



INDEPENDENT SCHOOLS INSPECTORATE

PRIORY PREPARATORY SCHOOL

EARLY YEARS FOUNDATION STAGE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Priory Preparatory School

Full Name of School	Priory Preparatory School		
DfE Number	936/6002		
EYFS Number	EY397099		
Registered Charity Number	846881		
Address	Priory Preparatory School Bolters Lane Banstead Surrey SM7 2AJ		
Telephone Number	01737 366920		
Fax Number	01737 366921		
Email Address	gmalcolm@prioryprep.co.uk		
Head	Mr Graham Malcolm		
Chair of Governors	Mr Ashley Head		
Age Range	2 to 13		
Total Number of Pupils	185		
Gender of Pupils	Boys		
Numbers by Age	2-3 (EYFS):	8	5-11: 110
	3-5 (EYFS):	51	11-13: 16
Head of EYFS Setting	Mrs Mimi Filer		
EYFS Gender	Boys		
Inspection dates	10 Dec 2013 to 11 Dec 2013		

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the school. The previous ISI inspection was in January 2011.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. 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 informal discussions with children and examined samples of work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Jan Preece

Mrs Deborah Buckenham

Early Years Lead Inspector

Team Inspector for Early Years (Former Head,
IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Priory Preparatory School is a day school for boys aged between two and thirteen years. It was founded in 1921 and moved to its present site at Banstead in Surrey, in 1935. The school is a charitable trust administered by a governing body. It is founded on Christian principles, though boys of all faiths or none are welcomed.
- 1.2 The school aims to promote educational standards of the highest order and to develop pupils both in person and towards all-round achievements in order to pass into senior schools of parental choice. Since the last inspection a new head of pre-prep, who is responsible for the EYFS, was appointed in September 2013. A new building which will accommodate the EYFS from January 2014 has just been completed.
- 1.3 At the time of the inspection there were 185 pupils in the school, of whom 59 were in the EYFS. Of these, eight were aged from two to three years, attending in the mornings only. There were 25 children aged between three to four years, some of whom attend part-time, and 26 children in Reception, all of whom attend full-time. Six children in the EYFS have been identified as having a special education needs and/ or disability (SEND), all of whom receive additional support at school. Any child who is learning English as an additional language (EAL) also receives support. The school offers a breakfast club and after-school care. Most pupils come from professional and business families in the locality and there is a broad mix of cultural diversity within the setting.
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the EYFS and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Nursery 1	2-3 years
Nursery 2	3-4 years
Reception	Reception

2. SUMMARY

(i) Compliance with statutory requirements

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

(ii) Recommendation for further improvement

- 2.2 The school is advised to make the following improvement:
1. Formalise current arrangements for the supervision of staff to ensure regular one-to-one coaching and personal support.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

3.(a) How well the early years provision meets the needs of the range of children who attend

- 3.1 The setting makes outstanding provision in meeting the needs of the children who attend. The educational programme, enhanced by specialist teaching in music, covers both the prime and specific areas of learning and has breadth and depth. This ensures all children, including the under-threes, achieve very well. All children reach the level of development typical for their age, and many exceed this level. Children with SEND and EAL are identified early and well-targeted interventions and individual support ensure that their needs are fully met so that they make good progress.
- 3.2 Adults' high expectations are based on a thorough assessment of the children's prior skills, knowledge and understanding. High-quality planning based on thorough observational assessment provides an excellent balance of adult-led and child-initiated activities. These reflect individual children's interests and learning needs and enable them to develop as independent learners. Progress is carefully monitored and children who are more able receive extra challenge within the interesting learning environment. Younger Nursery children are given excellent opportunities to develop their listening and communication skills as well as their physical proficiency in the wide range of activities provided, both inside and outdoors. Adults stimulate all children's imagination and develop their language and understanding extremely effectively by entering into their play and through skilful questioning. They use child-friendly stimuli in their teaching which immediately engage children's interest and enjoyment, as observed in a Reception session with a mathematics focus which used a seasonal theme of delivering presents and a puppet to teach the children about positional language.
- 3.3 The setting is warm and welcoming. A weekly playgroup and welcome tea party enable children and their parents to become familiar with the setting prior to their entry. Parents say that the key person system helps their children to settle quickly and happily. Parents are highly involved in their children's learning and achievements through the weekly electronic newsletter, a contact book and an open door policy. Staff share children's developmental and progress records, to which parents are encouraged to contribute, at regular parents' evenings which are followed by comprehensive reports. In the pre-inspection questionnaire and a meeting with an inspector, parents were overwhelmingly supportive about the care and education provided for their children.

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

- 3.4 The contribution of the EYFS provision to children's well-being is outstanding. Throughout the setting, and particularly with the youngest children in Nursery, strong and trusting relationships are formed, not only with the key person but all the adults in the room, so that they are confident when working and playing outside or in other areas of the school. As a result the children are demonstrably happy and enjoy their time in the setting. Adults promote good behaviour through role modelling, high expectations and frequent and effective use of praise and encouragement. Consequently, children in Reception are tolerant of one another, share toys and

resources and co-operate well. They are keen to investigate and excited by the challenges they are set each day. As a result they learn to exercise choice and manage risks sensibly.

- 3.5 The setting promotes a positive attitude towards healthy eating and exercise. Adults encourage the children to take responsibility for their personal hygiene as they grow older. The children enjoy the varied and nutritious lunches and are given many opportunities to be physically active, both in focused sessions and the outdoor learning area. They are well-prepared for their next stage of their education through taster sessions in the next class and thorough staff liaison. The proximity and shared outdoor areas promote a cohesive feeling between classes in the EYFS.

3.(c) The leadership and management of the early years provision

- 3.6 Leadership and management in the EYFS are outstanding. Governors have an astute understanding of the setting, gained through regular visits and a developing relationship between EYFS staff and a link governor. Their commitment to continuing improvement of the educational programmes has further enhanced provision with the recent completion of new accommodation. Staff implement suitable policies and procedures, such as risk assessments, consistently. As a result, they fulfil their responsibilities in meeting the learning and development requirements of the EYFS. The children who attend breakfast and after school clubs enjoy the well-supervised activities provided. Safeguarding procedures are thorough. Staff are given clear guidance on child protection and health and safety as part of their induction, as well as regular updates to ensure they are well-informed of their responsibilities in this area. Consequently children are cared for in a safe and welcoming environment.
- 3.7 Senior leaders work as an effective team to ensure practice is of a consistently high standard through the careful monitoring of planning and assessments. All staff in the EYFS are involved in rigorous self-evaluation which results in a clear development plan. The supervision arrangements to enable staff to discuss issues and receive coaching to improve their personal effectiveness have a positive impact on teaching and learning, although these are currently informal. However new staff are given a mentor and communication between all members of staff is excellent and mutually supportive. Staff receive regular appraisal, which is linked to their training and development needs. They state that senior managers' high expectations and support have helped them to improve their practice. The setting works closely with parents and external agencies so that all children receive the support they need.

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

- 3.8 The overall quality and standards of the EYFS are outstanding. As a result of the provision, all children, including those with EAL and SEND or the more able, make at least good and often excellent progress from their various starting points so that they reach the expected levels of development by the end of the EYFS, and many exceed age-related expectations. They are ready to continue into the next stage of their education. Children aged under three listen well, are beginning to identify the first sound in their name and sing phonics songs with actions. Some can manage their personal needs independently and all are secure in their emotional attachments. Older children in the Nursery express themselves confidently with adults and their peers. Many identify rhymes and sounds within words successfully. They recognise colours and shapes and some can count and manipulate numbers

up to twenty. Attractive displays reflect the high standards achieved; for example letters to Santa written by the children in Reception demonstrate exceptionally competent independent writing. The oldest children exhibit excellent phonetic awareness, make simple mathematical calculations and are beginning to tell the time. They programme an electronic toy in the outside learning area confidently and display excellent fine motor skills as well as physical dexterity when using balancing and climbing apparatus outside.

- 3.9 Throughout the EYFS children are enthusiastic and keen to engage with their learning. They investigate confidently and play imaginatively in the many opportunities given for active learning. They show pride in completing their challenges and receiving praise. The personal development and behaviour of all the children are excellent. They are exuberant but respectful and well-mannered. Newly-appointed senior leaders have a clear understanding of what is needed to maintain high standards and secure ongoing improvement to enhance each child's life chances. They ensure that safeguarding and welfare requirements are met, and are shared with all staff in order to protect children. Since the previous inspection, provision for outdoor learning has been developed well and it continues to improve with the recent completion of the new facilities.