

# HIGHGATE SCHOOL

Independent Schools Inspectorate

Highgate Pre-Preparatory School  
and Highgate Junior School

Standard Inspection  
2011





**INDEPENDENT SCHOOLS INSPECTORATE**

**HIGHGATE PRE-PREPARATORY SCHOOL AND  
HIGHGATE JUNIOR SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Highgate Pre-Preparatory School and Highgate Junior School

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

Full Name of School	<b>Highgate Pre-Preparatory School and Highgate Junior School</b>
DfE Number	<b>309/6001</b>
Registered Charity Number	<b>312765</b>
Address	<b>Highgate Junior School 3 Bishopswood Road Highgate London N6 4PL</b>
Telephone Number	<b>020 83409193</b>
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Email Address	<b>jsoffice@highgateschool.org.uk</b>
Head Master	<b>Mr Adam Pettitt</b>
Principal of Junior School	<b>Mr Mark James</b>
Principal of Pre-Preparatory School	<b>Mrs Diane Hecht</b>
Chairman of Governors	<b>Mr John Mills</b>
Age Range	<b>3 to 11</b>
Total Number of Pupils	<b>456</b>
Gender of Pupils	<b>Mixed ( 225 boys; 231 girls)</b>
Numbers by Age	<b>3-5 (EYFS): 66    5-11: 390</b>
Head of EYFS Setting	<b>Mrs Diane Hecht</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>18 Oct 2011 to 19 Oct 2011 16 Nov 2011 to 18 Nov 2011</b>

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in November 2005.

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 2010\*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Highgate Junior School opened in 1889 and the Pre-Preparatory school in 1993. They are integral parts of Highgate School, an independent day school foundation with selective entry, a charity established in 1565 by a Royal Charter of Queen Elizabeth I, and administered in accordance with a charity commission scheme dated 2005. The Foundation consists of senior, junior and pre-preparatory schools, providing continuity of education for pupils from the age of 3 to 18. The preparatory school incorporates the Early Years Foundation Stage (EYFS). In 2004, the decision to admit girls to the junior and senior schools took effect. The junior school now educates pupils in Years 3 to 6 only, Years 7 and 8 having moved to the senior school. Since the last inspection, the head master of the Foundation has taken up his appointment and a new Principal of the Pre-Preparatory School has been appointed.
- 1.2 The junior and pre-preparatory schools are adjacent, close to the senior school in Highgate Village, in North London. All three share several facilities including the Mills Centre for art and design technology (DT), the Mallinson sports centre and the dining hall. The schools reflect the diversity of modern London, with pupils from many different ethnic and cultural traditions.
- 1.3 The schools aim to promote academic excellence so that pupils are inspired to fulfil their potential by becoming active, independent learners. The schools seek to foster open-mindedness, an awareness of the needs of others and to begin to promote a sense of service to the wider community. Through the pastoral care systems, the schools aim to secure all pupils' welfare, enabling them to develop personal qualities that will enable them to contribute positively to society.
- 1.4 The schools' ability profile is above the national average. Pupils are admitted at 3 and 7 years after tests and interviews. At the time of the inspection, the pre-preparatory school had 130 pupils, of whom 66 were in the EYFS, 33 part-time in the Nursery. Junior school pupils numbered 326. In both schools, girls' and boys' numbers are approximately equal. Forty-six pupils use English as an additional language (EAL); a few receive specialist help. Over the two schools, 34 pupils have been identified with special educational needs and/or disabilities (SEND) and receive support. No pupil had a statement of special educational needs.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

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

- 2.1 The schools meet the Foundation's aims to provide an academic, Christian, caring environment with particular success. In both the pre-preparatory school (pre-prep) and the junior school, including the EYFS, pupils of all abilities and needs are highly successful in their learning and make good, effective progress, well above that which is achieved nationally. Their all-round successful achievements are driven by pupils' own highly positive attitudes and high quality teaching at a consistent level which has improved since the previous inspection. The vast majority of marking and assessment is exemplary. Pupils' overall success is further promoted by the schools' assiduous care for individuals.
- 2.2 Pupils' personal development is excellent, strongly fostered by the schools' open, friendly atmosphere of challenge and excitement. Pupils thoroughly enjoy coming to school. Opportunities for responsibility are widespread. The exceptionally wide range of extra-curricular activities strongly promotes interest and involvement through adding great breadth to each pupil's experience. Considerable charitable fund-raising work is undertaken and is frequently motivated and arranged by pupils themselves. Relationships across the school are outstanding. Pastoral care is consistently excellent and all staff work together for the great benefit of the pupils.
- 2.3 Governance, leadership and management are excellent. The schools' ethos and aims are strongly exemplified by senior managers across the foundation and equally strongly underwritten by the Foundation's governors. The schools have worked hard to fulfil all the previous inspection's recommendations. Parental contact is strongly fostered, and parental responses to the pre-inspection questionnaire were exceptionally highly supportive. Both parents and pupils were particularly appreciative of the schools' breadth of opportunity and level of pastoral care.

## **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 2010.

### **(ii) Recommendation(s) for further improvement**

- 2.5 The school is advised to make the following improvements
1. Seek ways to ensure that the opportunities for boys and girls in representative inter-school and other games fixtures are equal.
  2. In the EYFS, consider ways of increasing opportunities for Reception children to make free choices of activities in the mornings.



### **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' achievements in all areas of the schools' provision are excellent, strongly supporting the Foundation's educational aims. Every year almost all pupils from the pre-prep move to the junior school whilst a similarly high proportion of pupils in Year 6 move successfully to the senior school.
- 3.2 In both schools, pupils of all abilities develop high levels of knowledge, skill and understanding, in all curricular and extra-curricular areas. They are articulate and express themselves with confidence using technical and other terminology accurately and at levels considerably above those to be expected for their age and maturity. Pupils listen attentively to their teachers and each other and are confident readers and fluent writers. Their logical and independent thought is strong. For example, Year 3 pupils demonstrated excellent, independent logic when calculating perimeters in mathematics and amending the arrangement of the syringes when constructing the working pneumatic parts of their robot in design technology (DT). Pupils use information and communication technology (ICT) extensively and competently across the curriculum. They enjoy considerable physical and creative activity from which they benefit strongly. These skills were ably demonstrated by Year 6 pupils in an end of topic demonstration of dance and gymnastic movements.
- 3.3 Pupils' attainment cannot be measured in relation to average performance against national tests but, on the evidence available, it is judged to be high in relation to national age-related expectations. Pupils follow a demanding curriculum and respond to the challenges with alacrity. For example, Year 3 pupils were able to imagine a dragon of their own creation and produce advanced adjectives to describe its appearance, its character and finally its sound and its smell, using words such as 'slithering' and 'pungent'. Regular assessment monitors pupils' achievements and attainment in the pre-prep and this is recorded in their 'Learning Journey', a record informs the tracking of pupils' progress in the junior school. Those with SEND and/or EAL needs are swiftly identified. As a result, pupils with these needs make excellent progress. For example, they make particularly adept use of English above levels to be expected. Results from standardised measures of progress, confirmed in inspection evidence observed in lessons and written work, indicate that pupils make good and frequently excellent progress when compared to pupils of similar abilities.
- 3.4 Pupils are extremely successful in a particularly wide range of national and local competitions. They gain gold, silver and bronze individual awards in the national Maths Olympiad. The Year 2 choir won at the North London Music Festival, and the under nine chess team reached the national finals. Junior school boys benefit from a wide array of inter-school fixtures. Similar fixtures for girls are being established but are currently fewer in number. Achievements are celebrated in front of the school in assembly, with sports results and reports read out by pupils and other commendations made by the principals.
- 3.5 Pupils have highly positive attitudes to their learning. At formal and informal interviews they indicated great eagerness to be involved in their lessons. They work well independently, in pairs or in groups and show excellent initiative and inquisitiveness, being keen to advance their own understanding.

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

- 3.6 The pupils' success is strongly supported by the excellent curricular and extra-curricular provision in both schools. The curriculum fully supports the Foundation's aim to provide an all-round education which extends all pupils' horizons. It enables pupils to expand their learning across a wide range of subjects, and covers effectively all the required areas of learning and educational experience. It is appropriate for the ages of the pupils. It includes a rigorous programme of personal, social and health education (PSHE) which includes age-appropriate aspects of citizenship. Curricular links between subjects are now well established, fulfilling a recommendation in the previous inspection. For example, during a Year 5 humanities lesson on landscapes, pupils displayed strong literacy skills through incorporating broad, factual, scientific knowledge to describe the topography. Throughout the schools, the supply and use of ICT resources is good and effective, satisfying the recommendation of the previous report.
- 3.7 Pupils experience a particularly smooth transition from the pre-prep to the junior school through exceptional communication, excellent planning and comprehensive practical arrangements. From the junior school onwards, the curriculum also ensures that pupils are very well prepared for their move into the senior school, or in a very small number of cases, to other senior schools. It enables pupils to make progress by the end of Year 6 which is considerably beyond national expectations.
- 3.8 The curriculum is particularly suitable for the abilities of the pupils and is carefully planned to incorporate high academic challenge. Pupils with SEND or EAL receive excellent specialist support within lessons which enables them to benefit equally from the curriculum. Such pupils receive very good assistance in class through the provision of tasks which match their ability, individual support from diligent teaching assistants or through work in small support groups. Their individual education plans are well known to staff who target each pupil's individual need. A gifted and talented register identifies pupils who would benefit from additional, challenging activities so that staff provide extra, interesting tasks in lessons and homework which enable them to make progress in line with or above their abilities.
- 3.9 A wide variety of extra-curricular activities and visits is available to pupils at all stages in the junior school. These range from chess and Spanish, to musical ensembles, drama and sport, and include concerts and lectures both in and outside school. The majority of pupils attend activities, many taking on more than one each week. They participate with the highest enthusiasm and interest. The school adapts and extends the range of activities in response to pupil requests through the School Council. Through the use of the Foundation's excellent physical education (PE) and games facilities, junior school pupils have access to, and benefit from, a good variety of sports.
- 3.10 An excellent range of community links, both local and international, provide extensive benefit to the pupils. There are significant links with local primary schools including author visits, concerts and a mathematics extension scheme which enable pupils to interact with those from different types of school. These mathematics extension lessons, delivered by senior school staff, also enhance significantly the mathematical experience of talented junior school pupils alongside their peers from the host school. A strong relationship with the Great Lakes School in Kirima, Uganda, provokes pupils to think far beyond themselves and develop a greater understanding of their responsibilities for others.

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

- 3.11 Teaching is excellent. In both the pre-prep and junior school it supports the Foundation's aims to provide a challenging, stimulating environment. It is highly effective in promoting all pupils' progress, including those who have been identified with SEND and EAL, and those with particular strengths of ability. Through their lessons, staff foster strongly the pupils' interest and independence.
- 3.12 In each subject and year-group in both schools, thorough long and medium term plans are supported by excellent planning for individual lessons. All these link seamlessly with those for the overall curriculum plans. This fulfils a recommendation in the previous inspection report. A wide variety of methods is employed by teachers who carefully produce lessons with good, and in some cases excellent, pace. Teachers use a good range of resources including each room's interactive white board, to inspire, interest, engage and challenge pupils strongly. Learning objectives are made clear; pupils are informed frequently and clearly as to how they may improve. Staff pose pertinent questions which extend the pupils well. Teachers are positive and use excellent praise and encouragement in lessons. They have strong subject knowledge and relevant professional skills which support their work and act for the benefit of pupils.
- 3.13 Excellent marking and target setting is the norm in both schools. Clear marking policies have been created and are used well. This fulfils a recommendation made in the previous inspection. Assessment data is well recorded and equally well used to inform planning and teaching.

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

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

- 4.1 Pupils' spiritual, moral, social and cultural development is excellent and is a particular strength in both schools. In the pre-prep and the junior school, the Foundation successfully achieves its aim to help children 'to develop a moral code and practise living it out in readiness for their adult life.' All pupils are confident and vociferous in their enthusiasm for school. Since the previous inspection, the school has worked well towards building the identity and independence of Year 6. This has been achieved through providing them with an outward bound course and a specific dramatic production to improve their initiative, independence and confidence prior to their transition into Year 7.
- 4.2 The pupils' spiritual development is excellent. Pupils are confident and self-aware. They communicate their interests with passion, and are thoughtful and show considerable maturity discussing ideals and non-material matters when engaged in conversation. This is achieved through carefully planned PSHE and religious studies (RS) lessons and is strongly supported by assemblies. Pupils develop a good understanding of a range of faiths and relevant festivals through this experience and the student body's ethnic diversity.
- 4.3 The moral awareness of the pupils is exceptional. They develop strong values and principles which guide their behaviour and relationships especially well. They understand clearly the rules necessary for running the school, judge them fair and take great pride in their school's community. Pupils empathise strongly with the needs of those less fortunate than themselves. Large amounts of money are raised each year, often on the pupils' initiative. A junior school charity committee has representatives who report initiatives and events to their class. They organise and participate in a variety of fund-raising occasions. Through the Foundation's support of a Ugandan school and sponsorship of children in India, pupils in both schools are able to discuss ethical matters with considerable maturity.
- 4.4 The pupils' social development is excellent. Pupils clearly understand their role within their own school community and manage, at their own level, to expand this to embrace an outstanding grasp of a wide range of social issues. Pupils of all ages show high levels of co-operation. They work and play together harmoniously and strongly value each other and their opinions. Their social skills and experience are greatly enhanced through opportunities they have to take on responsibilities. Pupils accept roles such as form captain, mentor, prefect and charity representative. As they mature they can become reading buddies for the younger children. Members of the schools' councils take their role most seriously, knowing that they give all pupils a voice and that any suggestions will receive serious consideration. Pupils operate a classroom tidiness check promoting pride in their environment and are involved in a Go Green project to enhance eco-awareness.
- 4.5 The cultural development of pupils is outstanding. They develop a particularly good awareness of cultural diversity through the ethnic mix of the pupil body. They are tolerant, thoughtful and demonstrate cultural awareness and understanding well beyond their years. They also appreciate the arts, music and drama through the many opportunities they have to participate in these activities and the wide range of themed visits to, for example, museums.

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

- 4.6 Arrangements for welfare, health and safety are excellent throughout both schools, strongly supporting the pupils' education and personal development. The systems are based on policies provided by the Foundation, held in common in both schools, and operated assiduously by teaching and support staff. The pupils benefit from the excellent pastoral care. Strong pastoral leadership and corporate example ensure that all staff give highly effective support and guidance. Effective policies and age-appropriate procedures are in place for promoting good behaviour, guarding against harassment and bullying and dealing constructively with any unacceptable behaviour. These take account of any related difficulty or disability experienced by pupils. Pupils understand and appreciate these arrangements and, during formal and informal interviews, indicated clearly how safe they felt, that there was little or no bullying and that they could readily approach any adult for support or advice. Relationships between staff and pupils, and amongst pupils themselves, are particularly positive and harmonious. Senior school pupils routinely pass through the junior school and pre-prep areas as they visit the dining hall and some sports facilities. Incidental interactions at these levels underline the strong relational harmony, friendships, peer models and benefit gained by pupils of all ages from this regular contact.
- 4.7 Safeguarding policy and procedures are well understood and operated carefully. Staff have appropriate, up-to-date training and recruitment systems are efficient. These and all other related policies are reviewed and evaluated annually. Pupils' health and safety receives strong attention. Any matters of concern are identified and dealt with promptly. Risk assessments are thorough and completed carefully for internal school activities and on external trips. Efficient systems are in place for the reduction of fire and other hazards. Pupils who are ill are particularly well cared for in the sick room. The Foundation has a suitable plan to improve educational access for pupils with special educational needs or disabilities.
- 4.8 Pupils in both schools enjoy a particularly healthy lifestyle through the daily opportunities for recreation, sports and activities, on and off site for the junior school, and at staggered break times. All benefit from extensive and balanced choices at mealtimes which are social and enjoyable occasions as adults and pupils mix easily. The Junior school shares the spacious dining facilities with the senior school, benefiting from and enjoying the interaction with older age-groups. Junior school staff sit and eat with the pupils in the busy dining hall and are excellent role models. The pre-prep pupils lunch in a smaller, separate room and this makes the meal an especially beneficial social event.
- 4.9 Non-teaching and maintenance staff in both schools and across the foundation are enthusiastic in their support for the pupils, well aware of their responsibilities and carry out their duties carefully and attentively. Office staff maintain admission and attendance registers properly and these are correctly stored for at least three years.

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

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

- 5.1 The quality of the two schools' governance is excellent. Governors hold responsibility for the entire Foundation and make no separation of this work into the pre-prep and junior school age-groups. A number of appropriate committees undertake much executive work. Governors work hard, as an effective team, to gain and retain a strong understanding of matters pertaining to all the schools in the Foundation. They are extremely successful in discharging their responsibilities for educational standards, financial planning and investment in staff. They undertake critical self-reflection and act on their findings. This matches the Foundation's aims, and strongly supports the collegiate ethos which the governors and senior leaders have worked hard to establish and maintain.
- 5.2 Governors have a close understanding of the workings of both schools and provide them with strong support and perceptive professional challenge. They have paid especial attention to the introduction of the EYFS. They visit the schools frequently, attend lessons and school events such as school plays and concerts. Informal contact is made with staff, and those governors who are current parents have much incidental interaction with the parent body.
- 5.3 Governors are fully aware of the breadth of their legal responsibilities, particularly those for child protection, health and safety. They are strongly committed to the schools' aims relating to the care of individuals. They review the safeguarding policy and procedures annually. Through their oversight of the Foundation's finances and understanding the requirements of modern education, including health and safety, the schools' maintenance levels are excellent and refurbishment or capital developments are of the highest standard.

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

- 5.4 Leadership and management of both schools is excellent, effectively supporting the Foundation's aims to provide a high quality of education for the pupils. Since the previous inspection, a new principal has been appointed in the pre-prep. The leadership roles in both schools have been redefined and enhanced, and both leaders attend and report directly to all governors' meetings. This has ensured that the schools are an integral part of the Foundation's effective planning for the future.
- 5.5 Leadership in both schools is extremely successful in reflecting the Foundation's ethos and aims which are linked to clear educational direction and outstanding vision. The schools' leaders continue to reflect on their provision to ensure all pupils enjoy equality of opportunity, for instance, ways to increase opportunities across the academic year for girls to represent the school in their specific sports.
- 5.6 Supported by the Foundation's leadership, and clear and effective policies, management has been able to carry out all their necessary tasks in appointing, and inducting appropriately qualified staff. Staff are suitably trained in their roles in safeguarding, welfare, health and safety. Recruitment procedures are thorough and the central register is correctly maintained. Middle managers exercise their responsibilities with enthusiasm and vigour.

- 5.7 The senior leaders of both schools work closely together. This deliberate co-operation ensures that pupils' experiences, as they grow and mature, are part of a carefully considered and well integrated programme to the benefit of all pupils. Regular reflection and self-evaluation within the schools' senior leadership and within the entire teaching and support staff ensures that priorities are rapidly and clearly identified. Effective management procedures are in place so that actions to effect decisions are taken quickly. This is particularly evident in the comprehensive responses to all the recommendations of the previous inspection report. It includes significant contributions to the foundation development plan, a major review of marking and assessment for learning, and the planning of cross-curriculum studies. These continue to receive efficient and effective review.
- 5.8 Good practice and ideas are shared regularly and effectively across subjects, years, key stages, the two schools and throughout the Foundation via clear communication channels and efficient meetings. Management ensures teachers are well aware of the importance of creativity in their lessons and work is in progress to introduce this aspect even more fully across areas of the curriculum.

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

- 5.9 Links with parents are excellent throughout the pre-prep and junior schools, including the EYFS, and fully support the schools' and Foundation's aims. Particularly constructive relationships are maintained with parents, carers and guardians. Responses to the pre-inspection questionnaire showed that parents in both schools are particularly satisfied with all aspects of their children's education, the support given to pupils and the quality of communications which they receive. They feel strongly that teaching helps their children to make progress, believe that the school promotes worthwhile attitudes and values, and are especially pleased with the range of extra-curricular activities offered, the high standards of behaviour achieved by pupils, and the schools' management.
- 5.10 Parents have many opportunities to be involved in school life. A large number assist with school trips; others become parent association representatives. The thriving parents' association is extremely well supported, and organises events to raise money for charitable causes as well as for the school. Recent activities have included bake sales, an auction of promises, a quiz night and the biennial, whole Foundation, sponsored walk. These events, coupled with their parents' frequent attendance and active involvement, greatly enhance the educational experience for the pupils from both schools. Many parents visit the school to watch matches or to attend plays and concerts, giving much positive support to their children.
- 5.11 The schools and Foundation provide a wealth of information on an excellent website. This gives all necessary information for parents of pupils and prospective pupils. Parents are very satisfied with this and also value the details provided about their children's progress. Regular reports in both the junior and pre-prep schools are detailed and informative, enabling parents to monitor closely their children's progress. Parents' evenings are held regularly in both schools. Curriculum parent forums provide a further, useful avenue for the dissemination of information and enable senior managers to answer questions about the school.
- 5.12 Parents are regularly encouraged to discuss any concerns as they might arise. To facilitate this, staff in both schools are readily accessible at the beginning and end of each working day. Concerns are managed with great care and appropriate procedures are well publicised.

**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 Overall effectiveness is outstanding. Staff have created a particularly stimulating environment in which all children feel valued and safe. Pupils' preferences, strengths and needs are assessed through high quality procedures. As a result, staff successfully extend, challenge and support all children's learning and development. Self-review daily ensures that the setting is able to meet its aim to be a reflective community of high quality learning, while concurrently ensuring its capacity to sustain its existing high standards.

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

6.2 Leadership and management are outstanding. Regular, focused training, supportive appraisal, and efficient meetings combine to support the ambitious vision and forward thinking of an excellent, enthusiastic, hard-working staff whose teamwork, in addressing children's requirements, is particularly strong. Resources are plentiful and extremely well used. This includes the comprehensive provision and use of ICT. All safeguarding checks have been securely carried out and child protection training is updated regularly. Daily risk assessment, coupled with the successful operation of the Foundation's comprehensive welfare, health and safety arrangements ensure a safe environment. Policies and procedures to promote equality and eliminate discrimination are followed scrupulously. Parents' responses to the pre-inspection questionnaire indicated exceptional confidence in the school's provision and, particularly, the quality of individual care. Strong co-operation with outside agencies, including the local authority, influences good practice particularly well.

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

6.3 Provision for children's learning and development is outstanding. A broad, carefully planned curriculum, enriched by specialist lessons in music, games, ICT and ceramics, and supported by thorough observational assessments, underwrites the formulation of an excellent range of learning experiences. Classrooms are bright and welcoming. Nursery children have immediate outdoor access and they benefit from a strong balance of adult-led and child-initiated activities. The Reception classrooms do not have this facility and their outdoor opportunities are timetabled each afternoon. A formal morning structure somewhat limits their morning opportunities for free choice. Behaviour is excellent across the setting, due to children's highly constructive relationships with adults and peers. Staff give excellent guidance on welfare, providing safe, clear routines, for example when walking between buildings. Healthy snacks and nutritious lunch options are enjoyed. Good hygiene is encouraged and physical development is supported highly effectively through the games programme and free play.

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

- 6.4 Outcomes are outstanding. Children are happy, settled and keen, independent and co-operative learners. They achieve particularly well, meeting and frequently exceeding the Early Learning Goals and are thereby enabled to move smoothly to Year 1. Reception children read confidently and demonstrate strong phonic understanding. They can mentally add one to a number and write using a clear, cursive script. Nursery children can identify squares, rectangles and triangles well, and both year groups use ICT with alacrity and enthusiasm. Children are polite and friendly, their personal development and behaviour are excellent. They concentrate, share and co-operate well with peers and staff, and are highly inquisitive. Children understand clearly how to stay safe, enjoy an active, healthy lifestyle and respond readily to the excellent staff role models. For example, they tidy up and help others sensibly. They thoroughly enjoy school life, respond especially positively to their opportunities, and in consequence, make excellent progress.

**Section 2 includes what the Early Years Foundation Stage should do to improve its provision**

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and governors' representatives, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mr Robin Lewis	Reporting Inspector
Mr Kim Parsley	Assistant Head, IAPS school
Mrs Sarah Marsh	Deputy Head, IAPS school
Mr Dougal Philps	Head, IAPS school
Mrs Debbie Buckenham	Early Years Co-ordinating Inspector