



# **INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION**

**PARK SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Park School

Full Name of School	<b>Park School</b>
DfE Number	<b>837/6000</b>
EYFS Number	<b>EY471279</b>
Address	<b>Park School 43 Queens Park South Drive Bournemouth Dorset BH8 9BJ</b>
Telephone Number	<b>01202 396640</b>
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Email Address	<b>headmaster@parkschool.co.uk</b>
Head	<b>Mr Andrew Edwards</b>
Proprietor	<b>Mr Murray Smyth</b>
Age Range	<b>2 to 11</b>
Total Number of Pupils	<b>376</b>
Gender of Pupils	<b>Mixed (191 boys; 185 girls)</b>
Numbers by Age	<b>0-2 (EYFS): 20    5-11: 238 3-5 (EYFS): 118</b>
Head of EYFS Setting	<b>Mrs Suzanne Moyse-Bartlett</b>
EYFS Gender	<b>Mixed</b>
Inspection Dates	<b>09 Jun 2015 to 12 Jun 2015</b>

## PREFACE

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

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) Regulations 2014. The range of these Regulations can be viewed on the website [www.legislation.gov.uk](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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 Education (DfE) 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.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

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', 'requires improvement' 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 the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### Inspectors

Mr William Ibbetson-Price	Reporting Inspector
Mr Adrian Hathaway	Team Inspector (Head of Boarding, IAPS school)
Mr Benjamin Moir	Team Inspector (Director of Sport, IAPS school)
Mrs Claire Osborn	Team Inspector (Head, ISA school)
Mrs Angela Russell	Co-ordinating Inspector for Early Years

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Park School was founded in 1928 and is a co-educational day school for pupils aged from 2 to 11. It is a proprietorial school, acquired by the current owners in 1992. The school is set within a spacious site on the outskirts of Bournemouth. It is based around four large detached houses with some recent additions that provide facilities including a sports hall, art and music rooms, a dining hall and additional classrooms. The school makes use of nearby sports facilities to supplement its own grounds. The Early Years Foundation Stage (EYFS) is a registered setting and is located on the ground floors of two of the school buildings. It has direct access to outdoor play and learning areas.
- 1.2 The school aims to create a happy, secure and supportive environment within which pupils are well educated. It seeks to provide a broad curriculum alongside a wide range of extra-curricular opportunities, with the aim of nurturing the skills, abilities and talents of each individual, so developing confident and self-reliant pupils who have a sense of their own worth and an awareness of the needs of others. The school sets out to place emphasis upon the importance of hard work, high personal standards and respect for others.
- 1.3 The ability profile of the school is above the national average, with a notable proportion of pupils being of well above average ability. Pupils come predominantly from business and professional families who live within a few miles of the school. The majority of the pupils are of white British origin, with a range of ethnic minorities also represented, reflecting the multi-cultural population of Bournemouth.
- 1.4 At the time of the inspection there were 376 pupils on roll: 191 boys and 185 girls. There were 138 pupils in the EYFS, 91 of whom attended part-time. The school has identified 23 pupils with special educational needs and/or disabilities (SEND), all of whom receive additional learning support. No pupils have a statement of special educational needs or an education, health and care plan. Nineteen pupils have English as an additional language (EAL), one of whom receive additional language support.
- 1.5 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 Park School is highly successful in meeting its aims. Pupils are well educated and their levels of achievement are excellent, both in academic work and other activities. They make an excellent start in the EYFS and develop a positive attitude towards learning which they retain in making good progress as they move through the school. Pupils are articulate and they work well individually and with others. In their pre-inspection questionnaire responses, a very small minority of parents felt that there is insufficient challenge for the most able pupils. Inspectors found that there are very effective systems to identify these pupils and those with SEND, and in almost all lessons both groups are given appropriate work and support. Most pupils gain places at highly selective independent and maintained senior schools and many win scholarships. The excellent curriculum covers all required areas of learning and pupils of all ages benefit from a stimulating range of extra-curricular experiences. Children in the EYFS use the main information and communication technology (ICT) suite, but currently do not have appropriate ICT facilities in their own classrooms. Pupils benefit from excellent teaching by well-qualified and experienced staff who motivate them with their own enthusiasm. Staff in the EYFS are skilled in identifying and developing children's interests and in fostering their natural curiosity, although they do not always allow children sufficient time to answer open-ended questions.
- 2.2 The pupils' personal development throughout the school, including in the EYFS, is excellent. They develop into confident and considerate young people who are very well prepared for the next stage in their lives. Pupils respect others and their different beliefs and views. They show a clear understanding, appropriate to their age, of fundamental British values. However, coverage of the personal, social and health education (PSHE) scheme of work is variable. Pastoral care is excellent and pupils feel valued and well cared for, and they have a range of staff they can turn to should the need arise. A very small minority of parents and pupils felt that the school does not deal well with bullying. Inspectors scrutinised records and found that any incidences were dealt with promptly and sensitively, and in interviews pupils confirmed that bullying is very rare and immediately addressed by staff. Relationships between staff and pupils and amongst the pupils themselves are warm and respectful. The pupils' behaviour is outstanding at all times. A small minority of pupils felt that sanctions are not always fairly applied. Inspection evidence did not support this view. Inspectors found that the school council enables pupils to express their opinions, which are listened to by the school and frequently implemented. All staff receive training in child protection and the school maintains good links with local agencies. Arrangements for safeguarding, including safer recruitment, are secure, and health and safety policies and procedures are excellent. Lunches do not offer the pupils any choice and the menu lacks options for fresh fruit and vegetables.
- 2.3 Governance is excellent, and the proprietor has effective oversight of the school, including the EYFS. Regular visits to the school and communication with senior managers ensure that the proprietor has very good insight into the day-to-day workings of the school. Prudent financial management has facilitated judicious investment in resources and school buildings. Leadership and management are excellent and provide clear educational direction, although monitoring of standards is not sufficiently regular to ensure that issues identified are promptly resolved. The recommendations of the previous inspection have been addressed. Links with

parents are excellent, with almost all saying that they support the work of the school and feel that they are involved and that their children are happy and safe.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

### **(ii) Recommendations for further improvement**

- 2.6 The school is advised to make the following improvements.
1. Provide fresh fruit and vegetables or salad at lunchtime on a daily basis.
  2. Increase the regularity of monitoring to ensure greater consistency of standards across subjects and years.
  3. Ensure that PSHE is covered more comprehensively in all year groups.
  4. In the EYFS ensure that all children have adequate time to use their problem-solving and critical thinking skills when answering open-ended questions.
  5. Ensure that there are suitable ICT resources in the EYFS classrooms to enable all children to develop skills for the future.



### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Pupils throughout the school are extremely well educated in accordance with the school's aim for them to be well rounded and understand the importance of hard work. They pursue high standards in all areas of their work and appreciate the opportunities provided by the school in music, drama and sport. They listen attentively both to their teachers and to each other, for example in a Year 1 religious education lesson where they learned about Christmas in Victorian times and were able to ask and answer questions confidently. Pupils read extremely well for their age and have excellent cursive handwriting and presentation skills. Mathematical and scientific skills are highly developed, with the more able pupils making well-reasoned links between current and previous learning. Pupils of all ages and abilities converse confidently and are eager to contribute in lessons, and they develop very effective reasoning skills.
- 3.3 Pupils' achievements in their extra-curricular activities are excellent. They have competed very successfully in local and national sports competitions, music festivals and drama examinations, reflecting the school's aim to develop the special abilities of individuals. Achievement in music, notably the jazz band, orchestra and choir, is of a very high standard, and every year pupils achieve distinctions and merits in music examinations, with several reaching grade 5 before the end of Year 6. Many pupils take speech and drama examinations and have high levels of success, with all achieving a distinction or merit in 2014. They enjoy their lessons, working with enthusiasm and focus.
- 3.4 The following analysis uses the national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of 11 have been well above the national average for maintained primary schools, indicating that pupils make progress that is good in relation to the average for pupils of similar abilities. Pupils are highly successful in competitive entrance examinations to local maintained grammar or independent schools, with a significant number gaining scholarship awards in a range of areas.
- 3.5 Able, gifted and talented pupils achieve highly because they are offered appropriate challenge in lessons and are provided with many opportunities to work independently. The achievement of pupils with SEND or EAL is excellent because they are supported both in class and in additional sessions, which enables them to make considerable progress from their starting points.
- 3.6 Throughout the school pupils have highly positive attitudes towards learning. In the best lessons their progress is rapid and they are highly productive both in individual work and in co-operation with others. Pupils show very high levels of self-motivation and self-confidence. They are enthusiastic in their participation in lessons, keen to answer questions and suggest ideas. They settle to their work quickly and persevere, sustaining high levels of concentration at all ages. Pupils take great care and pride when producing a piece of work, as seen in a wide range of work across all subjects and years. They behave very co-operatively in class and are keen to show initiative. The highly constructive relationships with their teachers contribute significantly to the pupils' excellent achievement.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The school provides a curriculum that is commensurate with its aims, enabling pupils to acquire the expertise that they need for the opportunities, responsibilities and experiences of senior school and adult life in modern British society. As the overwhelming majority of parents agreed, the curriculum meets the needs of all ages and abilities, with appropriate levels of challenge and support offered to every pupil.
- 3.9 The curriculum covers the required areas of learning effectively and is further enhanced by specialist teaching and facilities available in music, physical education (PE), art and design, drama and games. These provide an excellent range and breadth of experience for pupils to extend their learning opportunities and develop skills and talents. Since the previous inspection the provision for ICT has improved considerably, with a newly refurbished suite and technical support available and a curriculum that is becoming firmly embedded into all subjects, thus addressing a recommendation made at that time.
- 3.10 A strong emphasis is placed on numeracy and literacy, which provides a strong foundation for the pupils' learning to develop well across the breadth of the curriculum. Reading is encouraged at all levels, supported by a well-resourced library. Staff have worked hard to implement the changes within the new National Curriculum and to further enhance the already established curriculum. Curriculum plans promote the development of subject-specific skills and ensure that the syllabus is consistently covered by all teachers. A balanced timetable offers pupils much to interest and excite them, and encourages them to develop as confident and enquiring learners.
- 3.11 Curricular support in the form of the Accelerated Learning Department for those requiring additional help is strong, and the systems for identifying and supporting pupils work well. Those pupils identified by the school as having SEND benefit from one-to-one teaching. Pupils identified as being able, gifted and talented are well catered for both in lessons and in activities out of class, including opportunities to excel through academic and extra-curricular clubs.
- 3.12 Provision for PSHE is accessible through a detailed and effective plan that actively promotes fundamental British values such as democracy. However, its implementation is variable across year groups.
- 3.13 The academic curriculum is enhanced by the excellent programme of extra-curricular activities that provide high quality opportunities for pupils to develop their skills and learning in many ways. Many different clubs are on offer, including a range of sporting activities, music, drama, ICT, gardening, art and design, and Spanish. Some of these activities enable the pupils to go on to achieve a very high standard in their chosen areas of interest, with notable success in karate, tennis, table tennis, athletics and badminton.
- 3.14 Excellent local sports facilities are used, along with specialist games coaching. The curriculum is enriched through numerous educational visits, both day and residential, and by visitors to the school, who address pupils without bias or partisan views.
- 3.15 Community links are well established; pupils are active with their charitable work. Money that has been raised recently has been donated to a range of local, national and international charities.

### **3.(c) The contribution of teaching**

- 3.16 The contribution of teaching is excellent.
- 3.17 Teaching promotes pupils' progress and supports the aims of the school well. Planning takes into account the needs of pupils and so strongly promotes the progress of those of all abilities. Specialist teaching in several subjects and activities enhances the knowledge and expertise available to pupils. Pupils confirm that their teachers help them to learn and, while encouraging them to think for themselves, that they also provide individual support when needed. Teaching promotes respect for and tolerance of others in a balanced, non-biased manner. In the best lessons observed, thorough planning and variation of tasks according to the range of abilities showed the teachers' strong understanding of each individual pupil's needs.
- 3.18 Pupils benefit from the enthusiasm, commitment and good subject knowledge of their teachers, which foster their interests and enjoyment at all levels and enhance their learning experience. The pace of lessons is brisk and purposeful, allowing pupils to make rapid progress. Most lessons seen provided exciting opportunities for pupils to think and work independently or collaboratively and creatively as a team. In a Year 4 art lesson pupils were asked to describe a picture for another pupil to replicate, so testing their use of descriptive instructions. All classrooms are equipped with whiteboards that are effectively used by the teachers, such as in a Year 6 literacy lesson on the use of complex words which included an interactive presentation.
- 3.19 Marking is usually thorough, regular and positive, although it is variable in standard. The best examples provide pupils with praise and encouragement, as well as clear guidance and target setting. Pupils value and appreciate feedback and have an excellent understanding of both its meaning and resulting opportunities for future progress.
- 3.20 Displays throughout the school are vibrant and inspiring and include some excellent artwork, which helps to showcase pupils' work and promote creativity. The classrooms are stimulating learning environments in which pupils are encouraged to do their best.
- 3.21 Teaching encourages pupils to be independent learners and to work things out for themselves, as seen in a Year 4 literacy lesson where they had to retell a fairy tale of their choosing, but with a twist. Pupils respond positively to working in pairs or small groups.
- 3.22 Support for pupils in class is excellent. Staff understand the needs of their class and there is clear evidence of forward thinking in their planning. Pupils with SEND or EAL are identified and well known to staff. They tailor work for them to ensure that they receive the support they need in order to progress. Teaching assistants are deployed very effectively in lessons. Provision for all abilities beyond the classroom is made, with regular extension sessions to enhance the learning and achievement of all pupils. The school has an excellent policy for able, gifted and talented pupils, recognising the importance of both identification and provision. Staff are fully aware of such pupils; their progress is carefully monitored and suitable challenge provided, as in a Year 2 mathematics practical session on capacity, where pupils were asked to estimate how much water a bottle could hold. Very good questioning encourages these pupils to think for themselves.

- 3.23 The school uses a comprehensive range of assessments to monitor pupils' progress. Assessment results are rigorously analysed and stored on a centralised system to enable teachers to identify and address weaknesses and strengths, and to incorporate findings into their lesson planning and teaching methods. Individual targets are set in some subjects, providing useful personal goals for pupils. Self-assessment and peer assessment are also effectively used in some subjects to increase pupils' understanding of their achievement and progress.

## **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 Pupils' personal qualities develop extremely well, in accordance with the school's aims to promote a caring, sharing attitude to others and a belief that if something is worth doing, it is worth doing well.
- 4.3 Pupils' spiritual development is excellent. They have clear beliefs and values which inform their behaviour, and they demonstrate a sense of empathy and concern for others. They experience a sense of awe and wonder through their music, and they have an appreciation for the beauty of nature and the wonder of life, seen in the 'eco warriors' and the gardening club. The school provides pupils with opportunities through assemblies and visiting speakers to understand human feelings and emotions and to appreciate intangible aspects of life. Pupils pay close attention in assemblies that offer inspiration, for example reflecting on the belief of a renowned personality that music is the key to the soul. They have effective opportunities to reflect on the value of life, seen in the Book of Remembrance, which is written by the pupils and contains moving family stories of lives affected by the two world wars.
- 4.4 The moral awareness of pupils is excellent. They are able to distinguish right from wrong and to think about the consequences of their actions upon themselves and others. They are very considerate towards each other, and are able to discuss and explore their own values and be supportive of those whose values are different to their own. They behave without discrimination. Pupils talk keenly about the importance of fairness and this informs their behaviour and understanding of the significance of rules. Pupils are well aware of the needs of others beyond their school, which is seen in their commitment to charity fund raising, in which they participate enthusiastically. They develop a good general knowledge of British public institutions and traditions, and of democracy, government, and the civil and criminal law. The recent general election provided a very useful opportunity to consider the importance of the democratic process and free elections. They value the process for electing their school councillors and 'eco warriors', and speak of these positions with pride.
- 4.5 The school actively promotes fundamental British values. It has developed a comprehensive checklist to ensure that it covers all requisite areas of the statutory guidance with regard to pupils' spiritual, moral, social and cultural development.
- 4.6 The pupils' social development is excellent. Pupils of all ages readily open doors and welcome visitors. They are polite and courteous, and engage readily in conversation. They work successfully as members of a team, during lessons, sports, break times and extra-curricular activities. Pupils participate in many community activities that contribute significantly to school life, including the ecological club, school council, school newspaper and 'buddy' scheme. There are many opportunities for responsibility and leadership throughout the school. Pupils relish the opportunity to have leadership positions, such as house and sports captains in Year 6 or school councillors and 'eco warriors' from Year 1 onwards. Year 6 pupils are all prefects and have the opportunity to exercise leadership as Reception class 'buddies' and as teacher helpers. At lunchtime pupils share responsibility for serving food and clearing tables, which they undertake willingly and cheerfully.

4.7 Behaviour is excellent; a view supported by the vast majority of parents in their questionnaire responses. By the time they leave the school, pupils are very well prepared for the next stage of their academic journey.

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

4.8 The contribution of arrangements for pastoral care is excellent.

4.9 Well-established pastoral care systems are supported by clear policies that are implemented consistently, allowing the school to very successfully achieve its aim of enabling pupils to feel secure in a caring environment. Pupils understand the procedures and in discussions stated that they know who to turn to if they have a concern. They feel confident they can talk to an adult, usually their form teacher, for help and advice. The school has a comprehensive system to monitor pupils' progress and well-being. Pupils are discussed at weekly meetings, staff duty cards are issued to monitor specific situations, and class teachers collate and formally communicate the progress of each pupil at the end of the week to the leadership.

4.10 Pupils are very supportive of each other and get on exceptionally well with staff. Good relationships amongst pupils are clearly evident as those from all year groups play together happily, as seen during a break time when the school jazz band played to a large and appreciative audience. Year 6 pupils are given the opportunity to be a 'buddy' to a Reception pupil, and so assist younger children in settling in while also developing their own sense of responsibility. An overwhelming majority of parents responding to the questionnaire felt that their children are well looked after by the school.

4.11 In responses to the questionnaires a very small minority of pupils and parents felt that the school does not deal well with bullying. In interviews pupils said that on the very rare occasions that bullying occurs it is dealt with quickly and effectively. Inspectors found that robust anti-bullying and behaviour policies are in place, and that detailed and effective records are kept of any incidents. Pupils are taught the importance of tolerance and kindness, and are made aware that bullying is unacceptable. E-safety and cyber-bullying are recognised by the school as important issues and pupils were able to discuss and show how safeguards for these are implemented within ICT and wider curricular areas.

4.12 Pupils are encouraged to be healthy as part of their curricular studies and enjoy taking regular exercise. They benefit from this and learn to keep themselves safe as they develop physical skills whilst using the outdoor areas, including some low obstacle equipment. Inspectors found that school meals lack choice available at lunchtime, with no fresh vegetables, salad or fruit provided.

4.13 The system of rewards and sanctions is clear and understood by all pupils. Merits are awarded on a regular basis and count towards an overall house total, and pupils are presented with certificates in assemblies in recognition of high levels of effort. Good work is further rewarded by showing the article to the leadership, and awards for particularly well-executed work are regularly presented in assembly. In their questionnaire responses, a small minority of pupils felt that sanctions are not awarded fairly. School records and discussions with pupils confirmed that there is no unfairness in the way behaviour is managed.

4.14 The pupils feel that their views are listened to, both through talking to staff on a daily basis and in the more formal setting of the school council. The house system also

encourages co-operation between older and younger pupils, while introducing a level of healthy competitiveness.

4.15 The school has a suitable plan to ensure educational access for pupils with SEND.

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

4.16 The contribution of arrangements for welfare, health and safety is excellent.

4.17 The school places a high priority on the safeguarding of pupils, and policies and procedures for ensuring this are strong. Excellent procedures for the safe recruitment of staff are in place and closely followed. Detailed recruitment records are kept meticulously. The commitment of staff to keeping pupils safe is evident in their relationships. The designated safeguarding lead (DSL) for child safety and his deputies have had appropriate specialist training that is kept up to date. All other staff and volunteers receive the required training, and reporting procedures are well known and understood. Records relating to concerns about pupils' welfare are carefully kept and good inter-agency links are maintained.

4.18 Suitable arrangements are in place to reduce the risk from fire and other hazards. Staff receive appropriate fire training, fire procedures are clear and regular drills are held. Regular checks are carried out on fire safety equipment.

4.19 Health and safety policies and practice are comprehensive, and are regularly reviewed. Appropriate risk assessments are in place for different areas of the school and electrical and other testing is completed regularly. All staff are aware of their role in reporting any hazards. Off-site trips and visits are carefully assessed before they go ahead.

4.20 The first-aid policy covers all requisite areas and provides timely and appropriate care. First-aid cupboards are located throughout the school and contain suitable supplies. Staff training, including that for those with paediatric qualifications, is regularly updated. The medical area for pupils who become ill during the day has suitable facilities, and arrangements are in place to ensure the health and safety of pupils with SEND. A record of accidents is kept accurately.

4.21 Admission and attendance registers are correctly maintained and stored for the required period. Any absences by pupils are suitably and promptly investigated.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent.
- 5.2 Through regular visits to the school and frequent communication with the leadership and other senior managers, the proprietor maintains a good oversight of all aspects of the school, including educational standards and the EYFS. As a result the proprietor is able to effectively discharge his legal and other responsibilities. Prudent financial planning and investment in the buildings and in the provision of educational resources ensure that the school has suitable facilities to offer a full and rich range of subjects and activities. The recruitment and retention of quality staff are given a high priority.
- 5.3 The proprietor, who was the head of the school for several years, has a very good insight into the working of the school. A formal system of appraisal for the current leadership offers him appropriate support and challenge. The proprietor is heavily involved in development planning. He ensures that targets for improvement are identified and that the school has clear ideas for its future development.
- 5.4 Health and safety arrangements are excellent, and an annual review of child protection policies and safeguarding procedures takes place.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 Leadership and management at all levels are successful in ensuring that the school meets its aims of providing a caring environment within which pupils can thrive and grow in confidence. This is reflected in the quality of the pupils' achievements, their excellent personal development and the high quality pastoral care evident throughout the school, which encourage an ethos of respect for others and democratic values. Pupils are very well prepared for transfer to their next school. Policies, including those for safeguarding pupils and the safer recruitment of staff, are comprehensive, and measures to safeguard pupils are thorough and carefully implemented throughout the school. All staff are appropriately trained in safeguarding, welfare, health and safety.
- 5.7 The dedicated and hard-working leadership has a clear vision for the future educational direction of the school and works with the management team to carry out effective self-evaluation, from which a school development plan (SDP) is produced that identifies areas for improvement. This is shared with the staff, who are able to make their own suggestions, and the SDP is then agreed with the proprietor. Constant monitoring of the SDP is undertaken and progress carefully recorded. Although standards of teaching and learning are monitored on an annual basis this is not sufficiently frequent to ensure that policies are universally implemented and consistently followed. The two recommendations of the previous inspection, to improve the provision of ICT and to formalise the roles and responsibilities of senior managers, have both been successfully addressed. Subject leaders now have job descriptions, providing middle management with clearly defined and understood



responsibilities for both curricular and pastoral matters. The school is now suitably resourced with ICT equipment that is maintained by a technician and used effectively by teachers to enhance the curriculum, although the EYFS does not yet have appropriate ICT equipment within its classrooms.

- 5.8 Throughout the school, the recruitment of staff is well managed, and procedures for checking staff prior to their appointment are robust and appropriately recorded. A handbook gives staff clear and detailed guidance, and an appropriate induction process for new staff ensures that new appointees are well informed of school routines and safeguarding arrangements. The leadership conducts regular staff appraisals, which include observing staff teach. Subject co-ordinators complete an annual audit of their subjects, which includes lesson observations and an examination of pupils' work. However, there are no regular follow-up checks to ensure that areas identified for improvement have been addressed. Staff are committed and hard working. Their teamwork and mutual support are excellent and demonstrate clearly the friendly family ethos that underpins the strong leadership of the school. Teaching assistants and support staff make a significant contribution to the success of the school and are highly valued. All staff are suitably trained, with regular updates, in child protection, first aid, and health and safety so that they meet the needs of all pupils. The DSL and his deputies receive appropriate training. The vast majority of parents are happy with the quality of the school's leadership and management. The school's buildings and facilities are well maintained and provide pupils with a pleasant learning environment.
- 5.9 Links with parents, carers and guardians are excellent. The success of the school's interaction with parents is reflected in their highly positive responses to the pre-inspection questionnaire. Parents feel welcome and staff's visibility and accessibility are key features in the success of this partnership. Pre- and after-school care is characterised by a warm and homely atmosphere.
- 5.10 The school maintains regular, constructive contact with parents through various formal and informal means. Homework diaries are used very effectively to communicate messages between parents and form teachers. The leadership is available every morning to greet pupils and parents as they arrive, and teachers are also available before and after school on the playground to discuss any issues or concerns the parents may have. Parents are encouraged to take a full part in the education of their children. The school newspaper, *The Talking Turnip*, was introduced in the current academic year. Named, designed and written by the pupils, the newspaper is an excellent vehicle to celebrate the successes of the school. The content regularly includes examples of work, key dates and the latest news from around the school.
- 5.11 Parents are highly satisfied with the education provided for their children, as indicated in their responses to the questionnaire, with almost all saying that they would recommend the school. They were particularly pleased with the provision for individual needs and the pastoral care their children receive. Parents feel confident that the staff know their children very well.
- 5.12 A very small minority of parents felt that concerns are not dealt with. A thorough scrutiny of documentation shows that all concerns are dealt with promptly and sensitively, and are usually resolved quickly and informally. The efficient and courteous school office answers parents' queries with consideration and due attention. The school's formal complaints procedure is suitable and is readily available to parents, but has very rarely been used.

- 5.13 The Friends of Park School are proactive in supporting the school, for example providing items such the boards on which the names of all leavers are recorded. Examples of its links with the school include discos, a summer fete, a 'nearly new' shop and charity days, which raise money for local and national charities in addition to supporting the school. This link is further enhanced by a range of parents' events, including quiz nights and a summer ball.
- 5.14 A detailed and evolving website, a school prospectus and an informative handbook provide parents of current and prospective pupils with all the required information about the school. This is supplemented by taster visits for prospective pupils.
- 5.15 The school provides five detailed written reports each year, which give a clear picture of a pupil's progress. Parents have an opportunity to comment on the report and to agree on next steps. In addition, regular consultations take place between parents and staff at formal parent evenings held every term.

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

- 6.1 The setting makes outstanding provision in meeting the needs of the range of children who attend. Educational programmes and activities provide excellent opportunities for learning which constantly capture the children's interests. Specialist teaching for music and PE is provided for all Reception children. Outdoor provision, especially in the Nursery, is exceptional. All children, including those with SEND or EAL as well as the more able, reach and at times exceed the level of development typical for their age.
- 6.2 Staff demonstrate an excellent understanding of how children learn and provide outstanding support, enabling all children to be ready for the next stages in their learning. Adults know well all children's interests and provide for their individual needs. The development of language is given a clear priority by adults, who constantly interact with the children during daily activities. Staff are skilled in asking open-ended questions, however at times, children are not given sufficient time to consider their answers and fully show their critical thinking and problem-solving skills.
- 6.3 Excellent opportunities are provided for children under the age of three to develop their language and mark-making skills. Outdoor activities are given a high priority and children under the age of three have many opportunities to develop their physical skills when using wheeled toys.
- 6.4 For children over the age of three, a wide range of excellent activities provides opportunities for exploration, for example when playing music with household artefacts. They use their mathematical skills, for example when measuring the slide, and are provided with many opportunities during PE lessons to develop their balancing skills. They extend their learning during visits to a local beach and welcome visitors to school.
- 6.5 Adults have very strong relationships with all children. They have high expectations and skilfully motivate children to learn. High quality teaching enables children to make excellent progress, which is recorded in comprehensive detail.
- 6.6 Highly successful partnerships are established between home and school, and parents are provided with excellent opportunities to contribute to their children's interactive learning diary. Regular parents' meetings and written reports provide further excellent information. Children bring in photographs from home to support their learning and take toy bears and stickers home to celebrate their achievements. The parents' association strengthens this excellent relationship.
- 6.7 In discussions with inspectors, parents were extremely positive in their praise of the school and were particularly appreciative of the fact that they receive timely responses to their questions. In response to the pre-inspection questionnaire an overwhelming majority of parents expressed a high level of satisfaction. They especially appreciated the fact that the school achieves high standards of behaviour and that their children feel safe and happy.

### **6.(b) The contribution of the early years provision to children's well-being**

- 6.8 The contribution of the provision to the children's well-being is outstanding. Staff fulfil their roles as key people extremely well and provide for all children's emotional needs, ensuring that they feel secure and happy. Many opportunities are provided for children's increasing independence, such as when selecting their own resources and tidying away. A consistent approach is taken to managing behaviour and children are extremely polite and respectful.
- 6.9 Children under three are encouraged as they explore their surroundings and are supported as they make new friends. Staff ensure that all children have opportunities to join in and feel part of the group. Adults know all the children extremely well and provide excellent support. Children care for one another. Good manners are given a high priority and children are praised for their achievements.
- 6.10 Staff help children to understand healthy eating and the importance of personal hygiene and self-care. They wash hands before eating lunch and snacks, and learn how to be protected from the sun.
- 6.11 Comprehensive arrangements for transitions enable strong bonds to be formed with key people. The links between Nursery and Reception and between Reception and Year 1 are excellent, ensuring that all children feel safe and cared for.

### **6.(c) The leadership and management of the early years provision**

- 6.12 Leadership and management in the EYFS are outstanding. The proprietor takes great interest in the provision. The setting benefits from strong leadership and staff provide excellent oversight of the educational programmes. They monitor teaching and learning very effectively. The setting meets its aim to provide an environment that is friendly, secure and supportive, and where children can work, play and succeed.
- 6.13 Staff recruitment procedures are robust and records of checks are made appropriately on a single central register. Induction procedures provide support for new staff. Regular risk assessments promote the safety of the environment and detailed policies, known by the staff, are in place to ensure that the children are well safeguarded. Accurate self-evaluation by all staff results in a shared vision and a development plan that has realistic targets, based on the children's needs.
- 6.14 Performance management and staff supervision meetings support the well-qualified staff and identify further staff training needs. For example, as a result of attending a training course about developing the outdoor environment, staff were better able to provide opportunities for creative thinking. Training in safeguarding, child protection, first aid and health and safety is up to date.
- 6.15 Excellent partnerships have been established with parents, the local authority and other outside agencies. This ensures that children with additional needs receive appropriate support.

**6.(d) The overall quality and standards of the early years provision**

- 6.16 The overall quality and standards of the provision are outstanding. All children, including those with SEND or EAL as well as the more able, make excellent progress in relation to their starting points. Children under three respond well to instructions and are able to increasingly confidently use everyday words. They skilfully use a spoon and fork for lunch. They use their imagination when dressing up and when role playing within a magic kingdom.
- 6.17 Achievements for children over three are excellent. Older Nursery children count the spots on a dice and understand that actions can be counted as well as objects. They learn new words rapidly and think creatively, for example when making paper ice creams. Children in Reception made a comprehensive list of the items they need for their visit to the beach and become confident communicators. They interpret simple pictograms and can choose the correct coins needed to make a specific amount.
- 6.18 Children use remote controlled toys and the interactive whiteboard in their classes and computers in the ICT suite as they develop their skills for the future. However, in some classes a lack of appropriate resources prevents ICT skills from developing fully and being used to support their learning.
- 6.19 Children learn how to care for others by raising money for charities, and develop a respect for other cultures, for example during Chinese New Year. They play well together, learn to take turns and demonstrate independence. Their high levels of co-operation show that they feel safe and happy. Staff work hard to ensure that all safeguarding and welfare needs are carefully met. Adults are reflective practitioners and as a response to the recommendation from the previous inspection, the EYFS action plan now includes targets that more appropriately reflect the children's needs.

**Compliance with statutory requirements for children under three**

- 6.20 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

**Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.**