



INDEPENDENT SCHOOLS INSPECTORATE

PEMBRIDGE HALL SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Pembridge Hall School

Full Name of School	Pembridge Hall School
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Head	Mr Barry Evans
Chair of Governors	Alpha Plus Group Ltd
Age Range	4 to 11
Total Number of Pupils	386
Gender of Pupils	Girls
Numbers by Age	3-5 (EYFS): 64 5-11: 322
EYFS Gender	Girls
Inspection date/EYFS	11 May 2010 to 12 May 2010
Final (team) visit	14 Jun 2010 to 16 Jun 2010

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in February 2004.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

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

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

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

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Pembridge Hall Preparatory School aims to create a broad curriculum in a happy, secure and stimulating environment. It seeks to foster the importance of each pupil, equipping her with the skills to be a life-long learner. It aims to promote excitement and enjoyment in learning. It seeks to encourage tolerance, mutual respect, courtesy and thoughtfulness for others. The school aims to develop the pupils' talents and interests and to maximise their potential. The school motto is: 'Whether you are big or small, we all belong to Pembridge Hall'. It places a high priority on the academic success in secondary school entrance examinations.
- 1.2 The school is a non-selective day school for girls aged 4 to 11 situated in Notting Hill, West London. The school opened in 1979 and was originally run by a religious order of nuns. In 1983 it moved to 18 Pembridge Square. In September 2002 it was sold to the Alpha Plus Group and in 2003 expanded into number 10 Pembridge Square and became a three-form entry school. The Alpha Plus Group Board carries out the corporate governance responsibility for all of the schools and colleges in the group.
- 1.3 Since the previous inspection in February 2004 it has continued to expand into the additional building, with specialist facilities and outdoor space. The lower school comprises the Kindergarten and Years 1 and 2, and is housed at 18 Pembridge Square. The senior school for Years 3 to 6 is located at 10 Pembridge Square. There are now specialist rooms for information and communication technology (ICT), drama, science and art, an upper school library, a lower school library and a gymnasium. There is an outdoor play area and improved facilities for music. The patio to provide additional play space at 18 Pembridge Square has been enlarged following the removal of an existing building. The current headmaster was appointed in January 2010.
- 1.4 The school is attended by 386 pupils. The Early Years Foundation Stage (EYFS) is attended by 64 children. The preparatory school for pupils in Years 1 to 6 has 322 pupils. The ability profile of the school is above the national average. The school reflects the diversity of ethnic and cultural backgrounds of the area. Most of the pupils come from professional or business backgrounds.
- 1.5 The school has identified 35 pupils as having learning difficulties and/or disabilities (LDD), and it provides specialist learning support for 46 pupils. One pupil has a statement of special educational needs (SEN). Twenty pupils are bilingual and the school provides English as an additional language (EAL) support for two of these pupils. Most pupils proceed to independent day or boarding schools when they leave at the end of Year 6.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 The school meets its aim to maximise pupils' potential; they make good progress and achieve high standards in relation to their above-average abilities at entry. It is successful in enabling pupils to progress to selective independent day or boarding schools. The school provides a good curriculum which is suitably enriched with an extensive and popular extra-curricular programme. Much of the classroom teaching is excellent and enables pupils to make rapid progress. The quality of assessment is uneven, however. Although marking is always encouraging and often helpful, it does not consistently show pupils what they have done well and what they need to do in order to improve.
- 2.2 The personal development of the pupils is outstanding and the school achieves its aims to enable pupils to be happy and confident; they are tolerant, courteous and thoughtful. Pastoral care is excellent and welfare, health and safety are sound, resulting in an overall good provision for welfare, health and safety. Pupils are very positive about the level of care they receive and relationships throughout the school are very positive.
- 2.3 The school benefits from good leadership and management and good governance. Governance has ensured that the school responded fully to the recommendations from the previous report and meets most of the regulatory requirements. The school enjoys positive relationships with the parents; the response to the parents' questionnaire was very positive. Inspection findings concur with parents' positive views regarding teaching, the range of subjects taught, standards of behaviour and the promotion of worthwhile attitudes and values. Inspection findings did not concur with the concerns of a minority of parents.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.
- 2.5 In order to comply with the learning and development requirements of the Early Years Foundation Stage the school was required to provide parents in the final term of the EYFS with:
- a written summary reporting the child's progress against the early learning goals and assessment scales;
 - details of the arrangements under which the EYFS Profile and its results may be discussed.

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

(ii) Recommended action

- 2.6 In addition to rectifying the weaknesses in meeting regulatory requirements, the school is advised to make the following improvements.
1. Ensure that the marking of work gives all pupils a clear understanding of how well they have done, and what they must do to improve.
 2. Improve assessment arrangements for non-core subjects to include assessing and recording of each pupil's attainment and progress in all subjects.
 3. In the EYFS, plan for, resource and implement the use of the outdoor play space for continuous use across all areas of learning;
 4. In the EYFS, provide more planned opportunities for problem solving and critical thinking across all six areas of learning.

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 make good progress and achieve high standards in relation to their above average abilities at entry. The school meets its aim to maximise the pupils' potential in relation to their abilities, and it is successful in enabling pupils to progress to selective independent day or boarding schools; many pupils are awarded scholarships. Pupils with LDD make swift progress and the most able pupils reach very high standards. The requirements of the statement of special educational needs are met. Those at the earlier stages of learning English soon become fluent English speakers. School data shows that pupils progress rapidly in English, mathematics and verbal reasoning.
- 3.2 Pupils read well; they read aloud confidently, and enjoy using the library and reading for pleasure. Most pupils' reading ages are far in advance of their chronological ages. They write exceptionally well; writing is well structured, grammar is strong, and vocabulary is ambitious. They are extremely articulate; they enjoy conversation and speak confidently. They listen attentively and absorb information readily aurally. Their mathematical skills are strong and are used well in appropriate contexts. They use ICT well in other subjects when opportunities are provided.
- 3.3 Pupils excel in charitable work, raising considerable sums for an impressive range of charities. They engage with local charities for harvest festival, collections for the local homeless and refugees, Christmas presents for underprivileged children and visits to a day-care centre for the elderly. They support a breast cancer campaign and the school is keen to encourage pupils to choose their own charities to support.
- 3.4 Pupils exhibit extremely positive attitudes to their work. Enjoyment is a prominent feature, with pupils showing a real desire to learn. They settle rapidly and apply themselves conscientiously; concentration is excellent. They enjoy independent work and particularly like working together, and are extremely helpful and supportive to each other. They work productively in teams and persevere when confronted with a challenge. Their behaviour is usually exemplary.
- 3.5 Achievement in competitive sport is developing well; the school recognises the need to continue to develop this aspect. Pupils achieve well in competition against other schools in netball. Music is strong and graded musical instrument examination results are impressive. Singing is of a high standard and the quality of singing of the chamber choir is inspiring. Drama is very popular and school productions are very successful. Dance has recently been introduced and is progressing well. The pupils' art work is widely exhibited in public places. Pupils are successful in a national science competition.

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

- 3.6 The curriculum is of good quality. The school achieves its aims for the curriculum; it provides a sound grounding in basic skills as a secure foundation for subsequent learning. The balance between English and mathematics and the rest of the curriculum has improved considerably since the previous inspection, and daily routines are now much better than before.
- 3.7 The curriculum provides good coverage of the areas of learning. Starting with an emphasis on literacy and numeracy the curriculum progressively broadens to include a wide range of subjects and activities which covers all areas of understanding. Science is now fully established with suitable facilities. Information and communication technology is taught as a separate subject and is increasingly being used in other subjects. Practical learning occurs in several subjects, such as art, and in some after school clubs. Topic and, in the senior school, separate history and geography provide pupils with good knowledge and understanding of the humanities. Physical development is well provided for through physical education (PE), games, swimming and the extra-curricular programme. Specialist teaching in music, art, PE, French and drama is beneficial. Latin has been introduced in Year 6 and Spanish is provided as an after school club. All pupils follow a well organised personal, social and health education (PSHE) course that includes citizenship. A thinking skills course prepares pupils well for non-verbal reasoning tests. Religious education (RE) covers a suitable balance of world religions.
- 3.8 The extra-curricular programme is extensive and popular; it contains sport, music and drama and pupils enjoy creative activities, chess and 'advanced' science. The curriculum is enriched with many visits to relevant educational locations; during the inspection pupils visited the Hindu Temple in Neasden as part of an RE project and another group visited City Hall to learn about local government. Visitors to the school give pupils valuable insight and many worthwhile educational links exist with external organisations.
- 3.9 The curriculum meets the different needs of the pupils. Setting by ability and grouping within classes works well. The support provided for pupils with LDD is efficiently organised. Pupils with LDD needs are thoroughly assessed and detailed individual education plans are drafted which guide withdrawal and mainstream teachers well. Support is well organised and pupils receive the support they need. Pupils with particular gifts or talents have been identified and teachers provide additional challenges for them.

3.(c) The contribution of teaching

- 3.10 The provision of teaching throughout the school is good. There are many outstanding features in the class teaching, enabling all pupils to make rapid progress. Teachers have high expectations of their pupils and lessons are designed to significantly advance the pupils' skills, knowledge and understanding. The school achieves its aim to enable pupils to work with concentration and enthusiasm and much of the teaching promotes excitement in learning. Teaching conveys enthusiasm and commitment which enables pupils to enjoy learning. In a mathematics lesson an enthusiastic and clear explanation of co-ordinates enabled pupils to work well in groups. Teachers effectively foster concentration; pupils are expected to, and do, work hard. Thinking for oneself is widely encouraged. Lessons are exceptionally well planned, and clear content objectives are shared with the

pupils to ensure that they understand what is expected. In the lower school several activities sometimes take place at once, such as in a Year 2 science lesson in which pupils were measuring capacity using water, using an ICT program and a undertaking a written exercise.

- 3.11 Teachers have a good understanding of, and make good provision for, different needs; teaching is supportive yet still challenging. The help provided for pupils with LDD is highly effective and sufficient stimulus is provided for the most able, including the pupils the school has identified as gifted or talented. The use of teaching assistants is well planned, and they are effectively deployed.
- 3.12 The teaching and learning policy guides teachers well and most pupils find the lessons are enjoyable and interesting.
- 3.13 Teachers have a good understanding of, and make good provision for, different needs; teaching is supportive yet still challenging. The help provided for pupils with LDD is highly effective and sufficient stimulus is provided for the most able, including the pupils the school has identified as gifted or talented.
- 3.14 Teachers use a range of interesting and varied methods. Individual, pair and group work are productively organised. Multi-sensory and stimulating routines such as 'kung fu punctuation' whereby reading aloud is accompanied by gestures and sounds to indicate punctuation are very effective. Time is managed well. Most lessons get off to a good start, pupils are punctual, and a starter activity is usually provided to warm-up pupils' brains or bodies. This is followed by an introduction and then a range well paced activities. Sufficient time is usually available for discussion or to review learning. Teachers' knowledge of their subjects and pedagogy is impressive. Demonstrations ensure that pupils know what is required. Resources are generous and used well; interactive whiteboards feature in many lessons either for presentations or for the pupils to use, and video clips are suitably incorporated. Display in classrooms and around the school supports learning well and celebrates the pupils' achievements and reinforces key concepts. Plenty of encouragement and praise effectively foster good behaviour. Teachers manage discussions well and often provide probing questions to deepen the pupils' knowledge and understanding.
- 3.15 Teachers provide positive spoken feedback and encouragement in lessons. Marking is sometimes extensive, it is always encouraging, which pupils find helpful, but contains relatively few criticisms or points for improvement. Pupils are not consistently required to respond or make corrections. Performance data are used well to track each pupil's performance in English and mathematics, the teacher using these data to provide additional support or challenge as necessary, but this is not the case in other subjects. The use of assessment is uneven across the school in the non core subjects. Rudimentary assessment for learning has been introduced whereby pupils indicate their level of understanding to teachers using a simple 'thumbs up' sign, but teachers do not always make assessment objectives clear to pupils. Assessment guides planning in English and mathematics, but insufficient data are available in other subjects to facilitate this.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The personal development of the pupils is outstanding. The school achieves its aims to enable pupils to be happy and confident; it successfully encourages tolerance, mutual respect, courtesy, thoughtfulness and self belief.
- 4.2 Spiritual development is excellent. Pupils are self-confident; they show high self-esteem and well-developed understanding and knowledge of the diversity of faiths in contemporary society. As a Christian-based school, they have a good understanding of Christianity and have a good understanding of Sikhism, Hinduism, Islam and Judaism through RE. They have a keen aesthetic awareness and are sensitive to beauty in the arts. During the inspection, an assembly led by Year 2 pupils showed that they have a well-developed understanding of the emotional aspects of a 'show and tell' situation, including jealousy and envy. The high quality of singing in a hymn practice provided a spiritually uplifting start to the day.
- 4.3 Moral development is excellent. The pupils show understanding of moral issues and are considerate to others. They explore moral issues thoughtfully and appreciate the distinction between right and wrong, and have a deep concern for the environment. An active 'green girl' group is promoting environmental issues within the school, leading to awards of bronze and silver environmental schools awards. They have started the 'plan ed' student steering committee, which has a representative from each class in the upper school. This committee meets monthly to discuss and develop collaborative activities in each year group to be undertaken jointly with a school in Kenya. Through citizenship lessons, they show a developing understanding of public institutions and the law. They raise considerable funds for local, national and international charities.
- 4.4 The pupils' social development is outstanding. They show well developed social skills, and relate positively to each other and to adults. Responsibilities as prefects, house captains, heads and deputies of school and houses, class captains and members of the school council are undertaken conscientiously. The school council provides a useful forum for discussion and the school takes account of its recommendations. 'Golden apple' awards are given for pupils making a positive contribution to the school community and a 'tidy classroom' award is given. Behaviour is good and pupils are considerate towards each other. They contribute to the wider community through charity work and visits to a day-care centre for the elderly.
- 4.5 The pupils' cultural understanding is excellent. Pupils have a good knowledge of their own and other cultures. They show interest in each other's cultures, racial harmony is widely evident. The arts are strong, with many pupils participating in music, drama and the visual arts. Visits to art galleries, theatres and museums enable pupils to develop a strong cultural appreciation. Overseas visits enable pupils to experience other cultures at first hand.

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

- 4.6 Pastoral care is excellent and welfare, health and safety are sound, resulting in an overall good provision for welfare, health and safety. The school achieves its aims to provide a happy, secure and stimulating environment. All of the health and safety recommendations from the previous inspection have been fully dealt with. In their responses to the pupils' questionnaire, and during the inspection, pupils were very positive about the level of care they receive. They like their teachers and have confidence that they can turn to staff for support if they need help. Relationships between pupils, and between pupils and staff, are very positive. The approach to behaviour management emphasises the positive with plenty of rewards to recognise achievement, considerate behaviour, or kindness. Younger pupils value house points and strive hard to obtain them. Sanctions rarely need to be applied. Pupils are well behaved and, when necessary, respond swiftly to a reminder. The school attaches due importance to anti-bullying; it is an important part of the PSHE programme. Pupils say that bullying is rare and if any takes place, they know what to do and are confident that it would be dealt with. The school has introduced Social and Emotional Aspects of Learning (SEAL), which contributes strongly to the PSHE programme and the pupils' development.
- 4.7 The safeguarding policy meets requirements and is implemented diligently. Fire safety and prevention arrangements are thorough. The school has a suitable plan to ensure and enhance access for disabled pupils. Pupils are effectively encouraged to be healthy, for example through work in PSHE, where they are taught about healthy lifestyles, and in science where they learn about the body and how to maintain their health. Sport and PE encourage pupils to take exercise, and school meals are nutritious. Fruit and vegetable snacks are provided at break. The shortcomings in the health and safety arrangements identified in the previous inspection have been rectified. The provision for pupils who are ill is now good, with well equipped medical rooms in each part of the school. First-aid arrangements are sound. Admission and attendance registers are properly maintained and retained for three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is good. The Alpha Plus Group Board provides a supportive structure for the school. It has ensured the school meets its objectives and has responded positively to the recommendations from the previous inspection report.
- 5.2 The governance arrangements provide suitable oversight of the school. The board meets monthly and receives written reports from directors relating to each school within the group. The heads make an annual presentation to the board. The school benefits from the specialist support provided by Alpha Plus and the wider network of the other institutions within the group. Communication is effective; a director is assigned to the school and a termly visit facilitates discussion in relation to all aspects of the work of the school. This meeting provides useful support and sufficient challenge to stimulate continuous school improvement. Subsequently a report for the board is written which provides them with a good insight into the school.
- 5.3 High quality financial planning has enabled the school to expand since the previous inspection and for generous human and material resources to be provided. Substantial investment in ICT has been beneficial. School development planning and school self evaluation is effectively overseen. The directors are provided with information about parents' and pupils' views by the school.
- 5.4 Governance fulfils its responsibilities for welfare, health and safety and child protection.

5.(b) The quality of leadership and management

- 5.5 The school benefits from good leadership and management. A clear sense of educational direction is apparent, which has resulted in the school achieving its ambitious aims. Day to day organisation is of exceptional quality. Staff morale is high. A very positive ethos is evident with a strong focus on providing the very best quality of education and care for the pupils. Staff are very hard-working.
- 5.6 The management structure works well. The senior management team oversees the overall running of the school efficiently and heads of each section ensure effective management of each part of the school. The pastoral dimension of the school is well organised and the curriculum is effectively co-ordinated. A strong sense of teamwork is evident at each level; class teachers in each year work well together and plan efficiently to ensure consistency. The curriculum for each subject is well managed by subject leaders and effectively co-ordinated to ensure smooth transition from year to year. Teaching assistants are well organised and are effectively deployed, and non-teaching staff are fully integrated into the staff team.
- 5.7 Most policies guide staff well but the assessment and marking policies lack sufficiently detailed procedures. The school's development planning and review processes have been largely instrumental in enabling the school to make considerable improvements since the previous inspection. Sufficient meetings take place to ensure effective dissemination of information and consultation. Communication between the two parts of the school is effective.

- 5.8 Staffing is generous and staff appraisal involving lesson observation, training needs identification and review, is now a positive feature and has contributed strongly to the consistent quality of teaching. Staff recruitment processes include thorough background checks on all adults who come into contact with pupils. In-service training provided by the Alpha Group contributes to the quality of management at all levels and teachers attend suitable courses to keep them up to date. Whole-school training ensures that all members of staff are suitably trained for their roles in welfare, health and safety. Safeguarding training for the whole staff took place almost three years ago and is due to be repeated shortly. Newcomers to the school are provided with suitable safeguarding training as part of their induction.
- 5.9 Human and material resources are generous and used well throughout the school. The accommodation has been considerably improved with the addition of 10 Pembridge Square. It is now of a high standard and good use is made of off-site sports facilities. External play space is limited, but the school makes the necessary arrangements to ensure that pupils can play outside.
- 5.10 Monitoring of the quality of education provided is largely effective; it is regular, and planning is thoroughly checked to ensure consistency and matched to the schemes of work. Pupils' workbooks are scrutinised to ensure high overall standards but the school is aware that the teachers' marking needs to be monitored more closely to ensure greater consistency. In addition to appraisal, peer observation enables teachers to share good practice.

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

- 5.11 Links with parents, guardians and carers are good. The school enjoys positive relationships with the parents; this strong partnership helps the school achieve its aims.
- 5.12 The response to the parents' questionnaire indicates widespread parental satisfaction with the education and support the school provides. Inspection findings concur with the parents' positive views about: the quality of teaching; the range of subjects taught; standards of behaviour; and the promotion of worthwhile attitudes and values. A minority of parents were concerned about the information provided about their child's progress. Inspectors judge that the quality of information provided is very good; two clear, informative reports are sent home each academic year and parents' evenings provide an additional opportunity for consultation, and if parents have further concerns they are welcome to make an appointment to discuss issues with a senior member of staff. There is also an open morning at the lower school every week and at the upper school an open afternoon takes place once a term. The school has introduced e-mail to enable parents to have direct contact with teachers. A few parents were also concerned about the extra-curricular programme; however, inspectors and pupils are of the opinion that the range is good.
- 5.13 Contrary to a minority of parents' views there are sufficient opportunities for parents to become involved; the parents' association is very active and parents assist with reading, help in the library, accompany school visits and help manage traffic in Pembridge Square during the morning 'drop off'.
- 5.14 Some parents expressed concern about the quality of information provided; however, publications are of a high standard and contain all of the requisite information for parents and prospective parents. The school website has recently been updated and is a useful source of information. The school deals with parents'

concerns sensitively and swiftly. The school is quick to acknowledge all concerns and addresses them fully as a matter of priority. The concerns of a few parents were not confirmed in this regard.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 The overall effectiveness of the EYFS provision is good. Children are safeguarded effectively, cared for very well and their needs are met, helping them to make good progress. The capacity to improve is strong, as illustrated by the progress made in developing the EYFS curriculum. The setting's good relationship with its parents and carers, and links to the wider community, underpin a good quality of education and care.

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

6.2 Leadership and management of the EYFS are good. Comprehensive documentation and practices, including risk assessments, now meet requirements and are monitored to ensure the proper safeguarding of the children. The required checks are made on new staff and procedures for recording these have been implemented. Staff hold appropriate qualifications, and fully understand their responsibilities for child protection and safety. Through policies and procedures, staff promote equality so that, irrespective of background or ability, children achieve well. A wide range of resources is deployed effectively to promote many aspects of the children's learning. Good links have been established with the parents through home books and involvement in the classroom, and parents were very positive when responding to the questionnaire. The overall provision is regularly and effectively monitored to ensure continued improvement, and the EYFS development plan has led to some enhancements.

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

6.3 The overall quality of provision is good. Staff know the children well and relationships are positive at all levels. The children's welfare is afforded a high priority. Staff guide and support children well, establishing routines that assist the understanding of safety and the development of good attitudes to health and personal hygiene. Staff work effectively together and apply their knowledge and experience in comprehensive planning. Adults are beginning to use observations and assessments to plan activities that are tailored to the needs and abilities of individuals, so that every child is suitably challenged or receives the necessary support, but the use of the EYFS profile as an assessment tool is at an early stage. Classrooms are well-equipped, interesting and welcoming with opportunities for planned purposeful play, with a balance of adult-led and child-led activities. However, the outdoor area is underused and resourced as a learning environment. Specialist teachers in music and physical education provide the children with an extended curriculum.

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

- 6.4 Outcomes for the children in the EYFS are good. Children are eager to attend and make good progress in relation to their starting points and abilities. They are articulate and show good levels of concentration and motivation as they work happily in groups and on their own. Children are very well behaved, polite and friendly, showing respect to others. They share concerns with adults confidently. They are able to take responsibility for choosing what to do but they are given fewer opportunities to develop their critical thinking and problem solving skills. Their early reading, writing and numeracy skills are developing well, and the children enjoy using the interactive whiteboard, computers and cameras, acquiring skills that are a valuable foundation for future learning. Children show a good understanding of how to keep themselves healthy, understanding the reason for good food choices at lunch and being pro-active in their personal hygiene. Children also understand the importance of keeping safe as exemplified by their behaviour as they walk to the Square and move around the school building.

What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with representatives of the board of directors, 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 John King	Reporting Inspector
Mr Michael Abraham	Team Inspector (Former Head, IAPS School)
Mrs Alison Fleming	Team Inspector (Head, IAPS School)
Mrs Sally Gray	Early Years Lead Inspector
Mrs Helen Skrine	Early Years Team Inspector (Head, IAPS School)