers ask challenging questions, give no easy answers, and expect pupils to think for themselves. They use every opportunity to develop the skills of independent learning in their pupils. Teaching assistants are included in the planning process and make an excellent contribution to pupils' learning. Classes are well managed; rare instances of misbehaviour are dealt with sympathetically yet effectively.

- 3.12 Excellent resources including interactive whiteboards are used well to provide interesting and challenging stimuli and activities. The easy availability of class ICT resources is fully exploited so that up-to-date programmes and on-line resources are used effectively and that pupils develop high levels of skill for their ages. Staff use display areas to present challenges to pupils to think carefully, to provide support for technical vocabulary or mathematical information, and to display excellent work of all kinds produced by the pupils. As a result, vibrant displays are prominent throughout the school.
- 3.13 Marking is extremely thorough, with informative comments and encouragement, using the highly valued reward system of credits and house points. The work scrutiny showed that pupils respond positively to teachers' comments. Excellent assessment data including the use of standardised tests is used carefully to monitor pupils' progress and to identify when extra support may be needed. Teachers' high expectations and appreciation of pupils' work encourage them to exercise independence and initiative in their learning and to delight in it.

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 from EYFS onwards, fulfilling the aims of the school for the personal development of the pupils and maintaining previous high standards.
- 4.2 The spiritual development of pupils is strong; pupils explore their beliefs and their faith in a highly supportive environment. Religious education (RE) lessons, assemblies and services all give pupils a wide experience encouraging them to express their ideas. Pupils greatly enjoy participating in assemblies by making presentations, performing, singing and reflecting. This spiritual development is the foundation for the calm, caring and courteous behaviour seen throughout the school. Pupils are self-confident and develop high self-esteem. The girls say that they love their school environment, particularly the space and freedom of the gardens, play areas and field. This awareness of their environment fully supports their development.
- 4.3 Pupils have a strong moral sense and value the moral code of the school. They learn to distinguish right from wrong and to make right decisions from an early age. In discussions in PSHCE lessons, pupils showed that they understood their moral responsibility, particularly in behaving well in friendships. Year 2 pupils confidently discussed how to say sorry when they hurt a friend's feelings.
- 4.4 The social development of pupils is outstanding. They are proud to be part of the school community and to contribute to it; a shining example is the delight the Year 6 girls have in their responsibility for their buddies in Reception, their "little girls". Pupils of all ages gladly take responsibility, being a monitor, a librarian, house captain or school council member. In questionnaire responses pupils expressed great delight in coming to school, with comments such as "I think that our school is excellent at working together as a team, helping others and sharing with our friends." The success of the 'buddy stop', where you wait if you need a friend in the playground, is an example of pupils' sensitive awareness of others. Pupils take responsibility for their own environment through their work in the eco-club, achieving bronze and silver awards.
- 4.5 The school is a harmonious multi-cultural community. Pupils learn about each other's cultures and faiths in lessons, through visits by family members to explain ceremonies and festivals and through playing with their friends. Pupils have many wider cultural experiences through their school work and visits to theatres, museums and art galleries. This gives them an appreciation of art and literature and the world around them.

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

- 4.6 The contribution of arrangements for welfare, health and safety is outstanding. The quality of pastoral care is excellent from the EYFS onwards. The staff know their pupils well, and the high standard of support and guidance fulfils the school's aims. Careful monitoring and recording procedures ensure that problems and difficulties are quickly identified and help is offered. In their comments in the questionnaire, pupils said that they feel the staff are very kind and caring, with comments such as "All our teachers care about us and listen when we have a problem." Relationships between staff and pupils are strong, and the staff provide excellent role models in

their calm and gentle approach, their high expectations and their quiet firmness in the classroom. Pupils respond with enthusiastic hard work and rarely misbehave. They learn how to be a good friend from a very early age, and in interviews girls spoke appreciatively of the 'welcome room', where they can go to sort out problems with a friend or to talk to a member of staff.

- 4.7 The school has highly effective policies and procedures to promote good behaviour, to guard against harassment and bullying and to deal constructively with the rare instances of unacceptable behaviour. In PSHCE work about bullying, pupils learn both to think about how to behave and also how to get help if they need it. The school's safeguarding policy is compliant with requirements and implemented successfully; all staff have received appropriate safeguarding training. All necessary measures have been taken to reduce risk from fire and other hazards. Arrangements to ensure health and safety are excellent and highly effective, including comfortable provision for pupils who are ill. The well-considered plan to improve educational access for pupils with disabilities has been fully implemented in the recently completed buildings.
- 4.8 Pupils are encouraged to learn to eat healthily, and a very healthy menu is offered in the new dining room. Pupils' posters about healthy eating and the importance of exercise are on display in corridors and classrooms. Pupils take exercise both in and out of doors, in lessons and free time; games practices and runs organised at break times are heartily enjoyed. The school promotes the 'park and stride' and 'walk one day a week' initiatives to increase children's exercise, with information to parents and posters. The admission and attendance registers are properly maintained and correctly stored for the previous three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is outstanding. The careful and practical arrangements made by the trustees for the governance of the school ensure that their duties are fully discharged. The chairman of the trustees, who is also the chairman of the advisory board, has close contact with the head and senior staff of the school: her regular presence in the school and attendance at meetings ensure a highly effective oversight and insight into the working of the school. This combined role ensures the flow of information at appropriate levels between the trustees, the advisory board and the SLT. These arrangements for governance provide well-focused stimulus for growth and improvement.
- 5.2 The members of the advisory board, many of whom are parents of previous pupils and are deeply committed to the school, come from a number of professional backgrounds and use their expertise for the benefit of the school. These board members attend regular meetings, at which committee reports, including the head's report, inform all members fully of the working of the school. The committee structure of finance, buildings and maintenance health and safety and bursaries committees strongly supports the work of the SLT, the board and the trustees, by making efficient use of the expertise of members of the board and the staff in specific areas.
- 5.3 The needs of the school have been accurately assessed by the trustees and the board working with the SLT. Prudent and insightful financial planning has provided for investment in excellent staff, buildings and outstanding resources to support the educational standards of the school. The new hall has excellent facilities which are improving the experience of pupils in sporting, artistic and creative activities. The kitchen provides excellent meals, giving healthy eating high importance; meal times are a pleasant social experience in the new dining area. The health and safety committee discharges the duty of governance to take responsibility for the safety of the school and its pupils. Health and safety arrangements are carefully monitored by staff and specialist firms are used to provide specific expertise as needed.
- 5.4 The responsibility for child protection is exercised under an excellent régime of regular checks of procedures to safeguard the welfare of pupils, including the procedures for the safe employment of staff. An annual report of the findings is written and the required safeguarding report to the governors is received from the head, thus fulfilling the requirements in these areas. Comprehensive arrangements are carried out for the induction of new members of the board.

5.(b) The quality of leadership and management

- 5.5 The leadership and management of the school are outstanding, and at all levels the management is successfully realising the aims of the school. The vision for the school, which is shared by the trustees, the advisory board and SLT, is central to all the work of the school. All subscribe wholeheartedly to the Christian ethos and the aims of fostering excellent relationships, an awareness of other faiths and high educational standards, so that pupils develop self-confidence and enjoyment of learning. These aims are fully achieved.

- 5.6 The dynamic educational direction set by the SLT is strongly supported by a management structure with clearly defined roles and responsibilities. The rigorous and thorough procedures for planning, monitoring and evaluating all areas of the school are resulting in improvement in both teaching and learning. Curriculum analysis at the start of each year is part of the basis for planning and makes sure that cross-curricular links are fully exploited. This results in pupils making and understanding the connections between subjects and topics. The carefully planned and recorded régime of educational testing is used in a highly effective way by the SLT, the subject co-ordinators and the teaching staff to monitor progress and support planning. The use of a central database is being developed and is a key factor in the ready sharing and use of information for assessment, planning and pastoral care.
- 5.7 The role of subject co-ordinator, which was not fully developed at the time of the last inspection, has now fully matured. Co-ordinators undertake regular work scrutiny, moderation of marking and team teaching, all of which are fully recorded and have contributed to significantly improved standards of teaching and learning. Appraisal is well managed; staff development and training needs are identified and given a high priority, and what is learned on external courses is passed on to all staff regularly. The recommendation to improve the library provision, made in the previous report, has been fully implemented, providing good resources for reading for pleasure and for research.
- 5.8 The SLT is highly effective in self-evaluation and identifying the needs of the school. The development plan sets out clear priorities, is used to maintain progress and development and is thoroughly monitored. The subject co-ordinators also contribute departmental plans and careful monitoring ensures progress. The management of the school is highly successful in securing, supporting, developing and motivating high quality staff and ensuring they are suitably trained for their roles in safeguarding, welfare, health and safety. All staff receive regular safeguarding training at the required levels, and those with specific responsibilities for health and safety have had appropriate training. Thorough arrangements are in operation for checking the suitability of staff, including volunteers, supply and temporary staff, and those who have a governance role in the school.

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

- 5.9 The quality of links with parents is excellent; the school has built on the relationship described in the previous report as ‘a very effective partnership’. This is maintained with parents of pupils from the EYFS onwards in support of the school aims. The parental questionnaire responses showed a high level of support for the school, in particular in the range of subjects and experiences, the high standards of behaviour and the worthwhile attitudes and views promoted by the school. In their comments parents highlighted academic standards and pastoral care. Comments such as “The very strong sense of community amongst parents supports and completes the family environment of the school” were echoed by many parents.
- 5.10 In the questionnaire responses, some parents registered concern at the provision for pupils with learning difficulties, but this was not raised in their freely written comments and the inspection findings did not support this concern. Parents felt that they can communicate easily and receive timely responses. The school offers many means of communication including email contact, with email addresses for staff published in the parents’ file. The policy is that parents will receive a response within twenty-four hours. Parents are well informed about school life through the

parents' file, weekly newsletters, termly letters, reading diaries, the website, various parents' meetings and regular question and answer sessions with form representatives. The SLT are at the door in the morning and evening for informal contact.

- 5.11 A number of parents raised the issue of information about their daughter's progress, but the inspection found that regular reports and parents' meetings provide accurate and comprehensive information and that parents are able to email or meet staff at any time. Parents are encouraged to be involved in their child's learning, particularly through monitoring homework. The Friends of Holy Cross is an active parents' association and in comments in the questionnaire parents expressed their pleasure in the opportunity to take part in social events and fund-raising activities for the school.
- 5.12 Parents of pupils and prospective pupils are provided with all the required information about the school, and this is available on the school website. Records show that the school handles the concerns of parents with great care.

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 provision for early years is outstanding in meeting the needs of all children and fully appreciating their individual differences. The setting clearly demonstrates the capacity to make continuous improvement through an excellent system of review and self-evaluation which has led to the successful development of child-initiated learning and its assessment. Standards have improved since the 1999 report.

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

6.2 Leadership and management are outstanding, with a clear vision and understanding of high standards. Excellent and carefully monitored policies and practices ensure that children are well safeguarded. All adults have been suitably checked, are highly qualified and appropriately trained. Careful self-evaluation takes place. The team work exceptionally well together, with the local authority, and with other prep schools to develop high standards. An exemplary framework for risk assessment has been established, including daily checks on equipment and resources, which are safe and effectively used. Comprehensive policies and procedures are fully implemented to promote equality, and the range of cultures in the school is understood and celebrated. In questionnaire responses parents were highly supportive of the excellent standards of behaviour and of care in the school. A small number would like more information about progress; however parents are well-informed through the 'learning journey' notebooks, daily reading record books and parents' evenings. The management team has identified the potential for further use of the outdoor areas to support all aspects of pupils' learning.

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

6.3 The provision is outstanding. Children make good and often excellent progress, benefiting from a wide range of well-planned, stimulating and imaginative experiences. Assessment systems are under constant review and relevant observations are used to assess each individual's progress. These assessments provide information for detailed individual planning for each child in all areas of learning, including child-initiated learning in the 'plan, do and review' sessions. Teachers quickly identify when a child needs extra help and offer support promptly. Children with EAL are sensitively and appropriately included. This detailed observation of each child, the individual provision, the inclusiveness of the setting and high standards of care all promote the welfare of pupils and enable them to benefit fully from all the opportunities provided.

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

- 6.4 Outcomes for all children are outstanding. Children love their school, delight in their learning and feel confident and safe in their environment. They make rapid progress in all areas of the curriculum, including communication, literacy, numeracy and ICT and use their skills confidently and independently. They work and share well with others. They enjoy planning their own work and are able to assess accurately what resources they will need. They have a good understanding of the wider world, seen when they identified animal homes they could video in the school grounds.
- 6.5 Children have excellent relationships with adults and play happily in the big playground with the older children. Children understand the need for rules at school and at home and are good at suggesting ways in which to keep safe. They understand the need to be physically active and to eat healthy food, readily identifying and enjoying fruit as healthy. The children are keen to participate in all activities, and to take responsibility; they are helpful and respectful of the feelings of others.

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 chairman of trustees and two members of the advisory 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 and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Gwen Caddock

Reporting Inspector

Mrs Lynda Boden

Former Head, IAPS school

Mrs Philippa Thompson

Former Head, IAPS school

Mrs Kirsten Jackson

Co-ordinating Inspector for EYFS