



INDEPENDENT SCHOOLS INSPECTORATE

GRANGE PARK PREPARATORY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Grange Park Preparatory School

Full Name of School	Grange Park Preparatory School		
DfE Number	308/6052		
Registered Charity Number	268328		
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Email Address	office@gpps.org.uk		
Headmaster	Mr Ashley Martin		
Chair of Governors	Ms Joanne Richardson		
Age Range	4 to 11		
Total Number of Pupils	105		
Gender of Pupils	Girls		
Numbers by Age	0-2 (EYFS):	0	5-11: 93
	4-5 (EYFS):	12	
Number of Day Pupils	105		
Head of EYFS Setting	Ms Stella Kylilis		
EYFS Gender	Girls		
Inspection date/EYFS	11 May 2010 to 12 May 2010		
Final (team) visit	14 June 2010 to 16 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 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 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 Grange Park is a preparatory day school for girls. Founded in 1924 by two sisters, the Misses Billings, the school still occupies its original site in a residential suburb of Enfield, in north London. The school is a charitable trust managed by a board of governors. The headmaster is responsible for its day-to-day running. The headmaster, a deputy head and coordinators for the Early Years Foundation Stage (EYFS), Years 1 and 2 and for Years 3 to 6 were appointed to be the senior management team in September 2008 and 2009. During the past three years the school has undergone extensive building and refurbishment to provide a new computer suite and 'Practical Room'.
- 1.2 The school has on roll 105 girls aged between four and eleven years. Twelve children are in the EYFS class, thirty-three in Years 1 and 2 and sixty in Years 3 to 6. Pupils are almost all successful in obtaining places at their first choice of maintained or independent senior school.
- 1.3 Pupils mostly come locally from business and professional families. A proportion of pupils are from minority ethnic backgrounds. The school aspires to strive for excellence, within a happy, constructive working atmosphere based on teamwork and mutual support, in which respect is shown and differences are valued. It aims to encourage a parent/school partnership for the benefit of the girls in a caring, stimulating environment which nurtures the girls to become confident educational risk takers, independent learners and to develop individual talents.
- 1.4 Standardised tests show the range of pupils' abilities is wide but overall is in line with the national average, although some cohorts show characteristics slightly above the national average. Results in national tests at age seven and at age eleven have been high when compared with the national average for maintained primary schools. Twelve girls receive learning support for learning difficulties and/or disabilities (LDD) but none has a statement of educational need. No pupils have English as an additional language (EAL).
- 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 From the EYFS onwards, pupils of all abilities and needs are successful in their learning and personal development. The school is meeting its aim to encourage a parent/school partnership for the benefit of the girls in a caring, stimulating environment which nurtures the girls to become confident educational risk takers and independent learners who develop their individual talents. In Year 6 national tests, they attain high results when compared with the national average for maintained primary schools. Their progress is good in relation to their average ability. However, teachers offer inconsistent evaluation of pupils' work and pupils are unsure of the progress they are making and of what they need to do to improve. They have a strong record of success in obtaining places at senior schools of their choice. Their overall success is promoted by their positive attitudes and excellent relationships with each other, by the good and often outstanding teaching they receive, the breadth and demands of their curricular and extra-curricular experiences and their good relationships with their teachers.
- 2.2 Girls' personal qualities are well developed in the community atmosphere of the school. They have high moral values and their outstanding social skills are widespread in taking responsibility such as participating in the school council, captaining games and acting as officers. The outstanding quality of pastoral care and the excellent example set by the staff are the catalyst for a happy and purposeful educational experience. Arrangements for safeguarding are effective. The ethos of the school is clearly overseen by the governors and senior management who shape the aims and objectives, within a happy, constructive working atmosphere based on teamwork and mutual support, in which respect is shown and differences are valued. Insufficient monitoring has resulted in some weaknesses in meeting regulatory requirements. The school has taken satisfactory action to rectify two shortcomings, but has a little more to do to meet EYFS regulatory requirements. In the pre-inspection questionnaire parents were particularly happy with the school's promotion of worthwhile attitudes and views. A minority of parents expressed dissatisfaction with the governance and management of the school, but this view is unsubstantiated by inspection evidence. Parental contact is good and helps to foster a family atmosphere.
- 2.3 Governance, leadership and management are good. The governors and senior leadership team are successful in meeting the aims of the school in large measure and effectively oversee the development of the school. The school has been energetic in carrying out the recommendations of the previous inspection in 2004. Governance has ensured that the senior management team reflects all sections of the school. The management team has significantly improved the development of a planned programme of professional development for staff and training for subject coordinator roles. However, the head of the EYFS has insufficient time to carry out her role. With the exception of resources for the youngest pupils' physical development, managers have profitably increased resources to support teaching and pupils' learning.

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 did not meet all the requirements of the Independent School Standards Regulations 2003, as subsequently amended, and therefore it was required to:
- obtain an enhanced Criminal Records Bureau (CRB) check for all governors before appointment [Regulation 4B.(4)(a) under Suitability of staff and proprietors]; and
 - show the identity checked on the centralised register of appointments in relation to each governor appointed on or after 1st May 2007 [Regulation 4C.(2)(a) under Suitability of staff and proprietors].
- 2.5 At the time of the final team visit, the school had rectified all of the above shortcomings, as noted in the text of the report.
- 2.6 In order to comply with the welfare requirements of the Early Years Foundation Stage, the school was required to:
- implement an effective policy on administering medicines, which must include effective management systems to support individual children with medical needs;
 - keep written records of all medicines administered to children, and inform parents; and
 - obtain prior written permission for each and every medicine from parents before any medication is given.

Since the Early Years Foundation Stage provision is inspected under a different system of regulation, within a two-day limit, the report cannot mention any regulatory deficiencies which are remedied by the end of the standard inspection.

(ii) Recommended action

- 2.7 In addition to rectifying the weaknesses in meeting regulatory requirements, the school is advised to make the following improvements.
1. Provide information to inform pupils of the progress they are making and how they can improve.
 2. Ensure that all regulatory requirements are systematically monitored on a regular basis.
 3. Allocate appropriate time to allow the head of the EYFS to fully develop and carry out her role.
 4. Improve the EYFS outside play environment to provide more opportunities for children's physical development.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 Pupils' achievement is good in relation to their average ability and they make good long-term progress. In national tests, Year 2 pupils in 2006 and Year 6 pupils over the period 2006 to 2009 attained high results when compared with the national average for maintained primary schools. From the EYFS onwards, pupils are successful in their learning, and are fulfilling in many respects the aim to strive for excellence in academic, artistic and sporting pursuits. In lessons and written work, they show proficient understanding and make notable progress. They are articulate and write fluently in factual and imaginative contexts. They have a firm grasp of mathematics, readily devise fair tests in science and have a logical approach to problems and explanations. Pupils keenly explore ideas and capably present their creations through music, drama, art, design and technology (DT). Girls are quick to acquire new sporting skills and their excellent relationships support strong teamwork to apply their skills and improve performance.
- 3.2 Inventive ideas are well developed; for example, in designing and making masks and in planning and producing board games. Girls are well able to use information and communication technology (ICT) in support of their studies in various subjects and are developing their skills in independent investigations, such as applying the theories of Napier to investigate multiplication. Their intelligent, cooperative work encourages discussion and reasoning. They apply themselves well and show interest in their work.
- 3.3 The school has a variety of individual and team successes, including a steady stream of entrants to senior schools of first choice. Pupils have done well in music examinations and piano players, for example, accompany hymns in assembly. Over the past few years sporting success is well established, especially in netball, including in regional competitions. Several pupils regularly perform in local theatre productions and some on television, in West End shows and with London's Youth Opera. Pupils' success in academic work, sport and music owes much to their positive attitudes, the opportunities provided by the curriculum and the quality of the teaching they receive.

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

- 3.4 The scope and variety of the curriculum is good, including in the EYFS. It is rich, relevant and stimulating for all pupils across almost all subject areas and is complemented by a varied choice of extra-curricular activities and numerous enriching activities and visits. This is an improvement on the findings of the previous inspection and goes a long way to meeting the school's aims.
- 3.5 For pupils of all ages and abilities the curriculum covers the required areas, as well as religious education, French, swimming, dance and drama. However, the time allocated to formal personal, social and health education (PSHE), French and music in Years 4, 5 and 6 is below national recommendations, thus providing fewer opportunities to develop skills in these areas. Time is not allocated for games in Years 1 and 2, so curtailing younger pupils' development of games skills. However, the school recognises these limitations and is seeking to address them in the timetabling for next year. Art, DT and the humanities are covered well to provide

opportunities for creative and independent learning, together with drama and dance for all and recorders for Years 2 and 3 girls. Planning is mostly comprehensive and incorporates cross-curricular themes, enriching pupils' experience, as when a Year 6 mathematics group explored the history of bank notes and money. Good planning addresses the needs of pupils of all abilities, including those who require learning support.

- 3.6 The range of extra-curricular activities is wide and varied for a small school. Pupils benefit from the expertise of their teachers in Starwriters club, Young Entrepreneurs and board games, for example. All pupils and staff collaborate in the enriching experience of the end-of-year play. Class groups have excellent opportunities to take part in a variety of assembly presentations with music and dance. Numerous community links include visits from workshops and inspirational authors, and trips to locations of special interest, such as the Natural History Museum and Swaminarayan Mandir Temple. In addition, teachers arrange appealing educational and cultural residential trips, such as the netball tour to Plymouth and Year 6 trip to an Isle-of-Wight activities centre.

3.(c) The contribution of teaching

- 3.7 Girls' achievements are promoted successfully by mostly interesting and helpful teaching, including in the EYFS. Teaching is good and almost half of that observed was outstanding. The teaching is a major factor in helping pupils to become confident educational risk takers, and to develop individual talents in line with the school aim. Teaching is supported effectively through an emphasis on mutual observation of lessons and sharing good practice. Teachers are well informed by the learning support department and plan individual support into their lessons. Opportunities in English and through drama have a positive effect on developing oral communication and the building of self-confidence. Creative work is promoted particularly in art, DT and English. Basic skills are strongly emphasised in English and mathematics from Year 1 onwards. Warm-up mental arithmetic sessions or snatches of reading are much enjoyed.
- 3.8 Teachers are knowledgeable in their subjects, develop good relationships with their pupils and plan thoroughly. They use resources effectively, including the outside grounds and local sports grounds. Teaching encourages the pupils to be self-dependent, especially in mathematics and creative writing, but is not as widespread in project work and for younger age groups. ICT facilities are mostly used well and girls regularly use the libraries.
- 3.9 The teaching is very well informed by standardised assessments so that the abilities of individual pupils are well known and their needs specifically met. In many lessons small ability groups allow teachers to provide proficiently and skilfully for the wide range of ability. Occasionally, a slower pace of working, insufficient or excessive explanation leads to pupils losing interest and the generally very good standards are not reached. Most teachers do not give marks or grades to inform girls of the progress they are making or provide data for subject coordinators to monitor the progress of pupils in relevant subjects. However, teachers provide learning targets, for example in pupils' reports. The assessment of pupils' work includes encouraging comments, awards of house points and commendations, but provides few comments or targets to help girls to improve the quality of their work, although marking in history is an example of good practice.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of pupils' personal development from the EYFS onwards is good, supported by warmth and friendship that assists them to be open and comfortable in their surroundings. The school successfully fulfils its aspirations to nurture self-worth, respect and mutual concern for others within a caring and supportive community which values differences. Pupils attend well and appreciate the opportunities they have to work independently and to develop their individual talents, as they indicated in their responses to the pre-inspection questionnaire.
- 4.2 Pupils have good spiritual awareness. They develop a sense of their identity, are confident and have a strong sense of self-esteem as a result of the recognition they receive for their achievements, both in class and in assemblies. Opportunities in PSHE lessons encourage pupils to discover new experiences, develop a sense of self and consider their feelings when responding to situations in which they find themselves. Year 1 girls were enthralled listening to the teacher's imaginative poetry reading of the journey through the magic castle. Pupils in Year 6 intelligently researched changes to their local area which gave them insight into their own lives, contrasted with others.
- 4.3 The school's ethos and high expectations encourage pupils' excellent sense of morality. Teachers lead by example and pupils possess an intelligent understanding of the difference between right and wrong, of fairness and of trusting one another. Throughout, teachers and pupils show courtesy inside the classroom and out. Pupils play exceptionally well together. They understand and achieve the high standards of behaviour expected of them. 'Golden rules' of behaviour are evident in classrooms and on corridors but they are barely necessary; on the rare occasions that pupils do misbehave, they quickly recognise their fault and are instantly contrite.
- 4.4 Pupils show considerable social awareness and outstanding social skills. They are polite, well behaved, and show respect and consideration for each other and for adults. Pupils learn to exercise self-discipline, encouraged by invaluable opportunities to develop leadership qualities and carry out simple tasks of responsibility. Girls enjoy, for example, becoming form captain and school council representative. Younger pupils help teachers as monitors. Social skills are further extended through participation in drama productions, through trips and residential visits. Pupils have a very strong sense of community and work hard to gain house points. They understand the contribution made to society by such people as police and fire officers and learn about public institutions and democracy. A 'hung Parliament' was keenly discussed by older pupils.
- 4.5 Girls develop a broad understanding of western European cultural heritage, through literature, music, art and theatre and an appreciation of the society in which they are living. Pupils see professional productions, take part in drama workshops and visit museums. Visiting speakers, including parents, come into school and pupils also represent their culture. In religious education, pupils learn about Islamic and Sikh customs. Pupils are conscious of their good fortune and very aware of the needs of others less fortunate. All classes have contributed, through a variety of activities, to support the school's chosen charity, Dazu, a local children's charity and others such as Operation Christmas Child. These experiences, as well as overseas travel, ensure that pupils have a well-informed appreciation of their own culture and a respect for others', which promotes their development as responsible citizens.

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

- 4.6 Since the last inspection, the pastoral care provided for pupils has improved to be outstanding. It fulfils the school's commitment to provide a happy, family atmosphere where everyone, of any age and in any capacity, is valued and encouraged to discover their full potential within a caring and supportive framework. Class teachers are responsible for the welfare of pupils in their classes and are the first point of contact with parents, but all staff, whatever their role, play a large part in the girls' care. This is highly effective, fostering pupils' personal development and academic achievement. Teachers know their pupils well and promote pupils' self-confidence over a wide range of activities through support, praise and encouragement, a fact acknowledged by the majority of parents and pupils responding to the questionnaire.
- 4.7 Staff are guided by effective pastoral arrangements, and an efficient reporting system highlights difficulties experienced by pupils. Briefings at staff meetings alert all staff to pupils' problems. The school has a practical behaviour policy, which includes the system for rewards and sanctions and a comprehensive anti-bullying policy. A minority of pupils in the questionnaire considered that some teachers are unfair in the way that they give rewards and punishments. However, inspection evidence does not support this view and sanctions for misbehaviour are rarely needed.
- 4.8 Relationships between staff and pupils are good and relationships among girls themselves are excellent. The pupils are generally well behaved and believe that the rules, on display in classrooms, are fair. The school has an effective policy for guarding against harassment and bullying.
- 4.9 The safeguarding of pupils is satisfactory. All staff are trained appropriately, and the safeguarding policy is thorough and contains all required information and guidance. At the time of the initial inspection, some of the required checks for governors were incomplete. This has now been rectified. Full measures are taken to reduce the risk of fire and other hazards; regular fire drills are held, carefully recorded and staff receive fire training. Health and safety procedures are effective, and risk assessments cover all aspects of school life. Electrical testing is carried out and health and safety documentation is thorough. A health and safety committee meets regularly. Accidents are properly recorded, all staff are first aid trained and facilities and staffing for those who become ill during the school day are satisfactory. The admission and attendance registers are properly maintained, and correctly stored for the requisite previous three years.
- 4.10 The access plan for those with learning or physical needs has useful scope to improve the educational provision for those pupils with disabilities. It meets the requirements of the Special Educational Needs and Disability Act, 2001. Pupils are strongly encouraged to be healthy through developing good eating habits and taking regular exercise. The quality of catering observed was very good; pupils were complimentary and said there was always plenty to eat. Pupils take regular exercise and spoke positively about their preparations for sports day.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is good and effectively contributes to the school's success in meeting its aims in large measure. Governors have a clear insight into the school and seek to ensure that the school moves forward. In the pre-inspection questionnaire a minority of parents had concerns regarding the governance and management of unforeseen staffing issues earlier in the year. These concerns are unsubstantiated by inspection findings and the issues have been resolved successfully.
- 5.2 Governors keep themselves well informed about the school through the headmaster's reports to the board, attendance at school functions, such as the EYFS and Years 1 and 2 nativity play and supporting Parent Teacher Association events. Governors willingly assist with supervision on trips and many have long-standing knowledge of the school. Board meetings are regular and take place several times a year. A committee oversees the development of newly acquired accommodation and individual governors visit the school to follow up on particular areas of interest, such as special learning needs and staff liaison. One governor takes a keen interest in matters of pastoral care and health and safety, reporting back to the board. The governor who is an accountant, acts as treasurer/bursar to produce formal, properly audited financial reports, which are discussed and are at the basis of decision making by the board. Governors take a close interest in development planning and set challenging targets for small but important developments in premises, accommodation and the curriculum.
- 5.3 Governors have a practical system for regularly monitoring policies but do not have a similar system for monitoring regulatory requirements and ensuring their application. The governing body is fully aware of its responsibilities and committed to the safeguarding and welfare of the pupils throughout the school. However, in exercising its responsibility for the welfare of the youngest girls and in fulfilling all appointment procedures governors have not been fully effective, although almost all procedures now meet requirements, with a little more to do to meet EYFS requirements.

5.(b) The quality of leadership and management

- 5.4 The school, including the EYFS, is well led and those in senior positions are approachable and efficient. Management is effective at all levels in furthering the aim of the school to be a learning community where everyone, of any age and in any capacity, is valued and encouraged to discover their full potential in striving for academic, artistic and sporting excellence within a caring and supportive framework. A distinct improvement since the last inspection is the development of a planned programme of professional development for staff, and training for subject coordinator roles.
- 5.5 Recent appointees are successfully fulfilling their roles. Their induction ensured support in understanding the operation of the school and in enabling them to benefit from contact with experienced members of the existing staff. High quality staff are appointed. Teaching and classroom support staff are deployed effectively in almost all areas, so that strong encouragement is given to pupils.

5.6 The success of the leadership and management is reflected in the achievements of the pupils and their level of personal development. Policies and procedures have been produced for aspects of school life and they are monitored systematically and implemented successfully by staff. Self-evaluation is well established but school development planning, although clearly defined, does not include subject-specific development, with the exception of ICT. Analysis of the school's needs has drawn on views from staff and governors. Lesson observation and scrutiny of pupils' work is well developed both formally and informally by senior staff and by arrangement between colleagues teaching related subjects. The safeguarding, welfare, health and safety of the pupils are given high priority, with all staff trained appropriately in these areas. Non-teaching staff make an important contribution to pupils' personal and academic development through their support roles within the school community. Whilst the recruitment of staff is now carried out satisfactorily with all checks in place, previously checks with the CRB were not always undertaken on governors before appointment. In addition, a few checks were not recorded in sufficient detail in the centralised register, but this has been rectified since the initial visit.

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

5.7 Links between the school and parents are good, from the EYFS onwards. Of those parents responding to the questionnaire, most appreciate the school's promotion of worthwhile attitudes and views and its range of extra-curricular activities. Overall, parents are satisfied with the education and support provided for their children. A few parents expressed dissatisfaction with the governance and management of the school, particularly with the management of the unexpected staffing difficulties arising in the autumn term. The issues have been settled successfully and parents' concerns are not backed up by inspection findings. Governors and managers are working positively to encourage and develop strong parent/school relationships and communications for the overall benefit of the pupils, in accordance with the school aims.

5.8 Communications are effective and the school proposes to use more electronic communications for efficiency and speed. The headmaster is developing a useful rapport with parents through his weekly newsletter. This provides diary dates and reminders for the coming week and celebrates the successes of the girls. In addition, the school magazine, prospectus and website are comprehensive and informative. Homework diaries are a valued means of communication about girls' work.

5.9 Parents make frequent use of the open door policy. All parents are members of the Parent Teachers Association through which they can easily become involved in events such as the May Ball and Summer Fair. Parents are welcomed to some assemblies, such as class assemblies and Harvest Festival. Almost all parents attend the summer production and prize giving, support sports occasions and some offer to accompany pupils on trips.

5.10 Parents of pupils and prospective pupils receive all the relevant information about the school. They have useful opportunities to meet class teachers to review their daughters' first half-term's progress and again later in the year. Reports to parents are of good quality, presenting a clear picture of pupils' achievements and setting targets for improvement. The school handles the concerns of parents with care. Most concerns are usually dealt with informally. A formal complaints procedure is also available, although it has not been invoked.

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 setting meets the needs of each child well in a happy, caring and safe environment, fulfilling the school's aim. Supported by good and occasionally outstanding teaching and by adults who recognise and account for diversity and difference, children are encouraged to be independent. Opportunities are provided for each child to discover and develop her own unique talents and abilities. Children's self-confidence and interest in their work are evident and they make good progress, ensuring a good start to their education. Self-evaluation recently undertaken demonstrates vision for future developments and the capacity for sustained improvement, whilst maintaining the existing good standards. A successful partnership with parents and strong links with the community enrich and support children's education and care.

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

6.2 Leadership and management are strong overall. Staff successfully implement policies which provide invaluable guidance, promote equality and eliminate discrimination. However, there is no policy for administering medicines and keeping associated written records. Girls' well-being and safeguarding are of paramount importance and thorough risk assessments are in place. Teachers provide clear priorities for improvement. Assessments and practical recording systems monitor children's progress, leading to completion of effective EYFS profiles. Records to provide information on girls' early progress in reading lack detail. The head of the setting lacks sufficient time to fully develop and carry out her role. In the questionnaire, parents' comments were positive. The setting has responded successfully to the findings of the last Ofsted report and has made all necessary changes.

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

6.3 Provision is good. The well-equipped classroom reflects children's interests and provides a stimulating learning environment. Children have invaluable opportunities for a range of free-flow play and exploration in the easily accessible outdoor learning area. However, in this and the after-lunch play area, girls have insufficient equipment for physical exercise, limiting opportunities for physical development. Staff work closely with parents to ensure that children are very well cared for. Teachers manage children's behaviour sensitively and provide a warm and settled emotional environment where children are happy and confident. Planning is detailed and the best teaching challenges children's ability while acknowledging their different levels of maturity. Teachers motivate with well-chosen activities and children participate with enthusiasm. Recording and assessment are mostly thorough.

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

- 6.4 Achievement and progress are good overall and are excellent in creative and personal and social development. Girls care for one another, showing kindness and respect. They enjoy their learning, are keen to join in and can work independently. Their skills and attitudes are good. They listen carefully, are highly articulate and respond clearly and readily in class discussion. Children take responsibility for tidying away and know how to stay safe. 'Key people' successfully promote the welfare and safety of groups of children. Healthy meals and snacks are provided and children enjoy socialising with friends at lunchtime. Teachers ensure children's smooth transition from this stage to the next.

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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Sybil Warner

Mr Geoffrey Hammond

Mr David Aylward

Mrs Mary Regan

Reporting Inspector

Deputy Headmaster IAPS school

Headmaster IAPS school

Early Years Lead Inspector