



INDEPENDENT SCHOOLS INSPECTORATE

BROOKE PRIORY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Brooke Priory School

| | | | |
|---------------------------|--|------------|-----------------|
| Full Name of School | Brooke Priory School | | |
| DfE Number | 857/6003 | | |
| EYFS Number | EY414638 | | |
| Registered Charity Number | N/A | | |
| Address | Brooke Priory School Station Approach Oakham Rutland LE15 6QW | | |
| Telephone Number | 01572 724778 | | |
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| Email Address | info@brooke.rutland.sch.uk | | |
| Headmistress | Mrs Elizabeth Bell | | |
| Proprietor | Mrs Elizabeth Bell | | |
| Age Range | 2 to 11 | | |
| Total Number of Pupils | 170 | | |
| Gender of Pupils | Mixed (89 boys; 81 girls) | | |
| Numbers by Age | 0-2: | 0 | 3-5: 36 |
| | 5-11: | 134 | 11-18: 0 |
| Number of Day Pupils | Total: | 170 | |
| Head of EYFS Setting | Mrs Fiona Trembath | | |
| EYFS Gender | Mixed | | |
| Inspection dates | 11 Oct 2011 to 12 Oct 2011 | | |
| | 09 Nov 2011 to 11 Nov 2011 | | |

PREFACE

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

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

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

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

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

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

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 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 of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will 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.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Brooke Priory School is a co-educational day school for pupils aged two to eleven. It is situated in Oakham, Rutland. The school was founded in 1989 within the garden of Brooke Priory. After rapid growth it moved to its present site in February 1996. The school is purpose-built, with an adventure playground, hard games area and sports field. In 2000 a second teaching block was built. In 2001 a separate Nursery class and play area were constructed. Commencing in April 2010 a third phase of the extension to the school began comprising a theatre, changing rooms, offices, music practice rooms, art, design and technology rooms and a new 2+ classroom.
- 1.2 The school aims to provide a sound educational programme, based on a well-balanced curriculum offering equal opportunities to every pupil. All children are encouraged to realise their potential through the recognition of personal interests, ability, and the pursuit of excellence. A secure, caring and happy environment is sought. Pupils are expected to be courteous, well mannered and to develop a high standard of self-discipline.
- 1.3 The school's proprietor is the headmistress. There is no governing body, and advice is sought from external experts as necessary.
- 1.4 At the time of the inspection, there were 170 pupils on roll, of whom 36 were in the Early Years Foundation Stage (EYFS) and 134 in Years 1 to 6. The ability profile of the school is above the national average. The majority of pupils are of at least above average ability, with a significant proportion having ability that is far above average. Few pupils are of below average ability. 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 sixteen pupils as having special educational needs and/or disabilities (SEND), twelve of whom receive learning support. One pupil has a statement of special educational needs.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

| | |
|--------------|-----------|
| School | NC name |
| Kindergarten | Reception |

Pre-preparatory Department

| | |
|---------|--------|
| Form I | Year 1 |
| Form II | Year 2 |

Preparatory Department

| | |
|----------|--------|
| Form III | Year 3 |
| Form IV | Year 4 |
| Form V | Year 5 |
| Form VI | Year 6 |

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Achievement is outstanding throughout the school. An excellent curriculum and outstanding teaching enable pupils to make good progress and achieve high standards. Pupils are highly literate; they are very competent in mathematics and confident in their use of information and communication technology (ICT). They excel in physical activities and are highly creative, particularly in the arts. All proceed to selective senior schools and many are awarded bursaries or scholarships. Pupils achieve exceptionally well in activities such as sport, music and drama. Assessment has improved from the previous inspection, but a few minor inconsistencies in teachers' marking remain.
- 2.2 The systems for ensuring pupils' welfare, health and safety are outstanding and contribute to pupils' excellent personal development; pupils are self-assured, confident young people who show high standards of spiritual and moral awareness. They are socially adept young people with a healthy interest in culture. Staff provide excellent support and guidance for the pupils and pastoral care is outstanding. Pupils are well cared for and say they feel safe.
- 2.3 Excellent governance, leadership and management give a strong sense of purpose and direction to the school. The response to the pupil and parental inspection questionnaires indicates a high level of support for the school. A few parents were concerned about the information they receive. However, the school provides the required information and reports are informative, and sufficient consultation meetings are provided. The school's open-door policy works well, and parents have easy access to the staff if they have any extra concerns. The recently improved website provides additional useful information. The concern of some parents that there are insufficient opportunities for their involvement in the life of the school is unfounded. The concern of some parents regarding support for pupils with SEND, or those who are more able is not supported by inspection findings; the school provides a good level of support for these pupils. The school responded well to the previous inspection, the most able pupils are now sufficiently challenged, library provision is good, the roles of senior managers and subject co-ordinators are more clearly defined and the staff appraisal system is fully established. The school development plan now includes evaluation.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.

1. Achieve greater consistency in teachers' marking across the school.
2. Strengthen the role of the subject leader in monitoring teaching and learning.
3. Continue to develop the EYFS outdoor area.
4. Implement plans to improve ICT provision in the EYFS.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The quality of the pupils' achievement is excellent, and in keeping with the school's aims to enable all children to realise their potential through the recognition of personal interests and ability. Pupils are highly literate; they speak confidently and articulately both individually and in public. They listen attentively and read well from an early age. Pupils of all ages achieve very high standards of writing. They undertake a wide range of writing which is well structured. Their use of grammar, spelling and vocabulary are of a consistently high standard in relation to their ages. Pupils demonstrate logical thinking which is particularly evident in independent work such as projects. Pupils are extremely competent in mathematics and apply their good skills with number well. They are efficient in their use of information and communication technology (ICT) to complement their studies and to undertake research. They excel in physical activity and are highly successful in competitive sport against other schools. The pupils' creativity is strong; the artwork on display is of an excellent quality, and pupils show these skills in most subjects. They demonstrate that they can solve problems, make hypotheses and successfully tackle open-ended activities. Many pupils learn musical instruments, perform to a high level and gain success in national examinations. Drama is popular, and many pupils achieve merits and distinctions in speech and drama assessments. Pupils participate to a high standard in a national mathematics academy and a young writers' competition. Pupils excel in British chess competitions and, in sport, pupils participate regionally in cricket, hockey, cross country, swimming and gymnastics. Numerous charitable fundraising initiatives are organised by the pupils. Pupils are highly successful in gaining entry to selective senior schools; many are awarded bursaries and academic scholarships. Several pupils have gained music scholarships.
- 3.2 Results of standardised tests of attainment in mathematics, English and reading indicate that pupils achieve results that are higher than national norms. School data and inspection findings indicate that pupils make good progress. Those with SEND usually progress well in relation to their learning difficulties. More able pupils make better progress than at the previous inspection and now achieve the standards of which they are capable. Most pupils progress well throughout the school, significantly in literacy, particularly in their writing.
- 3.3 Pupils show very positive attitudes. They enjoy their work and are co-operative. They organise themselves well and apply themselves conscientiously. Independent and group work is enthusiastically undertaken. Research is undertaken vigorously and the library is frequently used. Pupils demonstrate particular eagerness when questions are asked. They relish practical work and enjoy being creative or undertaking experimentation. Creative writing is very popular. Throughout the school pupils persevere and their behaviour is consistently excellent.

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

- 3.4 The school provides an excellent, demanding curriculum which strongly supports the pupils' success and is in line with its aim to provide a well-balanced education. Substantial emphasis is placed on linguistic development throughout the school. All pupils learn French, and library sessions provide them with useful research skills. Reading is actively and successfully promoted at all stages. Pupils benefit from the focus on basic mathematical skills with some problem solving and investigative work. Science provides pupils with a good basis of knowledge and grounding in experimental skills. High standards of technological development occurs through design and technology, ICT lessons and when using computers in other subjects. Pupils gain an understanding of human and social development through their studies in history, geography and religious education (RE) lessons, and topic work in Years 1 and 2. Personal, social and health education (PSHE) alternates with RE and enables pupils to develop understanding in these areas. Project work enables pupils to undertake individual research work. Pupils' physical development is well provided for through physical education, swimming and games, and extensive extra-curricular sporting pursuits. A good level of understanding is facilitated in the aesthetic and creative aspects through art, music and drama from Year 3 and a creative thinking course and a creative carousel in Years 3 to 6. Additional subjects such as philosophy for children, thinking skills and current affairs enrich the curriculum for Years 3 to 6, and help pupils to prepare for 11+ interviews. They greatly enjoy different curriculum topics such as a book week, an arts week for older pupils and the whole-school challenge day which enable them to work in-depth.
- 3.5 The curriculum is well matched to pupils' ages and stage of development; it enables them to achieve high standards and contributes strongly to their personal development. Setting arrangements from Year 3 for English and mathematics, and grouping by ability are effective. The provision for pupils with SEND has improved since the previous inspection. Pupils' needs are thoroughly diagnosed, and for those with specific needs, individual education plans are drafted which guide one-to-one or small group tuition well. Mainstream teachers take account of this analysis of pupils' learning needs in their planning and provision. Opportunities are provided for the more able pupils to extend their skills in lessons, and in demanding extra-curricular activities such as the mathematics challenge and young writers' competition. The requirements for pupils with statements of special educational needs are met.
- 3.6 Extra-curricular activities are plentiful and very popular with the pupils. Participation levels are high and the programme complements the curriculum effectively. An inclusive approach to competitive sport is adopted, whereby as many pupils as possible are encouraged to participate. The school often fields several teams against other schools. Many interesting activities such as petanque, quilling and stitch craft give pupils the opportunity to try something new. Latin is available to complement language provision. Visitors enrich the curriculum and outings to places of educational relevance, such as places of worship, inspire pupils and deepen their knowledge. Pupils take part in events outside the school such as the local arts festival.

3.(c) The contribution of teaching

- 3.7 The overall quality of teaching is excellent and makes a very positive contribution to the high standards of pupils' achievements. The school achieves its ambitious aim to enable children to achieve their full potential.
- 3.8 Teaching consistently helps pupils to make progress. Most lessons are well planned with clear, realistic objectives. Pupils are stimulated by the range of resources, such as interactive whiteboards and artefacts that are used by most teachers. In one lesson, pupils compared Victorian and present day nurses' uniforms. Pupils respond particularly positively to well chosen video material such as identifying different types of Roman buildings from an internet clip. High expectations from the teachers are the norm. Year 3 pupils were given the challenging task of researching extinct and endangered species which led them to consider the environmental issues affecting animal habitats. Teachers consistently adopt a positive and encouraging approach and maintain an excellent rapport with the pupils, often using humour to enliven the lesson. Classroom assistants are effectively deployed. Time is usually managed well. Most lessons proceed at a businesslike pace, and pupils enjoy the variety of short, timed tasks. Plenary sessions enable pupils to reflect on the main points of lessons and help teachers gauge the level of the pupils' understanding. Teachers know their subjects well and teach authoritatively, often providing interesting background information which keeps pupils engaged. Demonstrations by teachers inspire confidence in the pupils. Enthusiastic teaching leads to a particularly positive response. The most successful lessons are varied and interesting and provide a range of learning opportunities to suit pupils' different learning styles. Questioning is used very effectively to probe for understanding and to prompt pupils. Discussion, such as how to keep fit in PSHE, and about the blood circulation in science, is well managed, and helps pupils to understand.
- 3.9 Since most classes contain a range of abilities, teachers provide activities for the full range of pupils. They give additional support for those who find the work more difficult. Sometimes extra challenge is provided for the most able. Teachers give considerable help and support to individual pupils. Discipline is good; teachers have high expectations of pupils' behaviour and co-operation which are consistently met. They are very good at channelling pupils' enthusiasm productively.
- 3.10 Assessment has improved since the previous inspection, but still has some minor inconsistencies in teachers' marking. At best it is diagnostic, encouraging and helpful but some is a little less helpful. However, pupils still understand how they can improve. Teachers provide good spoken feedback. Praise and encouragement are particularly effective in motivating pupils. Marking varies in quality. The school tracks pupils' progress efficiently in relation to standardised data. Where pupils are underperforming they are soon helped to improve.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils demonstrate excellent personal development. The school achieves its aims. The pupils are courteous, well mannered and show a high standard of self-discipline.
- 4.2 Pupils exhibit excellent spiritual awareness. Pupil-led assemblies feature world faiths and aspects of belief. Pupils enjoy participating in religious festivals and visiting places of worship and as a result display a good knowledge of world faiths. They are aware of the non-material aspects of life such as beauty in the arts. In an assembly on remembrance, they demonstrated a keen awareness of the sacrifices made by members of the armed forces and at break observed two minutes silence in memory of the dead. Pupils demonstrate considerable self-confidence in public speaking and show self-esteem when receiving awards in assembly for their many achievements.
- 4.3 Pupils have a keen moral awareness; they abide by the school rules and show an understanding of moral issues in the wider world. The 'Water of Life' concert was highly successful in enabling pupils to demonstrate a good understanding of the difficulties associated with obtaining fresh water in the developing world. They have a good knowledge of current affairs, and visits to the local halls of justice gives pupils an insight into the law. Visits from the police and fire brigade give younger pupils direct experience of these services. Some Year 6 pupils are 'road safety officers' and pass their knowledge on well to younger pupils. In PSHE they show an understanding of democratic decision-making in preparing for the school council elections and subsequent meetings. Pupils show a keen awareness of right and wrong and are very keen to share their opinions. Pupils present carefully considered arguments when discussing the morality of corporal punishment in the past.
- 4.4 The pupils' social development is excellent. They are extremely confident and socially adept. They organise themselves efficiently when organising charitable fundraising activities. They undertake the many posts of responsibility throughout the school conscientiously. They care for each other, and Year 6 act as buddies for Reception pupils. Active concern is shown for the plight of those less fortunate than themselves and they tirelessly raise considerable funds to help them. The house system is vigorously supported, with many Year 6 pupils taking responsibilities as house or sports captains. Younger pupils have jobs such as register monitors which they undertake enthusiastically.
- 4.5 The pupils' cultural development is excellent. They have a good knowledge of cultures from around the world, and they are actively engaged in many arts activities. Many pupils learn musical instruments; the choir and musical ensembles are popular and perform to a high standard. Similarly, drama is vigorously supported and school productions attract considerable interest and support from parents. Pupils are keen on the visual arts. The display of their work around the school is of a very high standard and pupils are successful in art competitions.

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

- 4.6 The arrangements for welfare, health and safety are excellent and in line with the school aims of enabling the pupils to achieve high academic standards and high standards of personal development.
- 4.7 Staff provide excellent support and guidance for the pupils. Pastoral care is outstanding. Pupils are well cared for and say they feel safe. Form teachers know the pupils well and monitor their progress closely. When any cause for concern arises, information is sensitively disseminated amongst the staff to ensure that appropriate action is taken. Relationships are very positive between pupils, and between pupils and staff. Pupils are keen to be awarded house points for good work or effort; negative house points are rarely given. House competitions are highly popular. Anti-bullying arrangements are successful. A thorough policy guides practice well, and the topic features in PSHE. Pupils do not feel that bullying is an issue and if an incident arises, they are confident that it will be swiftly dealt with. Most pupils feel they can approach a member of staff or older pupil if they have a concern. Good behaviour is effectively encouraged and staff provide positive role models, praise and where necessary correction. A simple behaviour traffic light system is used to keep pupils on target, and 'golden time' is given to reward good behaviour in Years 1 and 2. The system is respected and largely adhered to by the pupils. The school council provides a useful conduit for pupils' views to be considered. For charitable fundraising activities, their views are taken into account.
- 4.8 Good quality safeguarding training has been attended by staff. Relationships with the local authority are good in this respect. Fire, health and safety are minimised and supervision is vigilant. School visits are well organised and all have full risk assessments carried out before they take place. Provision for pupils who are ill is adequate with a quiet area which can be closely supervised and suitable facilities nearby. First-aid training has been attended by all staff. Medicines are properly stored and dispensed. The school has a suitable plan to improve access for those with disabilities. PSHE includes health related issues, and exercise is effectively promoted through plenty of sport, both curricular and extra-curricular. Discussions in PSHE and science give pupils guidance on eating healthily.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

5.1 The overall quality of governance is excellent. As the proprietor, the headmistress oversees the day-to-day running of the school and ensures the school fulfils its aims and enables the pupils to achieve high standards. Financial planning is thorough and has ensured that there has been sufficient investment in human and material resources; accommodation has been greatly improved since the previous inspection with the addition of several extensions to the school. In response to a recommendation from the previous inspection, the libraries have been improved with ample fiction and non-fiction books readily accessible and widely used by the pupils. Though the school does not benefit from an overall independent oversight of its work, external agencies provide consultancy on specialist topics such as health and safety, financial management and planning. External consultancy for the curriculum is proving to be beneficial. These arrangements work well; the school is receptive to advice. Stimulus for growth and improvement comes from parental surveys. Close liaison with senior schools assists in ensuring that the school is fully aware of their requirements for entry. Governance ensures that responsibilities for child protection, welfare, health and safety are fully met. The policy and procedure for safeguarding are reviewed annually. Suitable governor training has been attended to ensure the school keeps up-to-date with current regulations.

5.(b) The quality of leadership and management

5.2 Leadership and management are excellent and ensure that the school aims are met and that high academic and standards of personal development for pupils are achieved. The school discharges its responsibilities properly and the safeguarding of pupils is assured.

5.3 A strong sense of common purpose exists. Staff are dedicated to work hard for the benefit of the pupils. As a small school, staff have many responsibilities which they undertake willingly. A very positive ethos exists. All are seeking to achieve the highest possible standards, and morale is high. School development planning has improved since the previous inspection. A clear sense of direction is now evident, and evaluation is an integral part of the process. All members of staff contribute to the drafting of the school development plan, and the final plan is refined by the senior management team. A strong sense of teamwork is apparent, sharing and helping each other are particularly positive features. Roles and responsibilities are more clearly defined than in the previous inspection. All posts of responsibility have concise job descriptions. The leadership and management structure is straightforward and effective. The pre-preparatory and preparatory departments benefit from high quality pastoral care and day-to-day organisation. Management ensures that the curriculum is effectively overseen in the pre-preparatory department, and curriculum change is underway in the preparatory department. Liaison between all parts of the school is effective, and transition across the school is seamless for the pupils. The senior management team work well together. Sufficient staff meetings are provided to facilitate consultation and the dissemination of information. All staff have a subject leadership role which they execute well. Subject leaders provide support for their colleagues and have departmental development plans. However, the systems whereby heads of department monitor teaching and learning are at an early stage of development. Clear policies for all

aspects of the work of the school are fully implemented and guide the work of the school well.

- 5.4 The school benefits from a highly skilled teaching force and very effective support staff. All are suitably trained for their roles in meeting the needs of the pupils, ensuring safeguarding and welfare, health and safety. An effective appraisal for all staff has been introduced since the previous inspection. A developmental approach has been taken which includes lesson observation; review and the identification of training needs. Targets are set which enable staff to focus on improving their performance and advancing their careers. Lesson observation takes place as part of the appraisal system, and less formally as peer observation. Both have been highly influential in promoting high standards of teaching, and good practice has been effectively disseminated which has led to widespread consistency of practice throughout the school. Teachers are self-critical and open to change. In-service training has focused on appropriate topics and staff are up-to-date with developments in their areas of responsibility. Whole-school training has helped to promote high pedagogical standards. The school has been discerning in which initiatives to pursue, ensuring that developments such as assessment for learning are adapted to suit the school. Thorough systems are in place for checking the suitability of all staff, and the central register is completed appropriately. .

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

- 5.5 Relationships with parents are excellent and this helps the school achieve its aims for the pupils. Parents are very satisfied with the school. Communication with them is good and relationships are extremely positive. Two reports are provided each year in the preparatory department, one full and one interim, and two parents' evenings which are evenly distributed throughout the school year. The annual full progress report is comprehensive and provides a good basis for pupils' subsequent improvement. The interim report is concise. The school has an open-door policy, and parents are welcome to make an appointment for further consultation if they wish. Communication is easy since email contact makes staff accessible to parents. In the pre-preparatory department daily contact with parents at the beginning or end of the school day ensures concerns are immediately addressed. It is felt that one written report, summarising achievement is more appropriate at this stage. Regular questionnaires are issued to gauge parental opinion and confirm their satisfaction with the school.
- 5.6 Throughout the school, numerous opportunities are provided for parents to be involved in the work of the school. A register of parents' skills is kept and parents come into school to share their experience and interests. The Friends of Brooke Priory meet regularly and participate in social functions; they welcome new parents and help with fundraising.
- 5.7 The school provides parents and prospective parents with the required information about the school. The website was updated during the inspection and is now more informative. A wide range of useful printed information is provided. This includes the fortnightly school update and electronically communicated class, sports and trips information which ensure parents are aware of arrangements. Parents' information evenings on relevant topics are much appreciated by parents.
- 5.8 Parents' concerns are sensitively and thoroughly dealt with and usually resolved informally. On the rare occasions a formal complaint is made, the school follows its complaints policy.

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 This is an outstanding setting, which fully meets the needs of all children and appreciates their individuality. Children work within a secure and happy environment, where their efforts and achievements are valued. The capacity for sustained improvement is excellent; thorough review, careful planning and consistent implementation ensure the setting's aims are fully met.

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

6.2 The leadership and management of the EYFS are outstanding. Comprehensive arrangements ensure that children are effectively safeguarded. All adults have been suitably checked, are well qualified and appropriately trained. The ambitious vision of inspiring children to be adventurous and committed in their learning in a happy, stimulating environment is achieved. Policies and procedures are consistently implemented and thorough records are kept, equality is promoted and no evidence exists of discrimination. Regular, perceptive and detailed self-evaluation identifies suitable areas for improvement. Risk assessments ensure each child's safety. A strong partnership exists with parents. They were very positive in their responses to the inspection questionnaire. Parents are an integral part of the learning process. They are kept well informed and useful guidance is given on how they can support their child in their learning. The efficient use and good management of resources leads to successful outcomes for all children.

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

6.3 The quality of provision is outstanding. All children are enabled to make rapid progress. Efficient assessment ensures the learning needs of each child are identified, and thorough planning and high-quality implementation guarantees their needs are met. Stimulating play and valuable first-hand experiences are provided. A well-judged balance of adult-led and child-initiated activities is provided. Children benefit from good quality indoor and outdoor play. The outdoor area is being improved to provide more opportunities for challenge and exploration. Access to ICT for the children is limited. Children are observant and inquisitive, and staff ask challenging questions to develop their thinking skills. Their work and interests are valued and are reflected in the many colourful displays around the setting. Staff successfully promote children's welfare, health and safety. The behaviour policy is well implemented, resulting in a happy and busy atmosphere, where children benefit fully from all the opportunities provided.

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

- 6.4 Outcomes for children are outstanding. Children make rapid progress towards meeting all of the Early Learning Goals. Reception children identify simple word blends correctly and understand the difference between real and nonsense words. They sequence numbers accurately and identify missing numbers. Play demonstrates awareness of the wider world; for example, Nursery children correctly match food cards to their shopping lists and understand about taking turns. They follow instructions and exhibit good spatial awareness in music and movement lessons. All children co-operate well and enjoy their learning. They make choices and decisions and solve problems confidently. Children relate well to each other and behaviour is excellent. Their increase in confidence and self-esteem prepares them well for the next stage. Children trust and respect their teachers and relate well to each other. They feel safe, enjoy snacks and lunches and understand the importance of staying healthy. They respond to school life with great enthusiasm and enjoyment.

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited 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

Mr Gareth Williams

Mrs Ann Lawson

Mrs Lynda Boden

Reporting Inspector

Headmaster IAPS school

Headmistress of IAPS school

Early Years Co-ordinating Inspector