

# INDEPENDENT SCHOOLS INSPECTORATE

## INSPECTION REPORT ON

### **Kelly College Preparatory School**

The senior school was inspected at the same time and a separate report published.

Full Name of the School	<b>Kelly College Preparatory School</b>
DCSF Number	<b>878/6019</b>
Early Years Number	<b>N/A</b>
Registered Charity Number	<b>306716</b>
Address	<b>Hazeldon House, Parkwood Road, Tavistock, Devon PL19 0JS.</b>
Telephone Number	<b>01822 612919</b>
Fax Number	<b>01822 612919</b>
Email Address	<b>admin@kellycollegeprep.com</b>
Headmaster	<b>Mr Richard Stevenson</b>
Chair of Governors	<b>Mr David Milford</b>
Age Range (of the whole school)	<b>3 to 11</b>
Gender	<b>Mixed</b>
Inspection Dates	<b>23<sup>rd</sup> to 26<sup>th</sup> November 2009</b>
Early Years Age Range	<b>3 to 5</b>
Early Years Gender	<b>Mixed</b>
Early Years Foundation Stage Inspection Dates	<b>23<sup>rd</sup> and 24<sup>th</sup> November 2009</b>

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as amended with effect from January 2005, May 2007 and February 2009.

The Early Years Foundation Stage (EYFS) framework was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> August following their fifth birthday. The inspection was carried out by ISI, a body approved by the Government for the purpose of inspecting EYFS provision in schools belonging to the ISC Associations. Section 7 of this report evaluates the extent to which the setting fulfils the requirements of the EYFS 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 was carried out in conjunction with Ofsted, Children's Directorate. The Ofsted report is available separately at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) under Inspection reports/Boarding schools.

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.

# CONTENTS

1.	INTRODUCTION .....	1
	Characteristics of the School .....	1
2.	THE QUALITY OF EDUCATION .....	2
	The Educational Experience Provided .....	2
	Pupils' Learning and Achievements .....	3
	Spiritual, Moral, Social and Cultural Development of Pupils .....	4
	The Quality of Teaching (Including Assessment) .....	5
3.	THE QUALITY OF CARE AND RELATIONSHIPS .....	7
	The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils .....	7
	The Quality of Links with Parents and the Community .....	8
	The Quality of Boarding Education .....	9
4.	THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT .....	10
	The Quality of Governance .....	10
	The Quality of Leadership and Management .....	10
5.	CONCLUSIONS AND NEXT STEPS .....	12
	Overall Conclusions .....	12
	Next Steps .....	12
6.	SUMMARY OF INSPECTION EVIDENCE .....	13
	List of Inspectors .....	13
7.	THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE (EYFS) .....	14
	What the Setting Should Do to Improve .....	15

## 1. INTRODUCTION

### Characteristics of the School

- 1.1 Kelly College Preparatory School is a day and weekly boarding school for boys and girls. It is the lower school for Kelly College and is part of the Kelly College Educational Trust. The school was founded in the late nineteenth century as St Michael's School for Girls. It was bought by Kelly College and moved to its present site in 1983, when co-education was introduced and it became the feeder school for the college. The school is located in its own grounds on the outskirts of Tavistock on Dartmoor. It is close to, but separate from, the senior school. Most of the pupils come from the surrounding district, from professional or commercial backgrounds, and most go on to the senior school.
- 1.2 There are 174 pupils, aged from 3 to 11, with broadly equal numbers of boys and girls overall, but with marked differences in numbers from year to year. Thirteen pupils are weekly boarders. Twenty-two children are in the Early Years Foundation Stage (EYFS) and ten of them, aged 3 to 4, are part time. Although the numbers vary from year to year, a significant number of pupils join the school in Years 5 and 6.
- 1.3 The school aspires to be an inclusive school that is supportive and caring, with high expectations in an environment of mutual respect. It seeks to provide a curriculum that is broad and balanced and to help pupils become increasingly independent learners. The school claims to be approachable and aims to help pupils achieve their full potential and enjoy learning. It intends to educate pupils in a challenging environment that stimulates lively, enquiring minds and healthy bodies.
- 1.4 Since the last inspection there has been a change of headmaster. Accommodation has improved by the addition of purpose built classrooms for the pre-prep and specialist rooms for science, design technology and art. All classrooms have been networked to give access to the internet and email.
- 1.5 The results from entrance and Year 2 tests indicate an entry profile that is above average. If pupils are performing in line with their abilities, their results will be above the average for all maintained primary schools. The ethnic make-up of the school is almost entirely white British and there are no pupils for whom English is an additional language (EAL) in the preparatory school.
- 1.6 Twenty-six pupils are identified as having learning difficulties and all are receiving specialist support, funded by parents.
- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.
- 1.8 See Section 7 for the report on the Early Years Foundation Stage.

## **2. THE QUALITY OF EDUCATION**

### **The Educational Experience Provided**

- 2.1 The school provides a good range of experiences well suited to the interests, aptitudes and needs of the pupils. Pupils, including the children in the EYFS, benefit from a rich learning experience that is consistent with the school's aims. The curriculum provision makes a strong contribution to the pupils' linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative development. Overall, the quality of the provision is similar to that reported at the last inspection.
- 2.2 Teachers work hard and successfully to provide subject matter that engages pupils of all abilities and this results in a positive learning environment. In most lessons pupils are occupied with attractive subject matter that is planned to advance their learning. The provision for English and mathematics is strong and pupils are enabled to acquire good skills in speaking, listening, literacy and numeracy.
- 2.3 The school has a strong tradition for sports and considerable time is spent each week on the games field. Pupils find this an enrichment to their lives at school and most achieve success on the games field or in the swimming pool. In addition, pupils enjoy activities in a wide range of clubs that cover a multitude of interests, games, sports and arts, as well as extending the timetabled day. A comprehensive programme of visits to local places of interest is planned to reinforce and support the learning in class in a number of subjects, such as science, design and technology, history, geography and religious studies.
- 2.4 Aspects of the arts are well provided for and pupils have regular lessons in art, drama and music, but time for music is limited and constrains progress in that subject. The programme of study for personal, social and health education (PSHE) is very good, with excellent planning for pupils' progress in learning through the school. This area of study makes a significant contribution to the school's caring ethos and reinforces the school's values.
- 2.5 The curriculum is well planned in school policies and schemes of work, and it is supported by good quality resources that are used well. Pupils are well prepared for the next stage of their education. Pupils identified as having learning difficulties or disabilities (LDD) are well provided for, either in class or in individual lessons. The special educational needs department gives teachers clear guidance for each identified pupil, to help them with planning their lessons, and this gives a good focus for pupils with LDD in class. When appropriate, parents are invited to pay for additional support in individual lessons.
- 2.6 Opportunities to challenge the more able pupils are not consistently provided in lessons, but good provision is made for these pupils additional to the timetabled lessons. The school organises an 'enrichment club' that arranges a programme of extension activities and learning for able pupils outside lesson time. This is an imaginative and effective programme that seeks to promote the pupils' use of thinking skills in independent learning challenges. They are involved in a series of 'thematic' approaches that encourage them to explore avenues outside curriculum areas, such as meeting deadlines and targets, and working to a measured pace. Pupils find solutions to problems through negotiation, compromise and teamwork and they practise public, business, telephone and persuasive speaking.
- 2.7 In addition, pupils who are gifted and talented are identified and a programme of extension activities designed to meet their particular needs is drawn up. The pupils are placed, with parental permission, on a national register, which enables them to benefit from workshops and websites aimed at further communication and opportunities for children all over the country.

- 2.8 The school meets the regulatory requirements for the curriculum [Standard 1].

### **Pupils' Learning and Achievements**

- 2.9 Pupils of all abilities achieve well as they move through the school. The school meets its aims and the standards reported at the last inspection have improved. A strong feature of learning at Kelly College Preparatory School is the enthusiasm of pupils to learn and to make progress. They settle to work quickly and maintain concentration throughout each lesson.
- 2.10 At all ages, pupils apply themselves well to their learning and they bring positive attitudes to their lessons, which makes a strong contribution to the good progress evident. As they move through the school pupils are increasingly secure in knowledge and understanding in their subjects, and they learn to apply many skills successfully in new areas. Generally the pupils show good levels of critical and logical thinking. They write well and their speaking and listening skills are good. Pupils show competence in thinking logically and independently, but opportunities for them to explore and think issues through for themselves are limited in some lessons. The school generally meets its aim of helping each child fulfil his or her potential, but there are lessons when challenge for able pupils is not sufficiently rigorous.
- 2.11 Children in the EYFS achieve well. They think and reason appropriately and critically and they become creative and independent learners. The children much appreciate books and are competent with number tasks. Questions are answered clearly and many are particularly articulate. Pupils show good co-ordination in physical activity and are highly creative in areas such as music and simple design. Personal development is good, and their relationships with each other and teachers are outstanding.
- 2.12 In all sections of the school, pupils listen attentively and join in discussion willingly, expressing themselves clearly. They make good progress whether they are working individually or in groups or teams. Reading skills are developed well and pupils build good vocabularies from an early age. In a Year 1 science lesson, for example, pupils were learning words such as 'transparent' and 'translucent', while in a music and drama lesson a Year 2 class were reading through a script for a musical play for Christmas with good, fluent reading. Older pupils in Years 5 and 6 show confidence when they write stories and write persuasively; for example, when a Year 6 class were writing advertisements. Handwriting skills have been identified by the English department as an area where pupils could do better, so a new programme to improve the provision in this area has been introduced and is beginning to have effect. Pupils show good mental arithmetic skills, and graphs and the recording of data are used confidently in many subjects. For example, Year 6 pupils in a combined mathematics and information and communication technology (ICT) lesson were using their mathematics skills to solve problems and find patterns to design a frequency chart.
- 2.13 The school's assessments and pupils' work in their books and in lessons indicates that they leave at the end of Year 6 with attainment in English, mathematics and science that is well above national norms and high for pupils' abilities. Scrutiny of pupils' work shows that, in addition to the good progress made in English, mathematics and science in most years, pupils also achieve well in physical education, design and technology and history. The books also show that pupils develop good skills in taking notes and, with the help of their 'pupil planners', they organise their study effectively. Pupils achieve well in ICT lessons; they also make good use of their ICT skills in some other lessons, but this is not consistent from subject to subject, or between different sets in the same subject.
- 2.14 The school celebrates many individual and group achievements. A number of pupils are, or have been, national champions in athletics competitions and, many are regional medalists in

sports and swimming championships. The under-11 swimming team are national qualifiers for girls' and boys' relays and a number of boys have been selected for a local under-11 cricket team. Pupils have gained success in music instrumental examinations, and the choir performs regularly. Assemblies are used to celebrate individual achievements in many activities.

- 2.15 Pupils with LDD make good progress in class lessons and in individual lessons. They work hard towards the targets set out in their individual learning plans, most of which are focused on developing language, reading and writing skills. They rise to challenging and achievable tasks, and are encouraged by the perceived progress that they are making. There are no pupils in the preparatory school at present whose learning is constrained by a lack of fluency in English, but there are four in the EYFS.
- 2.16 In the top part of the school, the classes are streamed according to the pupils' abilities, mostly in academic subjects. The curriculum followed by each set is similar in content, but adjusted to match the achievement of pupils in the class. Gifted and talented pupils are extended and challenged by a programme that is additional to the timetabled lessons. The programme is demanding and helps to raise the achievement of these pupils.

### **Spiritual, Moral, Social and Cultural Development of Pupils**

- 2.17 Pupils' development of spiritual, moral, social and cultural awareness is a strong feature and meets the school's aims. The quality of the school's work in this area has been maintained since the last inspection, when it was judged to have made very good provision for personal development.
- 2.18 All pupils grow and flourish in the ethos of the school. The culture respects the integrity of individuals and fosters a sense of a caring and generous school community. This is often made manifest by the fine example of the teachers and the manner in which teachers and pupils speak to each other. The realm of the spirit is proclaimed largely by the use of the Christian tradition, but there is no sense of negation of other religions or value systems. Opportunities are somewhat limited, however, in music, because time is insufficient, and literature for pupils to express their thoughts and feelings and to engage in more reflective and contemplative experiences.
- 2.19 The pupils' moral development is apparent, encouraged and very obvious in the speech and actions of the pupils. The 'Kelly code' is used as a base in this area and pupils understand the code and adhere to it. They clearly and often show that they know the difference between right and wrong. Good and generous action is noted and encouraged by pupils as well as teachers. The high level of harmony in the school at times such as break time shows that the provision is working.
- 2.20 Pupils' social development is good. They socialise during the school day and different age groups, boys and girls mix easily. The older pupils are good at caring for the younger ones. The social aspect of development has been enhanced by the introduction of a school council made up of pupils between the ages of 7 and 11. Together with the staff they have produced a most intelligent and practical anti-bullying booklet. The council has also compiled a child safety card for all children, chosen appropriate soft playground equipment and helped to organise the marking out of 'hand' tennis courts.
- 2.21 Pupils are well developed culturally. They have a strong sense of service to community, nation and the world beyond. Displays, assemblies and charitable initiatives demonstrate the richness of pupils' cultural experience, but extensive opportunities are not provided in

lessons to introduce pupils to the literature, music, customs and values of multicultural Britain and the world beyond.

- 2.22 The pupils respond very positively to an ethos that seeks to encourage a spirit of service to the community at all levels.
- 2.23 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

### **The Quality of Teaching (Including Assessment)**

- 2.24 The quality of teaching is good overall and there are also examples of outstanding teaching, as well as satisfactory and a very little unsatisfactory teaching. The teaching enables pupils of all abilities and ages, including those in the EYFS, to acquire knowledge, make good progress, increase understanding and develop skills. It enhances pupils' application of intellectual, physical and creative effort. However, assessment and tracking of progress are not fully developed. Standards of teaching have been maintained since the last inspection.
- 2.25 Teachers are secure in the knowledge of their subjects and they make good use of a range of resources and teaching materials, particularly the interactive whiteboards. Lessons are well managed and relationships in the classroom are very good; there is very little restlessness. The content and strategy for each lesson are carefully planned, but the use of assessment to plan to meet the needs of groups and individuals in the class is variable. Consequently, while the personal care and support for pupils of below average ability is a strong feature of many lessons, it is not always well focused on their learning needs. Even so, in the best lessons, there are good examples of work that is carefully planned, with the use of prior assessments, and which is targeted well on the needs of the different pupils in the class.
- 2.26 In the majority of lessons, where teaching is good, it promotes the pupils' interest and enjoyment in intellectual, physical and creative effort. In these lessons teachers use challenging, open questions and provide tasks that cause the pupils to reflect and to consider. Such lessons help pupils to think and learn for themselves. Teachers make every effort to arrange interesting activities for their pupils that successfully engage them, so that in most lessons pupils make good progress in their learning.
- 2.27 In the minority of lessons, where teaching is less successful, tasks are sometimes set, and questions asked, that limit opportunities for pupils to think for themselves or to imagine or invent. Teachers do too much talking and give too much direction and the pupils become restless. In some lessons, including those that otherwise demonstrate features of good teaching, the more and the most able pupils are not sufficiently challenged or extended.
- 2.28 Teachers set appropriate homework regularly and mark the work conscientiously. The marking of homework and other work is in line with the school's policy and is of good quality, with advice and targets for improvement.
- 2.29 The school stopped using the national tests two years ago and instead is introducing a good range of assessment tests to analyse the pupils' performance and judge its standard. Until the testing has become properly embedded into the school's practice, however, the tracking of pupils' progress as they move through the school cannot be firmly established in all the main subjects, with the exception of mathematics, where the scheme of work has its own validated tests. Reading tests are, however, used well and frequently to track pupils' progress. During Year 6 pupils undertake the entrance tests for senior schools, so tests that are validated against national norms are taken at the end of Year 5. These tests are the closest that the school can arrange to judge how well pupils have progressed in their time at the school and how well the school is performing.

- 
- 2.30 The results of tests are used very effectively to ensure that pupils with specific needs have those needs met and appropriate learning strategies provided. Low achievers are also identified and given support. Pupils whose attainment is significantly below their reasoning scores are also identified and investigated further.
- 2.31 All pupils on the learning development register have individual education plans (IEPs), which set out the main areas to be addressed. The learning support department has regular contact with teachers, learning assistants and parents. The school keeps abreast of current legislation, methods and resources in the realm of special needs and provision for the gifted child. When appropriate, additional expertise is sought: for example, an educational psychologist is brought into the school. Consequently, teachers are well supported to teach pupils with LDD and they meet the needs of the pupils well in most lessons.
- 2.32 The school meets the regulatory requirements for teaching [Standard 1].

### **3. THE QUALITY OF CARE AND RELATIONSHIPS**

#### **The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils**

- 3.1 The quality of pastoral care is outstanding and the provision for the welfare of the pupils is good in most respects. Standards have improved since the last inspection, when the pastoral provision was seen as very good. The excellent care and support reflects the school's ethos and reinforces the school's aim to create an atmosphere in which pupils feel secure and valued.
- 3.2 In their conversations with pupils of all ages, including the EYFS, the staff demonstrate an excellent understanding and knowledge of their pupils. The highly effective management of pastoral welfare is fully supported by all staff, who take care to support and guide their pupils. Consequently the pupils know that they can turn to an adult with confidence if they are unhappy or need advice.
- 3.3 Form tutors are the primary link for the pupils; they are effective in monitoring behaviour as well as checking pupils' targets and achievements. Tutors spend a good amount of time with their forms to enable them to foster good relationships. The 'pupil planner' is effective in keeping an overview of each pupil and provides a good partnership and link between home and school.
- 3.4 Measures to promote discipline work very well and there is no evidence of major discipline problems in the school. Behavioural issues are dealt with appropriately, firstly by the teacher and, if it is deemed necessary, by reference to more senior staff. When appropriate, parents are involved with their children's behavioural issues. The process is seen to encourage good pupil behaviour. The school bases its guidance for good behaviour on its 'Kelly code', which helps the pupils to reflect on their behaviour. It is reinforced in assemblies and is displayed in each classroom and around the school.
- 3.5 The care that older pupils, who look after the younger pupils with kindness, give to the school community is highly successful. Pupils of all ages work co-operatively together, and boys and girls mix well as part of a team. Through the school's anti-bullying policy, pupils know whom to approach if they are concerned about bullying.
- 3.6 The school's measures for child protection are now comprehensive and rigorous, although they have not always been fully implemented in the past. All staff are trained appropriately in child protection. Admission and attendance records are meticulously kept; they are up to date and accurate. Arrangements to prevent fire and to escape the building are effective and all necessary improvements suggested during a recent check by an expert on fire prevention have been implemented. Health and safety measures are good and staff are aware of health and safety matters. Appropriate numbers of staff are trained in first aid. Arrangements in the medical room are adequate, but the room could be improved to be more comfortable for pupils who are poorly. Health and fitness is a strong focus of the school and healthy eating is encouraged, particularly through the school meals, which are well balanced and nutritious. Pupils take regular exercise; twenty per cent of curriculum time is spent on the games field.
- 3.7 The school meets most of the regulatory requirements for the welfare, health and safety of pupils [Standard 3]. In order to meet all the requirements, the school must:
  - (a) ensure that the safeguarding policy is fully implemented on all occasions [Regulation 3.(2)(b)].

## **The Quality of Links with Parents and the Community**

- 3.8 The school's links with its parents and the community are good. The response of parents to the pre-inspection questionnaire showed that a large majority are pleased with the school. A small minority of parents expressed dissatisfaction with the provision for pupils with learning difficulties or disabilities, but no evidence was found to support these concerns and the inspectors found that pupils with LDD are well supported in both individual lessons and in mainstream classes. The majority of parents who returned the questionnaire were particularly positive about the range of subjects that the school provides and the good opportunities offered to their children in extra-curricular activities. They believe that teaching enables pupils to make good progress. Since the last inspection, the links with parents have been strengthened.
- 3.9 The school now offers increasing opportunities for parents to be involved in its life. These include an active parents' association that organises fundraising and activities, such as bonfire night for the pupils, or social evenings for parents. Parents also have the opportunity to serve as class-parent representatives that meet twice each term to discuss issues raised by parents or by the school. In addition, parents are welcomed into the school to talk to teachers or, in some cases, to support class teachers by hearing pupils read. At the entrance to the school, there is an attractive parents' lounge with coffee making facilities, where parents can meet or sit while waiting for a meeting.
- 3.10 Parents have informal access to teachers when delivering or collecting their children at each end of the school day. This interaction is encouraged and a change of exit point for the pre-prep classes is being investigated to enable further contact with parents. Parents have good access to the headmaster.
- 3.11 Parents of prospective pupils are provided with all the necessary information required when starting at the school. The school provides a comprehensive and informative prospectus that outlines its aims and provides new parents with important information regarding day-to-day school life. Parents receive a handbook that outlines additional information about what is required at school.
- 3.12 Parents are kept informed of special events, sports teams and important dates through a weekly newsletter. This information is also placed on the school's website, which is informative and attractive.
- 3.13 The school provides a full written report on each pupil's progress twice a year and this is supported by effort and achievement grades every half term. The reports are clear and comprehensive, and give parents and pupils good guidance for improvement in pupils' work. In addition, regular parents' evenings inform parents how well their children are doing at school. Parents are also provided with a written overview of the curriculum, highlighting areas that are to be covered during the term.
- 3.14 The school has a formal complaints procedure and parents have good access to detailed information about the procedure. An up-to-date record of complaints, together with the actions taken to rectify any concerns, is kept in a central point. The school deals quickly and efficiently with complaints.
- 3.15 The school promotes positive links with the local and wider community. Pupils talked enthusiastically and with empathy during a house assembly about a charity that they support in Africa. They are also involved in a Christmas appeal, supporting a national lifeboat charity and various other worthy causes both locally and abroad.

- 3.16 The outdoor centre is available to pupils and parents and to all who live in the area. Local archery and football clubs make use of the spacious sports facilities at the school. Pupils display art in a local village, support cultural events in the area and take part in a Dickensian evening in the town.
- 3.17 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

### **The Quality of Boarding Education**

- 3.18 The provision for boarders is good in contributing to their personal development. Fifteen pupils from the preparatory school board during weekdays, which helps them gain in self-reliance. They are accommodated separately from senior school pupils, although they are in frequent contact with them during the evenings.
- 3.19 The pupils tell how much they like boarding and it is clear that they have an open and confident relationship with staff in the boarding house. Boarders confirm that they would know who to speak to if they needed help and say that staff are readily available to talk to. The young people are eager to talk about the boarding house and seem happy and settled. The school council representatives have designed a leaflet to help new boarders settle in.
- 3.20 A wide range of activities is available for boarders in the evenings. Besides the prep that all pupils have to do, pupils spoke enthusiastically about arts and crafts, movie nights and cookie nights, which are all popular. Pupils commented on the good quality of meals. Mealtimes for boarders are happy occasions with a variety of healthy eating options available. Pupils report that they are pleased with their bright and comfortable rooms.

## **4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT**

### **The Quality of Governance**

- 4.1 Governance of the preparatory school is overseen by a sub-committee of the full governing body; the sub-committee meets regularly and frequently and reports to the full body. Meetings of the governing body and the sub-committee are purposeful and well documented. The good quality of governance reported at the last inspection is apparent in the present inspection, though monitoring has been an area for development.
- 4.2 The governors are aware of their responsibilities and are appropriately involved in the educational development and financial planning of the school. They ensure that all staff, including the headmaster, are regularly appraised, but are concerned to improve the frequency of appraisal when resources allow. The school development plan, which is overseen by the governors, is thorough and comprehensive and is a useful tool for taking the school forward.
- 4.3 The governors are regular visitors to the school and the governing body is well informed about the school's activities. A good number of governors visit during the working day and some usually attend the frequent events held in or by the school. The governors have worked hard for the school to ensure that the provision is as effective as resources allow. A notable recent achievement is the major extension to the school in the new building that houses the pre-prep and some subject specialist rooms.
- 4.4 The arrangements for monitoring the school's activities are now robust and effective but, in the past, the monitoring of the arrangements for appointments, the suitability of staff and the recording of information has not been frequent or sufficiently systematic. The arrangements have now been changed and the deficiencies resolved. Overall, the governors are effective in discharging their responsibilities for the welfare, health and safety of pupils.

### **The Quality of Leadership and Management**

- 4.5 Leadership and management of the school are good. Good academic standards are maintained, pupils achieve well and almost all move on to the senior school, which is the school of their choice. The school meets its aims and is well organised and efficient. The pupils benefit from good teaching, though monitoring has not achieved evenness of quality. The outstanding care of pupils by all staff is a strong illustration of how closely the staff work to the school's aims, which are clearly set out in the brochure and other documents. The aims have been rewritten twice in the last three years, each time with full staff consultation and involvement, to ensure that staff fully support and actively promote the aims.
- 4.6 Teachers' work is monitored and teachers are appraised on an eighteen-month cycle. The management would wish to monitor teaching more frequently, but insufficient time is a constraint. Generally, all staff have a full programme and time for senior staff to carry out management roles is sometimes at a minimum. The current procedures for making appointments are in order but earlier arrangements were not always rigorously carried out or fully recorded. All those working in the school have satisfactory criminal records checks. Procedures have been established by both governors and senior staff to ensure that there are no further breaches.

- 4.7 The school is served by a sufficient number of well-qualified staff, with a good balance of experienced and younger teachers. In-service education and training (INSET) is frequent and used well by teachers. It is arranged for whole-staff training days as well individuals attending courses that are relevant to their particular roles. The programme for whole-staff INSET is based on the strengths and weaknesses of current provision as identified by lesson observations, the scrutiny of pupils' work and assessment results, and relates to the school development plan (SDP). In recent years, for example, the school has moved to develop its assessment arrangements and is in the process of training staff accordingly. The SDP is comprehensive and well constructed. A recent edition of the plan relates the criteria for successful outcomes more closely to pupils' achievements and successful learning.
- 4.8 The school participates in the national scheme for the induction of newly qualified teachers and good arrangements are in place, although attendance at out of school courses has yet to be finalised. All staff are checked on their appointment to ensure that they are suitable to work with children.
- 4.9 Policy writing is generally of good quality. Whole-school policies meet regulatory requirements. They are comprehensive and give clear guidance to staff. Heads of subjects write long-term plans, which guide the teachers when they compile medium- and short-term plans.
- 4.10 The heads of subjects together with the curriculum deputy regularly collect samples of pupils' work to monitor pupils' progress and teachers' marking. Communication between the management team and teachers is clear and effective.
- 4.11 The management of the provision for pupils with learning needs and disabilities (LDD) is of a high standard. The learning support department provides clear educational direction and leadership for staff and this is reflected in the good quality of teaching and the pupils' learning within the department. Appropriate procedures and policies have been drawn up for meeting the identified needs of pupils with LDD in class teaching as well as in individual support lessons.
- 4.12 Resources for learning are sufficient; they are well organised and are used effectively by teachers and pupils. Accommodation is good. The school is housed in a large converted house with a number of modern purpose-built additions. The new building for the pre-prep, and some subject specialist rooms, provides very good accommodation. The grounds, many of them shared with the senior school, are extensive and well maintained.
- 4.13 The administration of the school by the office staff is efficient. The school runs smoothly and communication on day-to-day matters is good. For example, the staff find the morning briefing, about issues for the day and notices about individual children, very helpful.
- 4.14 The school meets most of the regulatory requirements for the suitability of proprietors and staff [Standard 4]. In order to meet all the requirements, the school must:
- (a) ensure that no appointments are made until all necessary checks are carried out and suitably recorded [Regulations under Standard 4].
- 4.15 The school meets the regulatory requirements for premises and accommodation [Standard 5].
- 4.16 The school participates in the national scheme for the induction of newly qualified teachers and meets its requirements.

## 5. CONCLUSIONS AND NEXT STEPS

### Overall Conclusions

- 5.1 Kelly College Preparatory School is largely successful in meeting its aims and aspirations. Good teaching enables almost all pupils to achieve their potential academically, although in some lessons the more able could be challenged more rigorously. Even so, the standards at the end of Year 6 are well above national norms and most pupils move on to their choice of senior school. Relationships between staff and pupils are outstanding and underpin the high quality of care, guidance and the personal development of pupils. Pupils are very willing learners and they behave very well both in lessons and around the school; their behaviour and attitudes are strong features in supporting their good achievement, and the boarders benefit from their residential experience. These strong features of the school are evident from the earliest ages, including in the EYFS. Pupils enjoy the range of activities provided for them, particularly the range of games and sports.
- 5.2 The standards achieved by pupils have been maintained since the last inspection. The quality of teaching has also been maintained and there is good opportunity to use the expertise evident in the school to disseminate good practice. Good leadership and management have been effective in maintaining the quality of provision and successful links with parents. In the past the school has not carried out fully its obligations to meet regulatory requirements concerning the suitability of staff appointments, but once this was realised the school moved with great energy to redress the situation. Systems have also been put into place, for senior staff and governors to avoid the same problems recurring.
- 5.3 The school complies with most of the regulatory requirements, but does not at present meet Standard 3 (welfare, health and safety) and Standard 4 (the suitability of staff and proprietors).

### Next Steps

- 5.4 To improve on the already good quality of provision evident in the school's work the school is advised to take the following action:
1. improve the quality of teaching by sharing the good practice evident in many lessons and by more frequent and rigorous monitoring to identify areas for improvement;
  2. increase the use of assessment information to plan lessons that meet the needs of all pupils more consistently and to track in more detail the progress of pupils.
- 5.5 In order to meet all the regulatory requirements, the school must:
- (1) ensure that no appointments are made until all necessary checks are carried out and suitably recorded [Regulations under Standard 4 and, for the same reason, Regulation 3.(2)(b)].
- 5.6 Any failures to meet EYFS requirements are detailed in Section 7.

## **6. SUMMARY OF INSPECTION EVIDENCE**

- 6.1 The inspection was carried out from 23<sup>rd</sup> to 26<sup>th</sup> November 2009. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the sanatorium. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.
- 6.2 The Early Years Foundation Stage was inspected on 23<sup>rd</sup> and 24<sup>th</sup> November 2009 by two inspectors. The inspectors observed sessions, talked to the children, examined samples of work, and held discussions with staff and governors. Comments from parents and carers were considered, and the inspectors examined a range of documentation made available by the school.
- 6.3 National Minimum Boarding Standards were inspected by a team of three Ofsted inspectors over four days.

### **List of Inspectors**

Mr John Ayerst	Reporting Inspector
Mr Peter Kelly	Head, GSA school
Mr Paul Moss	Head, GSA school
Dr Alison Primrose	Headteacher, IAPS school
Mrs Janet Watts	Director of Studies, IAPS school
Mr Robin Lewis	Early Years Lead Inspector
Mrs Diane Gardiner	Early Years Team Inspector

## **7. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)**

- 7.1 The Early Years Foundation Stage holds twenty-five children in two classes: fourteen Nursery part-timers and eleven full-time children in Reception. The EYFS rooms both have play areas immediately outside, with appropriate equipment. Since the 2004 Nursery inspection, Reception has moved to a newly built classroom. A small number of children have been identified for learning support or extension work.
- 7.2 The setting meets pupils' needs well. The school achieves its aims of valuing each individual and enhancing his or her self-esteem. Independence of thought and action is encouraged from the earliest stages. Teachers' detailed pupil knowledge and their good records ensure every child is fully included and achieves good, all-round development. By the end of Reception all have progressed well, whatever their abilities. The strong staff team is united in commitment to the children and, considerable reflection, review and self evaluation is undertaken, especially at regular, formal, staff meetings. Good professional development has enhanced staff support for pupils. The staff work hard ensuring the separate location of the classrooms does not impede efficient resource and information sharing.
- 7.3 Good leadership and management are provided, day-to-day matters particularly being managed well. Comprehensive, clear documents support Early Years requirements. These help to ensure some outstanding procedures and outcomes, although this success is not consistent throughout the setting. All such matters receive regular review as do the thorough risk assessments which are diligently carried out for estate, buildings, equipment and all visits. Although safe, the quality of outdoor equipment is not consistent. All staff are appropriately qualified, have undergone relevant checks, are well aware of their responsibilities for child protection and safety and benefit from an appraisal system. Excellent informal and formal relationships exist with parents, and high parental satisfaction is indicated by responses to the EYFS questionnaire. Parents are fully informed about the curriculum and a clear reporting system indicates children's progress. Additionally parents receive considerable encouragement and suggestions for home support.
- 7.4 Staff, outdoor facilities, accommodation and resources support pupils' learning and development well. Through detailed understanding of individuals' needs and continual thorough observations, staff make good plans and refine them effectively. Consequently they often provide outstanding and enjoyable activities individually appropriate to all abilities in the six areas of learning. A good range of adult- and, particularly, child-led activities is arranged each week. Pupils respond well to staff expectation and example, and gain a fine understanding of welfare considerations. High staff numbers together with their warm disposition in school and in the after school 'biscuit club' ensure that pupils feel confident and accepted.
- 7.5 By the end of Reception, pupils achieve well from their diverse starting points on EYFS entry. They thoroughly enjoy all aspects of the school day. Pupils work well as individuals, in pairs or in small groups. They much appreciate books and are competent with number tasks. Questions are answered clearly and many are particularly articulate. Pupils show good co-ordination in physical activity and are highly creative in areas such as music and simple design. Personal development is good, and their relationships with each other and teachers are outstanding. Matters of hygiene, healthy eating, fitness and exercise are well understood. Pupils are well behaved, most friendly and co-operative.

### **What the Setting Should Do to Improve**

- 7.6 To improve further the good quality of its provision the setting should:
1. ensure that the maintenance and quality of equipment, particularly in the outside areas, is consistently high;
  2. develop efficient procedures to enable high quality practice to be shared well across the setting;
  3. review the location of the classes with a view to uniting the setting.
- 7.7 The school's provision for childcare meets the requirements of the Early Years Foundation Stage.