

# SCHOOL INSPECTION SERVICE

*Independent professional inspection of schools affiliated to the Focus Learning Trust, schools accredited as members of the Steiner Waldorf Schools Fellowship, and those schools belonging to the Cognita Group which are not members of the Independent Schools Council and its constituent associations*

## INSPECTION REPORT

INSPECTION CARRIED OUT ACCORDING TO  
SECTION 109(1) AND (2) OF  
THE EDUCATION AND SKILLS ACT 2008

<b>Name of school:</b>	<b>Hendon Preparatory School</b>
<b>DfE number:</b>	<b>302/6002</b>
<b>Inspection team:</b>	<b>Reporting Inspector: Mr Ted Cohn</b>  <b>Supporting Inspector/s: Mr David Collard Mrs Christine Graham Mrs Anne McConway</b>
<b>Dates of inspection:</b>	<b>16-18 June 2015</b>

### CONTENTS OF THE REPORT

**Section A: Introduction and summary**

**Section B: Compliance with regulations for registration**

**Section C: Early Years Foundation Stage**

## SCHOOL DETAILS

Name of school:	Hendon Preparatory School		
Address of school:	20 Tenterden Grove London NW4 1TD		
Telephone number:	0208 203 7727		
Fax number:	0208 203 3465		
Email address:	info@hendonprep.co.uk		
Proprietor:	Cognita Ltd		
Head Teacher:	Mr Martin Roberts		
Education Executive:	Mr Mark Seymour		
DfE number:	302/6002		
Type of school:	Independent school		
Age range of pupils and students:	2 to 13 Years		
Gender of pupils:	Male and female		
Total number on roll:	(Full-time)	Boys 111	Girls 73
	(Part-time)	Boys	Girls
Number of children under 5:		Boys 3	Girls 4
Number of pupils with statements of special educational need:		Boys 0	Girls 1
Annual fees:	£10,155 - £12,930		
Type of inspection:	Section 109(1) and (2) of the Education and Skills Act 2008		
Inspection Team:	Reporting Inspector:	Mr Ted Cohn	
	Supporting Inspectors:	Mr David Collard Mrs Christine Graham Mrs Anne McConway	
Dates of inspection:	16 -18 June 2015		

## **SECTION A: INTRODUCTION AND SUMMARY**

### **Purpose and scope of the inspection:**

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 109(1) and (2) of the Education and Skills Act 2008, and it follows the inspection framework laid down by SIS and the Cognita Group and agreed with the Department for Education (DfE). It was conducted by independent professional inspectors, who looked at all aspects of the school's provision as required by the current regulations.

### **Information about the school:**

Hendon Preparatory School is an independent preparatory school for boys and girls aged between two and thirteen years old, situated in Hendon in North West London. The school has an Early Years Foundation Stage (EYFS) for children up to three years old and for three to five-year-old children. The report on provision for the under three-year-old children is published separately. Girls leave the school at the age of eleven, reflecting the entry requirements of senior selective girls' schools in the area, and most of the boys stay on until the age of thirteen. The school was founded in 1873 and during the 1950's moved to accommodation which had previously been a hotel. It became one of a group of schools owned by Cognita Ltd in 2004. The provision is overseen by an Education Executive on behalf of Cognita.

The school has 185 pupils on roll, of whom one is under three years old, 14 boys and 16 girls are 3 to 5 years old, 80 boys and 58 girls are between the ages of 5 and 11 years old, and the school has 16 boys between the ages of 11 and 14. Pupils come from families with diverse cultural backgrounds from many parts of the world, living and working in London. The aims of the school are to create a secure and nurturing learning environment where pupils receive a high quality education and achieve very well, so that they gain entry into sought-after selective schools.

### **Summary of main findings:**

Hendon Preparatory School is a good school with some outstanding features. It provides a balanced and broad education that meets the great majority of the regulatory requirements well, but provision for technological education is less well developed than other areas. The curriculum is of a good quality and curriculum planning is a strength. The teaching is good with some outstanding features. Lessons are well planned, teachers have a very secure command of their subject material and use explanation and questioning particularly well to consolidate and develop understanding. Good opportunities are provided for pupils to work independently on tasks set, but too few opportunities are provided for pupils to engage in broader independent learning, exploring and investigating issues and topics. Provision for pupils with English as an additional language (EAL) needs and those with special educational needs and/or disabilities (SEND) is excellent. Relationships between pupils and teachers are excellent. Marking is of a good quality, with various examples of excellent practice, and assessment is also excellent. Provision for the EYFS is outstanding. The spiritual, moral, social and cultural development of pupils is good and particularly so in relation to the social and moral development. The very rich cultural backgrounds of pupils are not

systematically exploited to support their cultural development. In their practice staff are very committed to the welfare, health and safety of their pupils, although their unfamiliarity with the detail of the current independent school standards led to a variety of minor infractions at the start of the inspection, which have now been addressed. The careful application of safer recruitment practices helps to ensure that the school appoints suitable staff to work with children. The premises and accommodation are fit for purpose, although some classrooms are only suitable for relatively small groups. The school makes good provision for information to parents and the website provides much helpful information, but technical difficulties mean that it not always fully up-to-date, and the proprietor is attending to this matter. Procedures for making and handling complaints are clear and meet the regulatory requirements. Leadership and management have been very successful in ensuring that curriculum planning, teaching and assessment are of a consistently good quality, so that standards of achievement have risen over the last few years. Managers have been less successful in ensuring that all staff have an easy familiarity with the independent school standards, understand their responsibilities in relation to these, ensure all policies meet the independent school standards and implement these policies fully and effectively. Leadership and management have responded quickly and effectively to issues raised during the inspection, and by the end of the inspection all the standards were fully met. Generally, leadership and management are very effective in securing the welfare and well-being of pupils in the school, so that they feel very safe and happy. The few regulatory issues raised were resolved by the end of the inspection, with the potential hazards fully understood and firmly stated policies in place to ensure that these will not occur in the future.

#### **What the school does well:**

- it educates pupils well in order to achieve entry into popular selective schools;
- it provides excellent Early Years provision;
- it creates a harmonious and achieving ethos, where pupils feel very well cared and enjoy their education;
- it provides excellent support for pupils with SEND and the very many with EAL needs, so that they make excellent progress, whilst helping to ensure that the able, gifted and talented also make good to excellent progress in their learning; and
- it has improved the quality of curriculum planning, teaching and assessment since the last inspection.

#### **What the school must do to comply with the regulations:**

- the school fully meets all the regulations.

#### **What the school must do to comply with the mandatory requirements of the Early Years Foundation Stage:**

- the school complies with the mandatory requirements of the Early Years Foundation Stage.

### **What the school must do to comply with the Equality Act 2010:**

- the school meets the requirements of the Equality Act.

### **Next Steps:**

While not required by the regulations, the school might wish to consider the following:

- ensure that all staff are fully aware of all the independent schools standards, how they are being implemented and their role in that implementation;
- develop more effective strategies for monitoring and review to ensure that the school has systematic and well-documented evidence that it fully meets all the independent school standards;
- make more effective use of the very rich and diverse cultural experiences of pupils and their families;
- provide more open-ended opportunities for pupils to explore issues and topics independently; and
- develop further the provision for technology in the school.

## **SECTION B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION**

### **PART 1 - The quality of education provided by the school**

#### **The quality of the curriculum**

The curriculum is good. It meets the needs of the pupils successfully, is directly relevant to their future lives and helps them to become well-rounded and confident individuals. The curriculum provided for children below compulsory school age provides a programme of activities appropriate to their age and educational needs.

The curriculum is very effective in ensuring that all pupils have opportunities to learn and to make good and sometimes excellent progress. The curriculum policy is clearly defined in the school's curriculum documentation. In Years 1 and 2 the curriculum is broadly based on the National Curriculum, with some adaptations that facilitate pupils' transition into Key Stage 2. In Years 3 to 8 pupils follow the Independent Schools Examination Board (ISEB) syllabuses.

Detailed and helpful medium term plans are provided for all year groups and subjects, which allow teachers to produce weekly plans that identify clearly the learning needs of particular groups. Plans and schemes of work set out appropriate content, taking account of the ages, aptitudes and needs of the pupils including those with an individual education plan (IEP). The range of subjects and activities ensures that pupils gain good experience in linguistic, mathematical, scientific, human and social, physical and aesthetic and creative education. In Years 1 to 4 pupils study mathematics, English, information and communication technology (ICT), science, geography, French, religious studies, history, physical education (PE), art and CDT, music and personal, social, health and economic education (PSHEE). In Years 5 to 8 pupils follow a curriculum which includes art and CDT, English, mathematics, history, science, geography, French, citizenship, music and religious studies. Latin is taught from Year 4. The curriculum places a strong emphasis on the acquisition of speaking, listening, English and mathematical skills. However, the provision for design technology, particularly in the acquisition of designing and evaluative skills, is limited.

The school makes good provision for extending the curriculum through, for example, visiting speakers, music lessons, sporting opportunities and a wide range of visits. There is a particularly well-structured programme of residential visits which begin in Years 3 and 4. The school has a good range of clubs before during and after the school day, such as music, French, Greek, football, hand bells and a mathematics club.

The curriculum promotes the fundamental British values of democracy well, including the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is achieved through work in history, geography, citizenship, PSHEE, religious studies and assemblies. However, the school does not capitalise enough on the rich cultural diversity of pupils' cultural and religious backgrounds to provide them with structured first-hand opportunities to learn about other cultures and beliefs.

Provision for PSHEE reflects the school's aims and ethos and encourages respect for and tolerance of others. The scheme of work covers three core themes, health

and well-being, relationships, and living in the wider world. It provides a structured curriculum in all aspects of the subject. In Key Stage 3 the themes cover fairness, rights and responsibilities, community cohesion and global issues such as child labour and fair trade.

The provision made for pupils with EAL is excellent. Many pupils join the school speaking little or no English, but within a relatively short period of time they acquire effective speaking and writing skills and within two years nearly all have mastered the language. This is achieved through a well-structured EAL programme which includes support in class and some withdrawal sessions. The progress made by these pupils is carefully monitored and the support provided for them is adapted according to need. The ethos of the school fully supports the progress made by these pupils, with all staff involved in providing additional lessons and support. Pupils who arrived at the school as non-English speakers say that they were very well supported by staff and by other pupils.

The provision made for pupils who have SEND, including the pupil with a statement for SEND, is very effective. They follow individual support programmes devised by the learning support co-ordinator, based on individual education plans that are reviewed on a termly basis, who works very closely with a team of learning support assistants. The range of provision includes carefully selected individual or small group withdrawal and in-class support. Pupils' progress is carefully monitored. The school works well with the local authority and is fully compliant with the 2014 Code of Practice. Individual education plans are robust and identify the most important targets for the child. The school works well with other agencies and parents in order to provide a range of support for pupils. The provision for able, gifted and talented pupils is very good, with carefully chosen opportunities for them to achieve at the highest levels and a close monitoring of their progress.

### **The quality of teaching and assessment**

The quality of teaching is good overall, with a number of outstanding features and no significant weaknesses. It is clearly successful in enabling pupils of all abilities to make good to excellent progress in their learning and achievement. A notable feature of the teaching is the high quality of learning support for pupils with EAL and SEND needs, which often helps them to make rapid progress, whilst the school now caters well for its able, gifted and talented pupils, which was not fully so at the time the last inspection, so they too often achieve very high standards.

Teachers have a good command of their teaching material. Lessons are well planned, with clear and appropriate learning objectives, which often include specific reference to how the particular learning needs of individual pupils will be addressed. Close attention is paid to the learning requirements of the National Curriculum for younger pupils and of the ISEB curriculum for older pupils. Teachers provide clear explanations, use questioning well and often very well to test and consolidate understanding or explore issues. Time is managed well, so that generally a good pace of learning is sustained and the best lessons are often marked by a driving pace, leading to rapid progress in learning.

A range of teaching strategies is used effectively by teachers, which engage pupils' interest well. Teacher talk, small group work and individual learning tasks are used well to take on and consolidate prior learning. Teachers have a very clear

understanding of pupils' prior attainment, aptitudes and learning needs, helped by the excellent support and guidance of the learning support department, which includes the effective deployment of teaching assistants and the excellent assessment and tracking system that the school has developed. The use of talk partners, pupils with similar levels of language competence, to clarify tasks and discuss issues and topics is particularly helpful to the many pupils with EAL needs.

In their teaching, teachers have high expectations of their pupils and are tightly focused on the requirements of the national curriculum for younger pupils and the ISEB curriculum for older pupils, which helps them to achieve high levels of success in ensuring that pupils obtain places and gain scholarships to the more sought-after selective schools. Pupils are very diligent, attentive and interested in their work. The teaching gives good opportunities for pupils to think and learn for themselves within the constraints of the tasks set, but this does not allow sufficient opportunity for pupils to develop their creativity and independent learning skills through open-ended tasks that stimulate intellectual excitement in pupils.

Relationships between pupils and teachers are excellent and behaviour is managed very well. Teachers exude a calm authority and provide very good models of courtesy for their pupils to emulate. They exemplify fundamental British values of democracy in their expectations that pupils will adhere to codes of conduct that expect high levels of mutual respect and acceptance of pupils and people of different cultural traditions and religious beliefs, whilst recognising the importance of individual liberties within a set of rules or laws that set the boundaries of acceptable and civilised behaviour. In achieving all of this, the school has created a successful and harmonious learning community where pupils enjoy learning and derived great satisfaction from their achievements.

The marking of pupils' work is good overall, with some excellent examples of marking that are constructive, clearly acknowledge what pupils have done well and set achievable targets that help pupils make good progress in their learning. Senior leadership has worked hard on improving the quality of marking and this is now clearly better than it was at the time the last inspection. The identification of what pupils have achieved is now commonly done well, but the setting of challenging but achievable targets is more inconsistent, an issue of which the senior leadership team is aware and is in the school improvement plan. At the time of the last inspection, the school had recently introduced a highly effective assessment and tracking system to support progress in learning and inform teachers' planning. Much work has been done on developing an assessment framework that reflects the new emphasis on the ISEB criteria and curriculum for older pupils and the assessment of achievement and tracking of the progress of pupils continues to be a strength of the school.

***Does the school meet the requirements for registration?***

Yes.

**PART 2 - The spiritual, moral, social and cultural development of pupils**

The provision made for pupils' spiritual, moral, social and cultural development is good overall and for their moral and social development it is excellent. Staff have worked hard to ensure that the school is a very harmonious community. Pupils are



courteous and respect their peers, visitors and staff working in the school. The provision made for pupils' spiritual and cultural development is good. Pupils learn much in various areas of the curriculum; such as religious studies, where they learn about the major religions of the world; history and geography, which includes the study of issues and societies across time and distance. Through their day-to-day interactions with their peers pupils also develop respect for other cultural traditions and gain a better understanding of the similarities and differences between people. However, opportunities to capitalise on the rich cultural diversity within school to support spiritual and cultural awareness in more structured ways are not as regular, well planned or creative as they might be. The fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs is at the core of the school's ethos.

Pupils' behaviour is excellent. They work well independently or in pairs and small groups and they are very supportive of each other. Pupils are confident and self-aware and they can articulate their views clearly, providing evidence to support their ideas. Pupils say that they enjoy school, get on well together and support each other, for example, a pupil who could not speak any English when he arrived at the school was clear that the support of other pupils had a positive impact on the speed with which he settled in to school and acquired English skills. All pupils have a secure understanding of right and wrong and teachers and other adults encourage positive behaviours by identifying good role models within their classrooms.

Visits to places of interest, such as the Houses of Parliament and Flatford Mill, extend pupils' spiritual, moral, social and cultural awareness and help to give pupils a secure understanding of democracy and English law, as do visiting speakers. Pupils take on some responsibilities within the school and they raise money for charities. There are good links with other schools in the area. There is a school council and pupils contribute to this through their representatives but some younger pupils felt that issues raised with the school council were not always acted upon.

***Does the school meet the requirements for registration?***

Yes.

**PART 3 - The welfare, health and safety of pupils**

The provision for pupils' welfare, health and safety is good. There are suitable policies in place to promote good behaviour and address any instances of bullying, including appropriate progressive sanctions for misbehaviour and records of sanctions kept for serious misbehaviour. The successful implementation of these policies is reflected in the exemplary behaviour of pupils and the observation of pupils that bullying was very rare and was dealt with effectively when it occurred. The school has secure policies for the safeguarding of pupils and all staff have had up-to-date training in safeguarding. Four staff have done the appropriate safeguarding training for Designated Safeguarding Leads (DSL) recently and have relevant roles across the school.

The school now has a full set of up-to-date policies regarding the health and safety of pupils, which meet the regulations, and new policies have appropriate review dates. The implementation of these policies has not been fully successful as staff were not always fully aware of their detail. The checks for fire safety are carried out timely and thoroughly, whilst fire drills take place termly.

There are effective systems in place to ensure the safety and welfare of pupils when they are on visits. Risk assessments are very thorough and include pre-visits and close monitoring of arrangements by senior management. This excellent practice is not as successful in the day-to-day management of risk assessment as staff are not always as vigilant. One incident during the inspection created a potential hazard, but this has now been fully addressed by making absolutely clear what should and should not be done by parents and staff with the school reacting very quickly to rectify the situation. Pupils are well supervised at all times in the school.

The school has a detailed and appropriate e-safety policy for the use of computers and other mobile devices, with clear definitions and helpful advice. Policy and practice is based on the school's comprehensive Acceptable Use of Technology Agreement, and keeping pupils e-safe is built into induction of staff and is regularly discussed by staff. E-safety is discussed in ICT and PSHEE lessons and before pupils use ICT in other lessons. The school has the appropriate filters and other safeguards in relation to its own computers and parents can access the school's policy on its website. The school has a detailed and helpful first aid policy and more than sufficient trained first aiders holding valid certificates, including staff trained in paediatric first aid. The medical room has all the necessary requirements and pupils in it are supervised appropriately.

Pupils' are very positive about their school and the opportunities they are offered and are very proud of it. They have an increasingly mature attitude to their own education and feel that there are sufficient opportunities for them to develop their own independence and improve their academic achievement. They feel safe and secure while at school and able to express their opinions openly with all members of the school community. Pupils are clear about whom to see should they have problems and say that they willingly share any concerns with various members of staff if they arise.

Admission and attendance registers are meticulously completed. The school analyses the reasons for absence and, where there are clear patterns of non-attendance, acts accordingly.

***Does the school meet the requirements for registration?***

Yes.

#### **PART 4 - Suitability of the staff, supply staff and proprietors**

All the necessary checks have been carried out efficiently to ensure that staff and the Educational Executive are suitable persons to work with children. This includes checks with relevant police forces overseas where staff have worked previously outside the United Kingdom.

***Does the school meet the requirements for registration?***

Yes.

#### **PART 5 - Suitability of the premises and accommodation**

The buildings are fit for purpose but cramped in places. Some classrooms are small but all are suitable for the subjects and groups that are taught. Corridors are narrow and there are rooms on different levels. This could make access to classrooms difficult, but all pupils cope with this extremely well. Older pupils remarked that they had got used to being careful when moving between rooms and that everyone was clear about having to be careful. Inspectors found that, in all cases, pupils moved around the school with due care and responsibility. Toilet facilities fulfil regulatory requirements.

Since the previous inspection interactive whiteboards have been fitted to all rooms, which broaden teaching and learning opportunities. There are plans to upgrade the computer equipment in the near future but the present system is satisfactory for current purposes. Specialist rooms are of good quality and staff have used display well to create an attractive learning environment and celebrate pupils' work. The building is maintained well and there is a rolling plan of redecoration and refurbishment. Outside areas are limited but the school makes good use of the artificial turf and has staggered playtimes to ensure that pupils can take part in a range of activities safely.

***Does the school meet the requirements for registration?***

Yes.

**PART 6 - The quality of information for parents**

The school provides all the required information for parents of current and prospective parents either on the website or on request. The website supports a wide range of school policies though these are not always the most up-to-date version. Parents are kept up-to-date with events by means of an interactive calendar on the website in which they can search by class or date.

The school sends out by email weekly newsletters and publishes monthly newsletters on the website. Parents may notify the school of their children's illness and absence by email or by telephone. The school's online service enables it to send letters and messages direct to parents by email and text message. The number of responses received from parents to the pre-inspection questionnaire was too small to reach a reliable judgement about parental views of the school. Well written reports inform parents about pupils learning and achievement. There are regular parents' meetings and parents are issued with details of their children's curriculum at the beginning of each year. Parents are appreciative of the quality of education and communication they have with teachers on an individual class and subject basis.

***Does the school meet the requirements for registration?***

Yes.

**PART 7 - The effectiveness of the school's complaints procedure**

The school's complaints procedures fully meet requirements. There has been one complaint during the last year and the appropriate procedures are being followed with regard to it.

***Does the school meet the requirements for registration?***

Yes.

## **PART 8 - The quality and effectiveness of leadership in and management of schools**

The leadership and management of the school are satisfactory. The proprietor, Cognita Ltd, has devolved its governance responsibilities to an Education Executive, who has oversight of several schools in this capacity. The Education Executive has extensive experience of the leadership and management of preparatory schools, which is highly appropriate to his role. Senior managers in the school have the skills and knowledge to carry out their specific responsibilities in relation to teaching and learning well, and have been clearly successful in improving the quality of teaching and learning and the concomitant standards of achievement, so that the school has become more successful in its aim of ensuring that its pupils gain places in sought-after selective schools. The leadership team has also produced a school development plan with clear and appropriate priorities that will help the school make further progress in key areas of its development, but these priorities have not always been implemented effectively. Nevertheless, those in leadership and management positions do not have an easy familiarity with the independent school standards, and a number of minor infractions were identified by inspectors which required remedying during the inspection. The required improvements were made efficiently so that the school was fully compliant by the end of the inspection.

Illness and maternity leave have combined to reduce the number of experienced staff in senior management positions and made it more difficult for everyone to fulfil their responsibilities effectively in order to ensure that the independent school standards are met consistently. These issues may have contributed to the infractions that took place, but the heart of the problem is a failure to embed the requirements of the independent school standards into the policies and practice of the school.

Leadership and management has generally been very successful in actively promoting the well-being of pupils through the curriculum and ethos of the school, the relationships established with pupils, the quality of teaching and learning and pastoral care. One incident during the inspection created a potential hazard, but this has been fully addressed by making absolutely clear what should and should not be done by parents and staff.

### ***Does the school meet the requirements for registration?***

Yes.

## **SECTION C: EARLY YEARS FOUNDATION STAGE**

### **THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

#### **The overall quality and standards of the Early Years' provision**

Overall the quality of the provision is outstanding. Children make very good progress with their learning and development in relation to their starting points and capabilities. Older children are reading, writing sentences, counting to 20 and beyond and distinguishing between odd and even numbers. Staff identify and provide highly effective support children with SEND or EAL. Children are confident and feel safe, secure and happy as all their personal and emotional development needs are being well met. Since the previous inspection, improvements which have taken place include refurbishment of the nursery, extending opportunities for investigative play, use of more natural materials and the creation of a woodland garden.

#### **How well the Early Years' provision meets the needs of the range of children who attend**

The Early Years' provision is outstanding in meeting the needs of all children who attend the school. Staff effectively implement broad educational programmes to provide excellent outcomes for children of all ages. Children are very tolerant of each other and take account of differences in language, culture and ability. This is a harmonious multi-cultural environment where children's behaviour is exemplary. In Reception children benefit from specialist teaching in music, French, ICT and art/CDT and swimming. Engaging teacher-led structured literacy activities have a significant impact in the development of children's reading. From the beginning of the year most children progress from forming letters through to writing words and simple sentences.

Knowledge and understanding of the world is presented in an exploratory manner enabling children's curiosity to grow in a meaningful way. The enquiring approach enables the children to enjoy learning about living things and exploring different man-made materials. Staff provide rich, stimulating learning experiences to develop skills useful for their future economic well-being. Differentiation ensures that all pupils are being appropriately challenged. Adult-led activities promote extensive responses from children when questioning and in discussions. The high expectations of the staff result in a happy orderly environment in which children understand their responsibilities and respect each other. Staff are excellent role models and demonstrate enthusiasm which encourages children to engage in purposeful learning activities. Teaching strategies are highly effective and in the nursery, children are developing a robust understanding of phonics, number, shape, and space through wide-ranging of games, craft and other activities. Staff use a range of approaches to provide first-hand experiences, give clear explanations, make appropriate interventions to extend and develop children's learning. Staff are highly skilled in supporting children with EAL. All children are well prepared for the next steps in their learning. Extracurricular activities available to Reception children include football and learning to play the piano.

## **The contribution of the Early Years' provision to children's well-being**

The provision for children's well-being is outstanding. The key person plays an important role in helping children to settle and establishing secure bonds with them. Consistent care practices and routines ensure that children feel safe and secure. Children are happy and frequently initiate conversations with staff about different cultural practices in which many of the children join in and make a contribution. Staff encourage children to choose resources independently in both the indoor and outdoor environments and to play cooperatively. The physical needs of the children are met through planned activities and outdoor play. Children in the Nursery are encouraged to be independent in dealing with their personal needs, and have a clear understanding of which foods are healthy. Staff prepare the children well for their transitions into the next classes both within this school and to other schools. When working with tools, equipment and materials in practical activities pupils are learning to recognise hazards, and take steps to control the risks to themselves and others.

## **The leadership and management of the Early Years' provision**

The leadership and management are good. The proprietors fulfil their responsibilities in meeting the learning and development requirements. The safeguarding and welfare requirements of the EYFS are also met. The leadership team did not have fluent knowledge of the regulatory requirements at the start of the inspection, but this was rectified during the inspection. Clear distinctions between policies that were applicable to the whole school and those which were specific to the EYFS were unclear, though this was resolved during the inspection process. This change did not impact on the practice, but it clarified the position for parents reading the policies.

Staff attend safeguarding training to assess risk and harmonize interaction with the relevant external agencies. Suitable systems are in place for the recruitment and vetting of staff which enables them to create a welcoming, safe and secure environment. Self-evaluation targets detailed in the development plan have been achieved but staff have yet to identify further priorities for action. Previous targets were supportive of children's learning and development. Suitable systems are in place for the supervision of staff, performance management and appraisals; although there are no staff-training plans to keep staff up to date with the EYFS regulatory requirements. The EYFS staff work effectively with parents and are able to obtain support when needed for children from external agencies.

### ***Does the school meet the mandatory requirements?***

Yes.

### ***What does the school need to do in order to fully meet the requirements?***

*The school fully meets the requirements.*

**This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools belonging to the Cognita Group which are not members of the Independent Schools Council and its constituent associations. Further copies of the report are available from the School Inspection Service website: [www.schoolinspectionservice.co.uk](http://www.schoolinspectionservice.co.uk)**