

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 162A
OF THE EDUCATION ACT 2002

Name of school:	Breaside Preparatory School
DfE number:	305/6004
Inspection team:	Reporting Inspector: Mrs Jane Cooper Supporting Inspectors: Mr Ted Cohn Mr David Collard Mr Peter Jones
Dates of inspection:	14-16 October 2014

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SCHOOL DETAILS

Name of school:	Breaside Preparatory School	
Address of school:	41-43 Orchard Road Bromley Kent BR1 2PR	
Telephone number:	020 8460 0916	
Fax number:	020 8466 5664	
Email address:	headteacher@breaside.co.uk	
Proprietor:	Cognita	
Executive Principal	Ms Karen Nicholson	
DfE number:	305 6004	
Type of school:	Independent school	
Age range of pupils and students:	2½ to 11	
Gender of pupils:	Male and female	
Total number on roll:	(Full-time)	Boys: 152 Girls: 155
	(Part-time)	Boys: 20 Girls: 14
Number of children under 5:	Boys: 35	Girls: 30
Number of pupils with statements of special educational need:	Boys: 3	Girls: 0
Annual fees:	£9,195-£10,755	
Type of inspection:	Section 162A of the Education Act 2002	
Inspection Team:		
	Reporting Inspector:	Mrs Jane Cooper
	Supporting Inspectors:	Mr Ted Cohn Mr David Collard Mr Peter Jones
Dates of inspection:	14-16 October 2014	

SECTION A: INTRODUCTION AND SUMMARY

Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service in accordance with Section 162(A) (1)(b) of the Education Act 2002, and it follows the inspection framework laid down by 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. The professional inspectors also looked at agreed aspects of the school's management and ethos and reported on these. These findings are summarised in Section C of this document, but this section is not a statutory part of the inspection process.

Information about the school:

Breaside Preparatory School is an independent non-selective preparatory school for boys and girls from two and a half to eleven years of age. Situated in Bromley, South East London, the school was first established in 1951 and became part of the Cognita group of schools in 2004. The school prepares children for transfer examinations to the local independent secondary schools as well as for the Bexley, Bromley and Kent selective state grammar schools. It also aims to help all pupils to discover their unique potential and to leave Breaside as happy, well-motivated, confident, and independent learners who can make a positive contribution to society. The school is not affiliated to any particular religion, but bases its assemblies on Christian and multi-faith values and beliefs.

There are currently 342 pupils on roll, of whom 65 are aged under five years. The school has identified eleven pupils as having special educational needs, of whom three have a statement. There are eight pupils for whom English is an additional language. The school has registered early years' provision for children aged under three years and also offers before and after school childcare. This provision was inspected at the same time as the school but is the subject of a separate report. Both school and early years' provision were last inspected by Ofsted in November 2011.

Summary of main findings:

Breaside Preparatory School provides an outstanding quality of education. The school is highly successful in meeting its aims by investing considerable time and effort in ensuring that all its pupils are very well prepared for 11+ and other independent school entrance examinations so that they may gain places at secondary schools of their choice. The school's results in Standard Assessment Tests (SATs) at the end of Key Stage 2 are well above the national average. Standards of achievement are very high in all year groups and all pupils do exceptionally well, particularly in the core subjects of English and mathematics. They are confident readers; they write accurately and extensively and have a very good understanding of numbers. Pupils also achieve well in music, drama, art and sports, winning prizes in local competitions and festivals. The curriculum is outstanding. It gives high priority to the core subjects and information and communication technology (ICT), and is enriched by a wide range of trips, visiting speakers and extra-curricular activities which make an excellent contribution to pupils' academic, personal, social and cultural development. Most subjects are planned in detail although the school is aware of the need to develop further the plans for humanities subjects. The quality of the teaching is outstanding. The lessons observed were

almost invariably good or better with much that is inspirational. This has a strong impact on how well pupils learn. Assessment and the tracking of pupils' performance are excellent ensuring that all pupils are challenged to do their best, and that those who struggle are identified early in order to provide the help they need to make progress. The provision for children in the Early Years is outstanding. Above all, pupils say they feel safe and happy in school and make good friends. They are very well behaved and enthusiastic in lessons; they work diligently and make a strong contribution to their own progress and development. The school's provision for pupils' spiritual, moral, social and cultural development is outstanding. The traditional values of courtesy, respect and good manners are strongly embedded in the school's ethos and make it a civilised environment for pupils to learn and grow. Management and organisation are outstanding. Clear development planning and strong accountability support the school's drive for constant improvement. The administrative systems function efficiently and support effectively the smooth-running of the school. Every attention is given to safeguarding pupils and ensuring their welfare, health and safety. The school enjoys the strong support of parents. It is also well supported by the proprietors, Cognita. Parental questionnaires revealed very strong support for the way the school is run and what it provides for the pupils. All of the independent school standards are met.

What the school does well:

- the youngest children receive an excellent start to their education in the early years and quickly establish very good learning habits which continue throughout the school;
- the school's ethos establishes a strong work ethic and a civilised school community in which pupils are happy and well-prepared for the next stage of their education; and
- the school is very well led. Senior leaders ensure that the staff team has a wide range of skills which is complemented by excellent professional development.

What the school must do to comply with the regulations:

The school complies with the regulations of the independent school standards.

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

The school complies with the Equality Act 2010.

Next Steps:

Although the school is not required to do so in order to comply with regulations, it should consider:

- raising the quality of curriculum planning in humanities to the standard of the core and other subjects that are outstanding; and
- ensuring that all teaching assistants in the main school understand how best to provide additional support in class to those pupils who need it.

SECTION B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION

PART 1 - The quality of education provided by the school

The quality of the curriculum

The quality of the curriculum is outstanding and this supports the school's aim of providing all pupils with an excellent education. A broad range of activities in the Early Years, which achieves a good balance between learning and personal development, ensures that from their first days at school pupils make a secure and solid start to their education. The curriculum gives prominence to literacy and numeracy throughout the school, so that all pupils have ample opportunity to acquire and develop excellent skills in reading, writing and mathematics. Other subjects ensure that the curriculum is broad and balanced by providing very good opportunities for pupils to develop skills and gain knowledge in scientific, technological, sporting and creative areas and to learn French and Spanish.

The overall curriculum structure, particularly for the core subjects, is translated into half termly, weekly and daily plans which demonstrate progression in pupils' knowledge, skills and understanding. The planning is excellent in the core subjects of English, mathematics and science where pupils of all abilities are able to acquire excellent literacy and numeracy skills. The planning of work for children in the Early Years Foundation Stage (EYFS) is equally excellent. Planning in most other subjects is also strong, particularly where specialist teaching is involved, for example in information and communication technology (ICT), art, physical education (PE) and music. Links are made between these subjects to enable pupils to reinforce their skills and understanding. For example, when pupils discussed how to stay safe online, they produced well-written documents to accompany their thoughts. The range of work and the quality of planning in the humanities is not as good as in other subjects. Planning is not as detailed and does not make such strong links to the core and other subjects, for example by highlighting where skills in problem-solving, data handling or research might be used to support studies in geography or history. The depth of subject-specific planning is not present in the humanities and consequently standards as seen in pupils' work are not as high.

Pupils who need extra help are identified quickly and supported well with teaching and practice that focus on their individual difficulties. Through the very good level of planning and patient teaching, pupils with statements of educational need often achieve equally as well as others, so that in time the statement may no longer be necessary.

Before and after school clubs provide an excellent extension to lessons and develop pupils' academic, social and personal skills. There is a wide variety of activities to choose from, ranging from Latin to cross country running, and from cookery to computing. These clubs are popular and often extend and complement the formal learning in class. For example, the computer club teaches pupils how to use art packages and to undertake software programming. Regular school trips, both locally and further afield, bring classwork to life and enable the pupils to see the relevance of what they have learnt at school. A good example of this is the annual residential trip to France which gives pupils the chance to broaden their experience of other cultures and further develop their French speaking skills. One pupil noted that "*les escargots sont délicieux*". The school has worked hard to develop many outside

links, and makes effective use of local facilities such as Bromley Cricket Club for sporting activities and Ripley Arts Centre to extend pupils' artistic development.

The quality of teaching and assessment

The quality of teaching and assessment is outstanding. Teaching enables the pupils to enjoy acquiring new knowledge and to learn quickly and effectively. Teaching is carefully managed. Pupils make very good use of their ability and increase their understanding and develop their skills as a result of excellent teaching. This ensures that, as they move through the school, all pupils, irrespective of age and ability, make excellent progress. The school's results in Standard Assessment Tasks (SATs) at the end of Key Stage 2 are well above the national average, and this represents significant progress made by the pupils from their different starting points.

The pupils are encouraged to develop their intellectual, physical and creative skills through interesting and lively lessons. They show a keen interest in their work and there is a palpable 'learning buzz' in the great majority of lessons. Lively, engaging teaching methods and excellent use of inventive teaching and learning resources encourage pupils to think and learn for themselves. The classrooms are attractive and lively places, with excellent use of display to celebrate pupils' work and provide high-quality learning resources, often created by the teachers themselves. Teachers manage their lessons very well with starter activities which engage pupils in learning within moments of the lesson beginning. For example, in one Year 5 mathematics lesson a rapid start was made with a challenging and enjoyable mental arithmetic game which contained bespoke questions using the names and interests of all the pupils. This activity was created by the teacher to involve the whole class and set the tenor and pace for the rest of the lesson. Lessons are often memorable and fun, so that pupils learn difficult concepts while enjoying their work. A good example of this was seen in Year 4 where pupils were associating punctuation marks with Kung Fu gestures to help fix them in their minds.

Teaching is based on strong understanding of the aptitudes, needs and prior attainments of the pupils, including those with special educational needs. The school has very good systems of marking and regular pupil assessment against both the school's aims and external frameworks. Information and progress data are shared across the school and with parents, and play a key role in teachers' planning and the ensuring of pupils' progress. Teachers have good and often excellent subject knowledge, particularly in the core subjects, and lessons are thoroughly planned. Specialist teaching, for example in art, music and ICT, enthuses the pupils and ensures that they make excellent progress. Teaching assistants work well with pupils although there is some scope for them to be more involved in the planning and delivery of individual and small group support. Classroom resources, including interactive whiteboards, are of high quality and teachers make strongly effective use of them. Pupils' behaviour in lessons is excellent and is strongly supported by the teachers' high expectations of polite and well-mannered behaviour. Pupils thrive on the challenging and constructive dialogue teachers establish with them, and enjoy answering questions and "thinking on their feet". Excellent teaching is exemplified by very clear planning using prior knowledge of pupil attainment, high expectations, brisk lesson pace, inclusion of all pupils in class discussions, inventive use of a range of learning resources and the teacher's quick recognition of pupil progress and areas for development.

Does the school meet the requirements for registration?

Yes.

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

The development of the pupils' spiritual, moral, social and cultural awareness is outstanding. Pupils live up to the school's high expectations and their behaviour is excellent. They are very positive about their education, are happy at the school and say that they get on well together and with their teachers. Pupils enjoy the good range of activities the school offers and are keen to participate; they are all helped to discover and develop their talents and succeed.

The strong focus the school places on developing pupils' literacy and numeracy skills is a key factor in preparing them for future economic wellbeing. A valuable annual initiative to develop economic and business awareness is an Entrepreneur Apprentice club for Year 6 pupils where they prepare business plans and work in groups to manage their own activities for fundraising at the Christmas and Summer Fairs. Personal, social and health education (PSHE) and Pupil Engagement meetings help pupils form a view of their own future and decide what they need to do to achieve success. They are challenged to make written applications and participate in interviews for the role of school prefect. Pupils take pride in fulfilling their roles of responsibility as monitors, prefects, house captains and head boys and girls, as well as participating in assemblies. A well-organised and effective school council allows pupils of all ages to express their views on school life and to understand how democracy works. The school actively promotes British values.

Pupils raise money for a range of charities including the NSPCC, the British Legion, Macmillan Nurses and local charities. Links with local residential homes give pupils the opportunity to help and understand the needs of older people and those who are disabled in their community. The pupils also support a school in Nepal and learn, through this, about people whose lives are very different from their own. Pupils develop awareness of other cultures and traditions through the school's religious education (RE), music, art and PSHE programmes, as well as through presentations by members of different faith communities in assemblies.

A programme of sporting fixtures and participation in inter-school competitions and challenges allows boys and girls to contribute to the school's success. A well-established tradition of involvement in music, speech and drama performance in school and beyond, including great success in the Bromley Festival, provides excellent opportunities for pupils to showcase their talents and contribute positively to the life of the school. The school's strong emphasis on good behaviour, on taking responsibility and on showing awareness of the needs of others helps pupils understand how the British values of democracy, the rule of law and mutual respect and tolerance work in practice. The school ensures that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

Does the school meet the requirements for registration?

Yes.

PART 3 - The welfare, health and safety of pupils

The arrangements to safeguard and promote pupils' welfare, health and safety are excellent. The school has adopted Cognita's standard safeguarding and child protection policies, which make comprehensive coverage of the regulatory requirements and include helpful advice and guidance for staff. Safeguarding is at the heart of the school. The designated safeguarding lead (DSL) is well-informed, has undergone training to the required level, including inter-agency training, and has close links with the Local Authority Designated Officer (LADO) and the Local Children's Safeguarding Board. The school funds inter-agency training for other senior staff, including a senior manager in Early Years, who also has oversight of the registered setting for children under three years old. In this way the school is able to ensure that there is always a member of staff with the relevant training available to offer consultation and guidance and deal properly with any issues that arise. The DSL provides safeguarding training as part of the comprehensive induction procedure for new recruits, and all staff are well trained in safeguarding matters.

The provision for ensuring the welfare, health and safety of pupils is of a very high quality. It has continued to improve since the last inspection. Line management responsibilities for health and safety have been realistically adjusted to include personnel with a wide range of expertise in this area. A management safety committee meets regularly and ensures that all aspects of health and safety are discussed in detail. Preparations for the on-site rebuilding programme due to start shortly are robust and include assessment of potential risks to staff, visitors and pupils during the construction process.

The school's policies and procedures are comprehensive and are implemented effectively on a day-to-day basis. All staff are fully aware of the high priority the school attaches to pupils' safety, and risks are assessed and managed proactively. Pupils are expected to play their part in keeping themselves and others safe. Prefects ensure that younger pupils move about the school safely. Mobile telephones are not allowed in school during the day, and pupils are taught about the harm that cyber-bullying through texts and social media can cause. The school has secure filters which block access to undesirable internet sites and pupils are taught to know how to keep themselves safe online. Pupils report that the school is a friendly environment in which children of all ages get along together well. They told inspectors that there is no bullying, but felt that staff would tackle any instances swiftly and decisively. They felt there was always a range of adults to whom they could turn with their concerns.

The school has a clear system of rewards and sanctions which strongly encourages good behaviour. There are very few instances of poor behaviour and lessons proceed in a purposeful way so that pupils can learn well and make progress. At breaks and lunchtimes the pupils are supervised well. The pupils clearly enjoy both their lessons and their free time at school and make good friends. Their attendance is well above the national average. Attendance is recorded appropriately and absence monitored closely. The admissions register meets requirements.

Medical arrangements are very good. The school has a written First Aid policy and many staff have received training in first aid. Additional training in the use of specialist equipment such as EpiPens has been completed by all staff and this, along with updated first aid information is reviewed regularly at staff meetings. Medical issues identified for individual pupils are well known to all staff so that they can respond appropriately if an emergency occurs. Fire drills are held at regular

intervals and recorded correctly. These records are reviewed to improve the efficiency of evacuating the buildings. Parents say they have full confidence in the procedures for ensuring the health and safety of their children.

Does the school meet the requirements for registration?

Yes.

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

The school follows closely the most recent government guidance *Keeping Children Safe in Education* in its recruitment of staff, thereby ensuring that all staff are checked for their suitability to work with children. All recruitment panels include a person who has been trained in safe recruitment procedures. The school is assiduous in seeking references, ensuring that there are no unexplained gaps in the prior employment records of new staff, that all necessary checks have been made with the Disclosure and Barring Service (DBS), and that for any members of staff who have been working overseas there is evidence of good conduct or police checks from the relevant country. In order to facilitate this process the school has funded the use of the DBS on-line service, of which it makes good use. The procedure for checking volunteers is equally rigorous and ensures that they can be used effectively if they are called upon to work in regulated activities. The school's single central register of staff appointment records all the required details of the checking and vetting process.

Does the school meet the requirements for registration?

Yes.

PART 5 - Suitability of the premises and accommodation

The premises and accommodation are good and support teaching and learning well. The main building, where much of the teaching in the main school takes place, consists of two houses, both of which have been well adapted for educational purposes and contribute to the strong sense of community in the school. Movement around the main school involves some narrow corridors and stairs, which could present a potential hazard, but the great care and courtesy that pupils and staff display in moving around the school minimise these potential hazards.

The accommodation for children in the Early Years Foundation Stage (EYFS), and for some other teaching, is currently in linked demountable classrooms at the back of the school. Plans are well advanced to replace this accommodation with a new building that will considerably enhance the school's teaching accommodation, particularly for the Early Years.

The hard surface and grassed areas provide good facilities for outdoor play and physical education, as well as other activities such as the outdoor classroom and nature trail. The school also makes good use of the excellent facilities at a local cricket club for games and PE for older pupils and at the Ripley Arts Centre to develop their artistic and creative talents.

The premises and accommodation are well maintained and very clean and tidy, representing the excellent work of the site managers and cleaning staff and the great care and respect that pupils and staff show for their workplace. There are excellent

and colourful displays around the school, which are informative for pupils and celebrate their achievements in a lively and attractive manner. Specialist accommodation for ICT, music, art and science enhances the teaching and learning in those subjects. Teaching rooms have good sound insulation. External lighting ensures that people can move safely around the site after dark and enter or leave the school premises in safety.

The school has suitable toilet and washing facilities for pupils and staff, including hot water of a suitable temperature which is checked regularly. There is also appropriate accommodation for sick or injured pupils, where they can be medically examined or treated in privacy. Pupils have access at all times to taps and fountains dispensing drinking water, which are suitably labelled.

Does the school meet the requirements for registration?

Yes.

PART 6 - The quality of information for parents

Parents and prospective parents have access to all the information to which they are entitled. This is available on the school's website and in the prospectus. Further information, such as details of each year's curriculum, is issued at appropriate times in the school year and is also available from the school office. Lively newsletters keep parents abreast of activities at school and matters of general interest. In addition to formal parents' evening, the school operates an 'open door' policy so that teachers and senior leaders may be readily contacted by parents, and there is very good communication through home-school liaison books. Parents are kept informed of their children's progress through report cards which are issued twice a year together with an annual report to parents at the end of the summer term. The quality of reporting to parents is extremely good. Parents are happy with the amount of information that they receive, and this is something that has continued to improve since the last inspection. Their appreciation of all aspects of the school's provision was strongly affirmed in the responses to the questionnaires sent out just before the inspection.

Does the school meet the requirements for registration?

Yes.

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

The school adheres to Cognita's standard policy and procedures for handling complaints which meet the requirements of the independent school standards.

Does the school meet the requirements for registration?

Yes.

SECTION C: ORGANISATION AND MANAGEMENT, AND MAINTENANCE OF THE ETHOS OF THE SCHOOL

This section is not a requirement of the Education Act 2002.

The quality of the organisation and management of the school

The school's organisation and management are outstanding. They are ably led by the Executive Principal supported by the Associate Headteacher, Deputy Headteacher and the senior leadership team. Senior leaders have a clear vision for the future development of the school which is firmly focused on a relentless drive for constant improvement. Their vision is shared by the committed and energetic staff team. They are extremely ambitious for all of their pupils, and this is rewarded by the excellent standards pupils achieve and their success in gaining places in the secondary schools of their choice. The school has established a strong ethos in which the traditional values of courtesy, respect and good manners are strongly embedded. This, together with a strong work ethic and high expectations for pupils' good behaviour, make the school a civilised community in which young people can grow, learn and achieve well.

Senior leaders have an accurate view of the school's strengths and areas for development. School development and improvement plans are clear and well-focussed on key priorities. The management structure supports the realisation of these plans. Since the last inspection the management structure has been further developed so that there are strong systems for accountability and performance management in place that are linked closely to staff training. Teachers work together as a cohesive team and are happy to share ideas and learn from one another. Very good induction procedures and excellent continuous professional development enable staff to be well informed and effective in their roles.

Administrative systems function efficiently and support effectively the smooth-running of the school, including the recruitment and admission of new pupils. Resources are managed wisely. The school follows safe procedures for the recruitment of all staff, and some excellent recent appointments have brought to the school a welter of knowledge and experience. The school is well supported by its proprietors who hold senior leaders to account for the school's success.

The school enjoys the strong support of its parents. Communications with them are good. Senior leaders are visible in the school, especially at arrival and going home times, and they welcome both formal and informal opportunities to talk to parents. The 'Bistro' on Friday mornings enables parents to talk to senior managers and staff over a cup of coffee. The school welcomes pupils' opinions through the formal route of the School Council and by informal class discussions with the Associate Headteacher, and their views feed into the school's plans for improvement. The school presents a safe, happy and cohesive community in which the pupils are well cared for and make excellent progress.

PART D: EARLY YEARS FOUNDATION STAGE

The overall quality and standards of the early years' provision

The Early Years' provision is outstanding. Children make excellent progress in their learning and development and in their readiness for moving to the next age group or Key Stage. Even at this early stage in the year it is possible, for example, to see that many children in the Reception classes will exceed the expectations of the Early Learning Goals and will be ready to move on to work in the Key Stage 1 curriculum before the end of the academic year. High quality care is a strong feature of the EYFS, with staff very carefully attending to individual children's needs. Various examples of this were observed during the inspection, reflecting how well staff know the children and care about their personal and emotional development, as well as their academic progress. As a result of this care, children feel very safe, secure and happy at school. All the requirements for safeguarding are met fully. The leadership is very effective in evaluating teaching and learning and helping to create an ethos of continuing improvement and collaborative working, which clearly benefits children in all aspects of their development, and significantly improves their life chances.

How well the early years' provision meets the needs of the range of children who attend

The EYFS provision meets the needs of all the children very well and has improved further since the last inspection. The curriculum is carefully planned to allow teachers to address the varied needs of individual pupils within common educational experiences across all areas of learning and development. There are particular strengths in communication and language, literacy, mathematics and personal, social and emotional development. Planning in other areas of learning and development is not so strong in identifying progress in learning, but still provides good guidance for staff. Close collaborative planning within year groups helps to ensure that all children have similar educational experiences and learning opportunities which are closely related to their needs. Another valuable feature of planning is the careful and effective management of the transition from one year group to the next so that curriculum continuity is maintained. The planning demonstrates a gradual move towards more teacher-directed learning as children become older, whilst retaining a judicious and age-appropriate mix of teacher-led and child-centred activities.

Teaching and assessment are excellent and ensure that children make good to excellent progress in their learning. Teachers and teaching assistants have a good command of their teaching material and work together very closely as highly effective teaching teams, who are very successful in supporting and encouraging the varied learning needs of their pupils. New children are quickly integrated into the class. Teachers bring a lively enthusiasm and high expectations of behaviour and achievement into the classroom, and this helps to enthuse and challenge children appropriately. Teachers' explanations are clear and helpful. Examples of excellent story-telling held children enthralled: they were very keen to respond to questions about the text being read. Teaching staff provide highly effective guidance and support to children while they are engaged in learning tasks, significantly aiding progress in learning. As they become older, the children are increasingly able to work on their own or in small groups with limited supervision. This allows staff to focus their attention on individuals and facilitates their ongoing assessment of the children's progress which contributes to the EYFS profile. This also allows teachers to plan future activities effectively. Assessment at the beginning of the year,

combined with detailed information from previous years, gives teaching staff a very helpful baseline upon which to build their assessment of children's progress and learning through the year. All children make very good progress, including those with SEND, who are well supported and monitored particularly closely.

Teaching staff work very closely with parents in helping children to settle in to school and engage them in regular dialogue about the personal development and academic progress of their children. Key persons play a very important part in this process, but, where the teacher is not the key person, the teacher retains a close oversight of the development of all the children in their class. Parents are kept very well informed about the personal and academic progress that children make. Parental questionnaires indicate a very high level of satisfaction with the provision that the school makes for the children in the Early Years.

The contribution of the early years' provision to children's well-being

Teaching staff make an excellent contribution to children's well-being. They establish warm and empathetic relationships with children, with whom they develop a detailed understanding of their personal and emotional needs, as well as their academic progress. They know how and when to intervene in the education of particular children. From an early age there is a strong emphasis for children on how to keep safe and behave responsibly and courteously in the classroom and around the school. Teaching staff have high expectations of pupils' behaviour, as they do their academic progress. They have effective strategies that emphasise rewards for good behaviour and share responsibilities around the class, so that all children have the opportunity to learn how to exercise responsibility diligently and appropriately. Staff provide excellent models for children in the courteous and kind way in which they treat them, whilst retaining a gentle firmness to ensure that high standards of behaviour are sustained. Children learn how to play cooperatively and become increasingly able to work independently from an early age. Opportunities are provided for them to investigate and explore their surroundings in an interesting manner. A good example of this was observed during an autumn trail in the grounds that children were following at the time of the inspection. Children are encouraged to use their imagination in free play and other activities. They soon become articulate and are able to converse, sometimes at some length, with adults and each other. Many activities actively encourage talk and various examples of excellent interaction were observed, for instance in 'show and tell' sessions. Children are very well prepared for the transition from one year to the next within the setting and from the EYFS to Year 1. Children visit classrooms and get to know the staff who will be teaching them the following year. Staff engage in extensive discussions about individual children and keep excellent records of their personal development and academic achievement.

The effectiveness of leadership and management in the early years' provision

The EYFS is very well led. Staff are fully cognizant of recent developments and how to address them. They are observed teaching regularly by their line managers. Managers have been successful in encouraging close collaborative working. The progress that children make towards the Early Learning Goals is monitored closely and excellent procedures been established to identify their progress and achievement.

The staff understand and fulfil their responsibilities well in meeting the safeguarding and welfare requirements of the EYFS, so that children are very secure, safe and happy at school. The classrooms are welcoming and stimulating learning environments, greatly enhanced by high quality displays that are both informative for children and celebrate their achievement.

The EYFS has an ethos of continuing evaluation and improvement which is exemplified by the extensive discussions among staff and by their shared planning. Managers regularly monitor and review teaching, learning and assessment, and provide helpful support and guidance, which ensures that teaching staff maintain a keen focus on continuing improvement.

Does the school meet the statutory requirements?

Yes.

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 ISC and its constituent associations. Further copies of the report are available from the School Inspection Service website: www.schoolinspectionsservice.co.uk