



INDEPENDENT SCHOOLS INSPECTORATE

WIMBLEDON COMMON PREPARATORY SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Wimbledon Common Preparatory School		
DfE Number	315/6062		
Registered Charity Number	310024		
Address	Wimbledon Common Preparatory School 113 Ridgway Wimbledon London SW19 4TA		
Telephone Number	020 8946 1001		
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Email Address	info@wimbledoncommonprep.co.uk		
Headteacher	Mrs Tracey Buck		
Chair of Governors	Mr J M Jarvis QC MA		
Age Range	4 to 8		
Total Number of Pupils	163		
Gender of Pupils	Boys		
Numbers by Age	4-5 (EYFS):	52	5-8: 111
Number of Day Pupils	Total:	163	
Number of Boarders	Total:	0	
Head of EYFS Setting	Mrs Joanna Gannon		
EYFS Gender	Boys		
Inspection dates	25 Sep 2012 to 28 Sep 2012		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous inspection was in June 2009 and was carried out by Ofsted.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed through the following link: www.legislation.gov.uk. Search for Independent School Standards Regulations and enter date 2010, to find Schedule 1, Parts 1-7.

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

- (i) The Equality Act 2010 (including race, gender, special educational needs and/or disabilities).
- (ii) The School Standards and Framework Act 1998, banning corporal punishment.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 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 of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

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 a governors' representative, 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 to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Jane Chesterfield

Mr Philip Lough

Mr Richard Balding

Reporting Inspector

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Wimbledon Common Preparatory School is a pre-prep school for boys situated in Wimbledon village, south-west London. It was founded in 1919 as a preparatory school for King's College School and other public schools, and moved to its present site in 1957. In 2006 it was bought by King's College School and is now part of their foundation and run by their board of governors.
- 1.2 The school's aims are to provide challenging and exciting teaching; to develop a love of learning; to encourage good study skills; to offer a variety of extra-curricular activities; to create a culture which encourages self-confidence and values tolerance, generosity, respect for others and a strong sense of community; to help boys acquire the social skills which will enable them to make a positive contribution to society; to develop sound parent partnerships, and to provide opportunities for boys to reflect upon their relationships with one another, the wider world and their God.
- 1.3 The school educates boys aged from four to eight years, offering Early Years Foundation Stage (EYFS) provision in its Reception classes. The previous inspection was carried out by Ofsted in 2009, and since then a new headteacher and a number of new teaching staff have been appointed. The premises have been extensively refurbished, including the building of a new school hall.
- 1.4 Currently there are 163 boys on roll, of whom 52 are in the EYFS. Most are from White British backgrounds, though some are from other ethnic groups. Entry to the school from Reception onwards is by selection, and standardised test results indicate that the ability profile of the pupils is above the national average.
- 1.5 No pupils currently have statements of special educational need and very few have been identified by the school as having special educational needs and/or disabilities (SEND). Ten pupils have been identified as having English as an additional language (EAL), but none require support for this.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Wimbledon Common Prep School is exceptionally successful in meeting its aims. The quality of all aspects of its work has been transformed since the previous inspection. Pupils' achievement is excellent, and they reach high standards of attainment in their academic work and their extra-curricular activities. Pupils are bright and inquisitive, and curious about the world around them, and they have a love of learning. They are articulate and are developing a reliable grasp of the basic skills of literacy and numeracy.
- 2.2 Pupils' progress is rapid, because of the excellent quality of teaching found across the school. Teachers bring energy, enthusiasm and secure subject knowledge to their roles, and lessons are full of challenge, pace and opportunities for boys to be creative. Relationships are excellent, and lessons are very well matched to pupils' needs and interests. Marking of pupils' work is regular and positive, but is not always consistent in approach in all classes. The curriculum has been fully revised since the previous inspection, so that it now meets requirements and offers good coverage of all subjects. The school has identified that it now needs to review over time how well the curriculum is working in practice, and refine it where necessary. Extra-curricular provision is excellent, so that boys have great fun developing new skills and interests.
- 2.3 The boys' personal development, including their spiritual, moral, social and cultural development, is excellent. Thanks to the exceptional ethos of the school, boys are assured and cheerful, and show good awareness of themselves, of those around them, and of the wider community. They have a well-developed sense of right and wrong for their age, and of fair play. Boys' behaviour is excellent, as it was at the time of the previous inspection, and the school is calm and orderly. Pupils are exceptionally well cared for, and arrangements for safeguarding are exemplary. Children make an excellent start to their education in the EYFS.
- 2.4 The quality of governance and of leadership and management is excellent. Governors have wholeheartedly supported the school in its quest for improvement and have willingly funded the necessary changes. They have an incisive grasp of the progress made by the school, and now meet all their statutory obligations. The senior leadership team have worked tirelessly to raise the quality of the school's provision and outcomes so dramatically. Thanks to a clear vision and a systematic approach to change, they are now well positioned to see the fruits of their labour, and to lead the school into a period of consolidation and reflection on what has been achieved in such a short period of time. Parents are very happy with the school and what it offers their children, and are thoroughly supportive of the changes that have been made.

2.(b) Action points

(i) Compliance with regulatory requirements

2.5 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Monitor the coverage of the curriculum across the school to ensure consistency in the quality of provision in all subjects.
2. Increase the consistency in the quality of marking across the school to match the best practice found in some classes.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 Pupils' achievement and learning are excellent across the school.
- 3.2 The school successfully meets its aims of creating a love of learning and good study skills amongst its pupils. They attain high standards in their academic work and in their extra-curricular pursuits.
- 3.3 Since the previous inspection, the school has made it a priority to develop pupils' learning skills, and this has been very successful. Pupils acquire very secure basic skills in their literacy and numeracy, and are able to use these appropriately in other subjects of the curriculum, such as history, geography and religious education (RE). They are encouraged to be creative and use their imagination in their work, and they do so with great enthusiasm. Pupils are articulate and thoughtful, and give considered answers to questions.
- 3.4 The boys' attainment cannot be directly compared with national average performances in standardised tests. However, work seen in boys' books and in lessons indicates that it is high compared with national age-related expectations, from the EYFS onwards. This is thanks to the school's high expectations for their achievement, challenging them to perform at much higher levels than is normally found nationally. Boys achieve particularly well in writing, in contrast to national trends. This is because of the excellent grounding they receive in grammar, punctuation and sentence structure, and because the school takes great care to ensure that it matches work to boys' needs and interests. Topics such as scary monsters or pirates motivate and enthuse boys, and make them eager to put pencil to paper. Boys make at least good and often excellent progress compared with others nationally of similar ability, and many are successful in gaining places at highly selective prep schools when they leave.
- 3.5 The few pupils with SEND achieve similarly to their classmates, because they are well supported, as are the small number of pupils with EAL.
- 3.6 Beyond the classroom, boys have a wide range of extra-curricular skills and interests in which they achieve highly for their age. They excel especially in sport and music, and take great pleasure in following diverse pursuits in clubs such as gardening, information and communication technology (ICT) and art.
- 3.7 Boys' attitudes to learning are excellent. They are bright and inquisitive, and curious about the world around them. They are capable of listening hard, taking turns at offering their ideas and concentrating for extended periods of time. Boys apply themselves diligently to their tasks and persevere with great application. They have a pride in their work and a genuine love of learning.
- 3.8 In the EYFS, outcomes for children are excellent. All children enjoy their learning and make substantial progress in all areas in relation to their starting points. By the end of Reception they are writing simple sentences, using a cursive script, with many reading fluently and performing simple operations with double digit numbers. They are able to click and drag to solve problems using the interactive whiteboard. Role play, particularly in 'Our Home', is enjoyed hugely and provides many opportunities for creative and imaginative development. The children work

industriously and enjoy choosing from the wide selection of construction kits that develop their problem solving and manual dexterity skills.

3.(b) The contribution of curricular and extra-curricular provision

- 3.9 The school's curricular provision is good.
- 3.10 The curriculum is effective in covering the requisite areas of learning, and is suitable for children of this age and for the range of abilities. The school now provides a curriculum in line with the range of subjects usually taught in English schools, and has broadened since the previous inspection to include ICT, design and technology and specialist teaching for music, physical education (PE) and games. Lessons in personal, social and health education (PSHE) have also now been introduced.
- 3.11 Since the school's previous inspection, the senior management team (SMT) has ensured that opportunities for different work for pupils of varying abilities have been enshrined in planning and practice. The school has also worked hard to produce good facilities for creative and expressive subjects, which are now well represented. The core subjects of literacy and numeracy continue to be strongly emphasised, and the recent provision of a library and of good ICT facilities has strengthened these areas. Interactive whiteboards have been provided in every classroom, as well as a good supply of netbooks. Visits to museums and other places of interest in London and beyond are well integrated into the curriculum. There are good links to the local community.
- 3.12 The curriculum action plan has a good emphasis on assessing current practice and ensuring further development in areas such as learning support and the introduction of a foreign language. Good planning includes schemes of work in all subjects, medium-term plans and detailed lesson planning. The planning is still in the process of being tried and tested in practice, and is intended to undergo further monitoring and refinement over the next few years.
- 3.13 The school's leadership, the development of the roles of the SMT and the delegation of curriculum responsibilities to all teachers, alongside new assessment procedures, have all contributed strongly to the radical improvement of the school's curriculum within a short time span.
- 3.14 The school's excellent extra-curricular provision plays a strong role in the pupils' personal and social development. Senior leaders have worked hard since the previous inspection to improve provision significantly. It now offers plentiful opportunities for pupils in sport and music especially, as well as in art and drama, through the provision of clubs and activities. These include gymnastics, ICT, art and gardening, as well as both senior and junior choirs and numerous sports. They also provide successful opportunities for leadership and responsibilities appropriate for the pupils' ages.
- 3.15 The EYFS setting makes excellent provision in meeting the needs of the range of children who attend. The detailed educational programmes for language and communication and personal, social and emotional development provide many opportunities for the children to express themselves clearly and confidently. They enjoy their learning and are keen to take part in the class activities, answering subtle staff questions that lead them to think critically about solving a simple problem, such as how to recover pasta from a mixture of pasta and sand. A range of interesting activities is always available to promote enthusiasm and encourage children to widen their vocabulary.

- 3.16 In all areas of learning, the impressively wide range of indoor and outdoor resources, together with a good balance of adult-led and child-initiated activities, enables children to respond well to the high expectations of the staff. The recent addition of a safe all-weather surface, together with the adventure playground and detailed PE programme, enhances the physical development of the children and provides many opportunities to develop their ability to be independent and make choices, as well learning to interact sociably with others.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching to pupils' achievement and learning is excellent.
- 3.18 It is effective in promoting pupils' progress and supports the school's aims to provide challenging and exciting teaching, and to develop a love of learning. Most lessons observed during the inspection were at least good, and there was a significant proportion of lessons of the highest quality, ensuring that pupils have a secure understanding of their subjects. As a result, the majority make rapid overall progress, especially in the core subjects of literacy and numeracy and in specialist teaching such as PE and music.
- 3.19 Teachers have high expectations of their pupils. This was evident both in the lessons observed during the inspection and in the scrutiny of their marked work. Most of the best teaching showed a sure command of the subject, enthusiasm, good humour and a strong grasp of positive behaviour management techniques, as well as close knowledge of each pupil's individual strengths and weaknesses. Teachers adapt their teaching well to the boys' different capabilities and needs. Time management is conspicuously good, and teachers make excellent use of the very good resources available to them, including interactive whiteboards, netbooks and the library. All classrooms are brightly decorated, and well organised into different learning zones. Lively displays throughout the school are carefully produced, and provide a warm and stimulating learning environment throughout the school.
- 3.20 All teachers work collaboratively together to ensure effective planning, based on their understanding of pupils' needs and specifically of boys' interests. The marking of boys' work is thoroughly conducted and largely constructive in approach, though there are some inconsistencies in the way in which the school's marking policy is implemented by teachers and understood by pupils. New assessment procedures have been implemented since the school's previous inspection, and these are beginning to be effective in early identification of those boys who need intervention and support. The school has recently appointed and trained a new special educational needs co-ordinator, in order to enable further improvements in provision for these children, including the increasing number with EAL.
- 3.21 The introduction of an appraisal system for teachers, alongside numerous training opportunities and widespread discussion and planning initiatives involving all the teaching staff, many of whom are recently in post, has assisted in the rapid eradication of many of the weaknesses identified in the previous inspection, and to a significant improvement in the quality of education being provided to boys. There is clear evidence now of the setting of different work for different abilities being effectively employed in most lessons. This means that the most able pupils are faced with greater challenges, and there is more support for those who find learning more difficult.

- 3.22 Detailed, regular assessments of children's progress in the EYFS are used to plan the next steps in each child's learning effectively and extra help is given to those who need it. Tasks are varied effectively according to ability. In a mathematics session, for example, one group was working with simple single numbers, whilst the more able were engaged in identification of numbers up to one hundred. Both groups clearly enjoying succeeding in their respective tasks. The interests of individual boys are noted and these are included in the detailed weekly planning of the curriculum. Children with possible SEND and EAL needs are monitored carefully.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 It contributes significantly to fulfilling the school's aims to create a culture which encourages self-confidence and values tolerance, generosity, respect for others and a strong sense of community. Pupils' personal qualities are developing well at all levels of the school.
- 4.3 Boys are assured and cheerful in their approach, and show a good awareness of themselves, of those around them and of the various communities in which they live and to which they belong. The school succeeds in its stated desire to provide pupils with the 'space and opportunities to reflect upon their relationships with each other, the wider world and their God'.
- 4.4 Boys have numerous opportunities within assemblies, RE and PSHE lessons and in normal school life to develop a spiritual understanding and a moral sense. As an Anglican foundation which welcomes those of different faiths, the school fulfils its aim to encourage pupils to understand and develop a sympathy and respect for those from different religious and cultural backgrounds, both within the school and the local area. Harmonious relationships between pupils of different backgrounds are seen at every level of the school and are evident in lessons and activities, in the playground and more generally in everyday life around the school.
- 4.5 Pupils display a well-developed sense of right and wrong for their age, and of fair play and sportsmanship in situations such as games. Behaviour at all levels of the school was again excellent throughout the inspection period, as it was at the time of the previous inspection. An atmosphere of calm and ordered conduct was evident not only in lessons but also in corridors, staircases and the playground. Much work has been done, for example, to improve pupils' experience of the playground in recent years, with the training of supervisors, the imaginative introduction of an inter-house playground cup and the teaching each week of a different traditional playground game. Pupils themselves are encouraged to play an active role here as playground helpers, providing further leadership opportunities and responsibilities. The school has further plans in this area to encourage greater chances for boys in different years to mix and to introduce a buddy system.
- 4.6 Pupils show a clear appreciation of the achievements of others, evident for example in the Friday celebration assembly as well as in lessons, where inspectors encountered several instances of positive and generous-minded peer assessment. Beyond the school, pupils show appreciation of western cultural traditions and those of other cultures. The Olympics and Paralympics have recently provided multiple opportunities in this domain. There is strong evidence too of the effective raising of pupils' awareness of those less fortunate than themselves, through the fund-raising for several charities which boys and their families have undertaken recently, particularly through the auspices of the school council.
- 4.7 Boys also have frequent and increasing experience of visits to the school by local theatre groups and of regular visits to theatres, museums and other places of interest. These and the wide-ranging curricular and extra-curricular opportunities assist pupils to reach their personal potential and prepare themselves well for their future schools.

- 4.8 The children's personal and emotional development in the EYFS is excellent and they work well together in groups sharing happily and taking turns. The variety of backgrounds of children within the setting is celebrated and children come to understand their differences and to respect one another.
- 4.9 Children in the EYFS are taught what they need to do to keep themselves safe and are helped to develop hygienic routines and discuss the benefits of healthy eating and exercise as prerequisites of a healthy lifestyle.

4.(b) The contribution of arrangements for pastoral care

- 4.10 The arrangements for pastoral care of the pupils are excellent.
- 4.11 Pupils enjoy being part of this caring, happy community and appreciate the excellent support which is provided by the staff in accordance with the school's aims. Strong relationships exist between staff and pupils and amongst the pupils themselves. These are evidenced within the classroom and playground and as the school community moves around the school. Behaviour is exemplary and is supported by a range of appropriate rewards and sanctions that are well understood by the pupils.
- 4.12 Stickers and house points are collected eagerly as are sunny faces for good behaviour, rather than being put in a cloud for overstepping the mark. Good behaviour and other achievements are also publicly rewarded at celebration assemblies which are valued highly by the pupils. These are part of an effective behaviour management policy, which also includes how to deal with bullying in the rare event that this might take place.
- 4.13 Regular discussions in class about healthy eating, together with a full programme of games and regular exercise ensure that pupils are developing the knowledge of what is required to enjoy a healthy lifestyle. Road safety workshops and the walk to school initiative enhance the children's increasing awareness of being safe and healthy.
- 4.14 The three-year development and equal opportunities policies take full account of the educational access for pupils with SEND. Each form has an elected representative on the school council and any issues are raised at regular meetings as a way of the school seeking pupils' views. The selection of new books for the library is one example of the school responding positively to suggestions raised by the pupils at a council meeting.
- 4.15 Provision for the children's well-being in the EYFS is excellent. Each child's 'key person' promotes the high standards of courtesy and behaviour expected. High priority is given to the children's happiness, health and safety, so that they form strong relationships with each other and with adults and develop their independence.
- 4.16 The outdoor classroom enables children from each of the Reception classes to meet and interact, widening their circle of friends so that when they move up at the end of the year, no one is a stranger.

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

- 4.17 Arrangements for welfare, health and safety are excellent.
- 4.18 The school's arrangements take meticulous regard of official guidance. There is a comprehensive programme of appropriate and regular training on the safeguarding of children for all staff. A named governor is also trained and oversees the safeguarding procedures throughout the school.
- 4.19 The detailed and suitable arrangements that are in place identify and reduce the risks from fire and other hazards. Risk assessments are undertaken throughout the school and for all activities including outings. Risk assessments are regularly reviewed and fire procedures are practised regularly.
- 4.20 Health and safety arrangements for monitoring practice in all areas of welfare, health and safety are excellent. The recently installed specialist room provides exceptional facilities for sick pupils and more than satisfies the relevant recommendation from the previous inspection. Detailed medical records are maintained carefully. Admission and attendance registers are maintained properly and kept correctly for three years.
- 4.21 All children are happy within the EYFS setting and trust in the support of the highly trained staff in a secure environment where their welfare is properly safeguarded and close, effective relations are maintained with children's services locally.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governing body has supported the school very successfully in improving its provision substantially since the previous inspection, and in ensuring that the school's aims are fully met. It has allocated funding astutely, enabling the school to improve its premises and facilities radically, and as a result all compliance issues relating to the building have been completely addressed. A well-equipped first aid room is now available, and teaching space is now sufficient to enable the curriculum to be delivered effectively. Other improvements, such as the library, the school hall and the all-weather surface in the playground greatly enhance the curricular and extra-curricular opportunities available to the boys. Investment in staffing has been similarly successful, so that teaching is now of an extremely high quality.
- 5.3 Governors fulfil their statutory responsibilities exceptionally well, so that all regulations are fully met. Safeguarding procedures are exemplary. The single central record and paperwork relating to this are exceptionally well organised and maintained. The governing body as a whole carries out an annual review of safeguarding and welfare matters.
- 5.4 Since the previous inspection, governors have increased their role in monitoring the quality of provision and outcomes at the school, including educational standards, and the named governor with responsibility for the school is in regular contact. Governors have a very clear and incisive grasp of the rate of improvement. They are rightly satisfied that improvements have resulted in vibrant teaching and confident learners.
- 5.5 The governors are highly supportive of the EYFS and have played a major part in its recent refurbishment as they have responded positively to the detailed plans produced by the senior leadership team.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.7 Since the previous inspection, the leadership has been exceptionally successful in transforming the school from a situation where most aspects of its work were sound or inadequate, to one where all are excellent or good. At the time of the previous inspection, there were four significant areas of non-compliance with regulations, but the school is now fully compliant and arrangements for safeguarding pupils are extremely efficient. All staff have been fully trained in safeguarding and welfare, and there are comprehensive records detailing all types of training undertaken and when the next updates are due.
- 5.8 Senior leaders have tackled the weaknesses identified in the previous report systemically and thoroughly, bringing about necessary change in all aspects of the school's work. Key to their success has been the careful recruitment of new staff and the introduction of performance management of staff, in order to increase both

their opportunities for professional development and their level of accountability for their work. Alongside this has been an increased focus on assessment of pupils' progress, both within lessons to inform ongoing planning, and at regular intervals across the year to gauge progress over time.

- 5.9 Leadership responsibilities have been effectively devolved throughout the school, and staff at all levels are embracing the opportunity to develop their subjects and their roles as subject leaders. New schemes of work and planning for creative and challenging work have been produced across the curriculum.
- 5.10 A full programme of building work has been undertaken to improve the school's facilities. Provision of a new school hall, a library, an all-weather playground surface and interactive whiteboards has helped the school to deliver the full curriculum. Following on from this period of immense change, the school has recognised the need to monitor, review and consolidate what has been introduced, to ensure consistency across the school and the dissemination of best practice in all areas.
- 5.11 Throughout this time, the happiness and well-being of the pupils have remained at the heart of the school's work. The school's very positive ethos ensures that relationships between staff and pupils are excellent, and that boys feel safe and secure at school. There is a strong sense of teamwork and co-operation throughout the whole school community.
- 5.12 Children in the EYFS are cared for extremely well in a welcoming, safe and stimulating environment which promotes equality of opportunity for all. All staff have been checked with the Criminal Records Bureau and receive regular full training in child protection and health and safety procedures.
- 5.13 All the staff in the EYFS work as an effective caring team which meets regularly to evaluate progress of individual children and to plan next steps in learning. They share the clear ambitious vision for the continued development of the EYFS and welcome the opportunities offered for professional development in terms of regular personal appraisal and attendance at training courses.
- 5.14 The EYFS setting has been totally transformed since the previous inspection; all recommendations have been met, the classrooms and outside area have been totally refurbished and the curriculum now satisfies the statutory requirements of the EYFS framework. The detailed development plan shows evidence of a strong commitment to continuous improvement and the setting has an excellent capacity to sustain its existing high standards.
- 5.15 The school has forged excellent links with its parent community, in full accordance with its aims. Parents are very supportive of the school and almost all appreciate and uphold the many improvements which have taken place since the previous inspection.
- 5.16 In response to the inspection questionnaire for parents, many commented on the friendly nature of the school and how quickly their boys had settled. Almost all felt that their son was happy and safe at school, that he was well looked after, and that standards of behaviour were high. A small minority of parents raised concerns about individual matters. Inspectors investigated these carefully, but did not find that they were widespread. EYFS parents were highly supportive of the school and appreciated the opportunity to talk with staff at drop off and collection times, together with the weekly details provided by the staff of the proposed topics and how the

parents can help at home. They also welcomed the regular reports about their child's achievement and progress.

- 5.17 The quantity and quality of information given to parents have increased significantly since the previous inspection, and the school now provides all the documentation required by law to current and prospective parents. Good use is made of modern technology. The website, although currently being redeveloped, is an easily accessible source of information, and parents particularly appreciate the weekly emails from class teachers. These offer valuable advice on how parents can support learning at home as well as practical administrative and organisational details. The school is responsive to parents' needs and requests. In Reception, for example, parents had asked for help to improve their children's pencil grip. In reply, teachers sent them an activity for parents to try with their children at home.
- 5.18 Parents receive regular, detailed information about their sons' progress, through parents' evenings and written reports. Termly interim reports indicate to parents how well boys have met their existing targets, and set new ones for the forthcoming term. End of year reports provide a careful breakdown of each boy's strengths and weaknesses in all subjects of the curriculum.
- 5.19 Since the previous inspection, there have been many new and varied opportunities for parents to be involved in the life of the school and in their children's learning. The very active Friends' Association has been highly successful in raising significant amounts of money for the benefit of the pupils. They have helped to fund some excellent improvements to the playground which are very popular with the boys. Parents increasingly help in the classroom and on trips, and come in to talk about their own experiences, for example giving presentations on Islam, Hanukkah and Australia. They are very keen to attend meetings and workshops about the curriculum, which are of a high quality. A recent workshop on 'Learning to Read', for example, explained clearly to parents the principles of phonics, or linking sounds and letters, without jargon or over-simplification.

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