



# **INDEPENDENT SCHOOLS INSPECTORATE**

**KEW COLLEGE**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Kew College

Full Name of College	<b>Kew College</b>		
DfE Number	<b>318/6056</b>		
Registered Charity Number	<b>286059</b>		
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Headteacher	<b>Mrs Anne Dobell</b>		
Chair of Governors	<b>Mrs Karen Wyatt</b>		
Age Range	<b>3 to 11</b>		
Total Number of Pupils	<b>277</b>		
Gender of Pupils	<b>Mixed (125 boys; 152 girls)</b>		
Numbers by Age	3-5 (EYFS):	<b>78</b>	5-11: <b>199</b>
Number of Day Pupils	Total:	<b>277</b>	
Head of EYFS Setting	<b>Mrs Fiona Rizzo</b>		
EYFS Gender	<b>Mixed</b>		
Inspection dates	<b>21 Sep 2010 to 22 Sep 2010</b>		
	<b>18 Oct 2010 to 20 Oct 2010</b>		

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in November 2006.

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

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

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

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

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

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

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

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</b>	<b>2</b>
<b>(a) Main findings</b>	2
<b>(b) Action points</b>	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
<b>3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS</b>	<b>4</b>
(a) The quality of the pupils' achievements and their learning, attitudes and skills	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	4
(c) The contribution of teaching	5
<b>4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT</b>	<b>7</b>
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>9</b>
(a) The quality of governance	9
(b) The quality of leadership and management	9
(c) The quality of links with parents, carers and guardians	10
<b>6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE</b>	<b>12</b>
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	12
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	12
(c) The quality of the provision in the Early Years Foundation Stage	12
(d) Outcomes for children in the Early Years Foundation Stage	13
<b>INSPECTION EVIDENCE</b>	<b>14</b>

## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Kew College is a day school for 277 boys and girls from the ages of three to eleven. Its main aim is to be a centre of excellence by providing a rich, relevant and varied curriculum. It seeks to instil in its pupils a sense of commitment, responsibility, respect for others and healthy self-esteem, so that they go on to the next stage of their education with confidence and a desire for further work and experience, eventually taking their place in society. The school strives to create an atmosphere that is relaxed but purposeful by developing the best possible relationship between teachers, children and parents.
- 1.2 Kew College was founded in 1953 and became a charitable trust in 1985. It is situated in the West London suburb of Kew, near Richmond. The original two Victorian houses were joined in 1994, the Octagon building was completed in 1999 and the Sedum building, providing specialist accommodation for some practical subjects, was opened in 2005. The school is governed by a board of trustees, including current and former parents. Since its previous inspection in November 2006, a new headteacher was appointed in September 2009.
- 1.3 The Early Years Foundation Stage (EYFS) is situated in the main building and comprises the Nursery, for children aged between three and four, and Kindergarten, for children between four and five. Currently, 78 children on the roll (35 boys and 43 girls) are in the EYFS. The 39 children in Nursery attend on a part-time basis.
- 1.4 Pupils are admitted to Kew College without assessment in order of application, with priority given to siblings and children of former pupils. The ability profile of the school, as indicated by standardised tests taken in Year 6, is above the national average. When they leave Kew College at the age of eleven, the majority of pupils obtain places at senior independent day schools in London, while a few continue their secondary education in boarding schools outside the capital. The majority of pupils are of white British origin, with a significant minority of other ethnicities. Most belong to families in professional occupations. Thirty-two pupils have been identified by the school as having learning difficulties and/or disabilities (LDD), of whom thirty-one receive learning support from the school. One pupil has a statement of special educational needs (SEN). Fourteen children are classified as having English as an additional language (EAL), of whom two currently require and receive support.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the EYFS and its National Curriculum (NC) equivalence are shown in the following table.

### ***Early Years Foundation Stage Setting***

School	NC name
Nursery	Nursery
Kindergarten	Reception

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 At Kew College pupils of all abilities and needs are successful in their learning and personal development. The school broadly fulfils its aims of being a centre of academic excellence and a welcoming, friendly environment where strong relationships between pupils, staff and parents flourish. The school does not participate in national tests at the age of eleven. Pupils achieve well across the curriculum and extra-curricular activities, and standards are exceptionally high in all aspects of English and mathematics. The quality of their reading, writing and mathematical skills is in advance of their years. Pupils also exhibit great creativity, particularly in art work. Pupils display enthusiasm for their lessons and good learning skills, although opportunities for independent learning and critical thinking are less frequent. Nor do they use ICT sufficiently across the curriculum. Good quality teaching, which gives strong support to pupils' achievements, is well planned and delivered, although the range of methods can be prescriptive. Nevertheless pupils make good progress over time in relation to their ability profile, which is above the national average. In response to the previous inspection the school has broadened its curriculum, and now provides an improved range of extra-curricular activities, which also have an impact on achievement. At 11+, pupils not only achieve places through competitive entrance examinations to selective secondary schools but also win a good number of awards.
- 2.2 Pupils' personal development and the school's arrangements for welfare, health and safety are outstanding. Pupils display high levels of spiritual development, not only in their own mature self-awareness but also in the value they place on the more meaningful aspects of life. Pupils develop into exceptionally moral beings, happy to obey the school rules and aware of the needs of others. Pupils' social qualities are equally high; they behave in an emotionally mature manner towards other individuals and the community at large. Pupils have outstanding cultural awareness, showing respect for and interest in their own and other traditions. Pupils leave the school as well-balanced personalities. The school is a caring community where pupils are thoughtfully and skilfully looked after by the pastoral care of the whole staff, which contributes strongly to their personal development. Policies for safeguarding pupils' welfare, health and safety are put into practice most effectively by all staff. All necessary measures are taken to reduce the risks to pupils whilst at school or in its care.
- 2.3 The quality of governance, leadership and management, including links with parents, is good. The headteacher and senior management team show clear educational vision and leadership. Management is growing in strength after a period of change. It does not yet focus on monitoring the quality of teaching in the classroom and the sharing of best practice between teachers is at an early stage. Governors have a clear understanding of the school, which they serve with professional skill. The school is aware that the number of toilets for Nursery is insufficient and is planning to rectify this. Parents give a high approval rating to the quality of education and care the school provides, although a few are critical of the range of extra-curricular activities and the amount of homework. The inspection found that both were appropriate for this school. The school is sensitive to the expectations of its parents. It has responded fully to the issues from the previous inspection regarding the provision of information to parents and dealing with complaints.

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

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

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

- 2.4 At the time of the initial visit, the school did not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it was required to:
- provide the appropriate number of washbasins and toilets within the EYFS setting [Part 5 paragraph 23 (j), under Premises and accommodation].

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

- 2.5 In addition to the above regulatory action point, the school is advised to make the following improvements.
1. Provide more opportunities for pupils' independent learning and critical thinking across the curriculum.
  2. Ensure that ICT is embedded into teaching and learning in all areas of the curriculum.
  3. Use monitoring of teaching by senior staff and the sharing of best practice through peer review to bring all teaching up to the highest standard.
  4. Develop the role of key person within the Nursery to further enhance children's learning and development in the EYFS.
  5. Implement more formal systems for monitoring the quality of the EYFS provision.

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

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

- 3.1 The good quality of the pupils' achievements and their learning, attitudes and skills successfully meets the school's aims. Pupils move on to the next stage of their education with the confidence gained from their achievements at Kew College. Pupils' knowledge base is strong and they apply academic skills well. The standard of their English is significantly high. Pupils are highly articulate in expressing their views; most are good listeners and many are expressive readers. Their creative writing displays imagination and flair. Pupils' standards in mathematics are equally high; they are able to apply mathematical principles to problem-solve with facility, as displayed in their books and mathematics challenge successes. Their creativity is strong, as seen in their attractive and original art work. Pupils' skills in information and communications technology (ICT) are not well developed; beyond ICT lessons pupils rarely use computers to facilitate their learning. Pupils achieve well in team sports, gaining a good level of success in fixtures against similar schools. Over the past three years pupils have gained fifteen academic scholarships on average annually to senior independent schools.
- 3.2 Pupils' attainment cannot be measured in relation to average performance against national tests but, on the evidence available, it is judged to be high in relation to national, age-related expectations. Pupils organise their work well and express their thoughts clearly in class and cogently in discussions. On occasion the style of teaching gives fewer opportunities for independent learning and critical thinking, which then limits the challenge for more able pupils in particular. Pupils' attainment is good because they follow a demanding curriculum, which concentrates on core skills for younger pupils, with increased subject breadth for older years. Preparation for entrance examinations into senior schools is detailed and thorough. This level of attainment, as judged by evidence in books, lessons and discussions with pupils, indicates that the pupils make good progress in relation to pupils of similar ability.
- 3.3 Pupils have a very positive attitude to their studies, which has a strong impact on their achievement. They are very keen to succeed. They concentrate well in class, listen to instructions and carry them out to the letter. Their behaviour is good and, although they can occasionally become over-excited, they quickly respond to control. Pupils concentrate well individually, and co-operate happily and effectively in pairs or groups. Pupils show perseverance for their age and continue to concentrate even when tackling a longer task; they wish to take their work through to a personally satisfying conclusion.

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

- 3.4 Kew College offers its pupils a good curriculum which supports pupils' achievements well. The school has responded to the criticism of too narrow a focus on core subjects made in the previous report and has developed its curriculum by broadening the range of subjects, so that it covers all the requisite areas of learning. The balance of the curriculum, with its generous provision for core subjects, enables pupils to achieve particularly high standards in English and mathematics. For older pupils the curriculum becomes increasingly broad, with the addition of a modern



foreign language, drama, Latin in some years, and a generous provision for games and swimming. Reasoning in the top two years contributes to the pupils' preparation for entrance examinations. However, opportunities for the pupils to engage in independent work and critical thinking are limited by the demands of the curriculum and examination preparation.

- 3.5 The curriculum fulfils the aim of the school to prepare pupils for the next stage of their education and is carefully planned with the specific age and needs of the pupils in mind. Pupils of all abilities within the school have their skills and experience methodically built up, and their individual academic needs are well known and supported by teachers. Pupils with LDD and SEN have individual learning plans which enable the learning support department to use the methods best suited to each pupil.
- 3.6 The curriculum is supported by a good range of extra-curricular activities. The school has increased their frequency and widened their scope, for example by offering more musical ensembles to foster instrumentalists and singers several times a week, thus responding positively to the recommendation in the previous report. Art and dance clubs and the popular 'Mad Science' club have been very well received by the pupils. Several activities are designed for a particular pupil age range and all are well subscribed. However, currently few activities increase the range of sporting interests.
- 3.7 The frequency, variety and quality of educational visits and visitors are excellent and these, alongside links with the local community, deepen the richness of educational experience for all pupils. Pupils are actively involved in raising money for local, national and international charities, the choice of which is now decided democratically by the whole school, led by the school council. Useful links are being developed with a neighbouring maintained school to share educational speakers and to run a joint table-tennis club and a chess tournament.

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

- 3.8 The good quality of teaching at Kew College strongly supports the aims of the school and contributes well to pupils' achievements. Staff expect and encourage high standards from their pupils. Teachers know their pupils very well and include their individual needs in their planning, the quality of which is good. Pupils with LDD and SEN are frequently supported by teaching assistants, although not all assistants' tasks in the classroom are planned in sufficient detail.
- 3.9 Lessons generally proceed at a brisk pace. Teachers possess a strong subject knowledge. Teaching fosters pupils' interests, although some lessons with a lack of tasks to stimulate and challenge able pupils do not exploit their full intellectual potential. Classes are usually well managed and pupils are consistently encouraged to make progress. Sometimes the reliance on one teaching strategy throughout a lesson fails to reinforce or deepen pupils' understanding. The resources of the school are well utilised to enhance learning.
- 3.10 Teachers frequently assess pupils understanding in lessons. Pupils' work is marked thoroughly, usually with helpful advice, and pupils understand and follow up their teachers' comments. Teachers apply the school's marking policy well, and pupils understand the grades and systems used and place high store on them. They find

the traffic light system used across subjects to self-assess their own work helpful and enjoyable. In English and mathematics individual target setting is being usefully employed to enable pupils to take some responsibility for their own progress. Individual pupils' progress is thoroughly monitored from Year 4 onwards using a variety of standardised tests in the core subjects. The results are regularly discussed by teachers who compare them with their own assessments and modify their planning accordingly.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The pupils' personal development is excellent and fully meets all of the school's relevant aims. Pupils throughout the school are open, friendly, well mannered, concerned for each other's well-being and strongly supportive of each other. Pupils display high levels of spiritual awareness and development. In conversation they place value on non-materialistic aspects of life: loyalty in friendship, fairness and sharing. They have a strong understanding of themselves and their place in the world, and a fascination with nature. In an art lesson, pupils expressed a sense of wonder at the colours of familiar fruits. They show lively interest in and respect for the beliefs and traditions of different faiths. Pupils can explain the significance of respect for others and that many major world religions worship one God and share the same values.
- 4.2 Pupils show exceptional moral qualities. The school expects high moral standards and the pupils respond accordingly. Woven into the fabric of the school are clear expectations and boundaries, instilling in all pupils a sense of right and wrong. Even younger pupils could recognise the harm caused by bullying. Pupils democratically agree rules for their form with their teacher. Pupils understand that school rules are for the benefit of the whole community and are prepared to obey them or respond positively to correction. The absence of a record of any serious punishment in recent years reflects strongly the pupils' acceptance of the school's moral code. Pupils respond with great concern to the needs of their peers.
- 4.3 Pupils develop at Kew College as exceptionally social individuals. They behave in an emotionally mature and responsible manner. They work and play together with consideration and enjoyment of each other's company. They are highly motivated towards contributing to the community in which they work. Younger pupils respond willingly to the requests of staff for volunteers, while pupils in Year 6 are keen to take up and carry out positions of responsibility, whether as prefects or captains of sport or houses, or lunchtime monitors. Pupils value the experience of electing or being elected to the school council, which represents their views on the school to its management. The whole school makes decisions about the selection of charities for which they will raise funds. Pupils have a good working knowledge of public institutions and services through personal, social and health education (PSHE) lessons. Pupils responded thoughtfully to the school's own questionnaire, valuing their work, friends and the care provided by staff but critical of messy cloakrooms, the size of the playground and waking up early for swimming. The number of responses to the questionnaire was too small for analysis to be statistically reliable.
- 4.4 Pupils show outstanding cultural understanding and maturity. In lessons and assemblies they display interest in and understanding of cultures and faiths other than their own. They take part with enthusiasm in festivals from a variety of religions. They show appreciation of the music played by other pupils or their dramatic performances. Pupils say they are excited by and value the many opportunities they have to experience a diverse range of modern culture on school trips and expeditions. Pupils show profound respect and tolerance to pupils and staff of different ethnicities and backgrounds from their own.

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

- 4.5 The arrangements for pastoral care and for welfare, health and safety are outstanding. The school thoroughly fulfils its aims of providing highly effective support and guidance to its pupils. The arrangements for the care of pupils, based upon the form teacher, are clear and effective. Staff discuss individual pupils' concerns at staff meetings and detailed records are kept. The post of pastoral care co-ordinator has been recently created to support the form teachers. The new pastoral care policy aims to formalise the co-ordination of care. The pastoral care of the staff strongly supports the personal development of the pupils and enables them to grow into well-balanced personalities.
- 4.6 Relationships between all constituents of the school, pupils, staff and parents are excellent. The school was described as "like a second home." Thoughtful, considerate relationships are the norm in classroom and playground alike. New pupils feel quickly welcomed into friendship groups. Pupils like and respect the staff, who respond in kind.
- 4.7 The school has robust procedures in place to promote good behaviour and to guard against harassment and bullying, which are stressed at assemblies and in PSHE lessons. Staff deal constructively with any unacceptable behaviour, heeding the particular circumstances and needs of the pupil. Pupils say that bullying or bad behaviour is an unusual occurrence, which would always be dealt with appropriately by the school.
- 4.8 The school takes its responsibility for child protection very seriously through the careful implementation of its thorough policy. Interview panels always include a person trained in safe recruitment. Training for the whole staff in child protection has been carried out and those with responsibilities as designated officers have also received appropriate training for their role.
- 4.9 Health and safety policies are comprehensive and regular meetings are held to review their effectiveness. All necessary measures are taken to reduce the risk from fire. Suitably qualified first-aiders are on hand throughout the school and their names and locations are clearly posted around the premises. A new medical room has been brought into use. Risk assessments are undertaken of all areas of the school on an annual basis and each outing is separately assessed for risk.
- 4.10 The school has shown an awareness of the need to include disabled access in recent building and has an accessibility plan covering 2009 to 2012 in line with the Special Educational Needs and Disability Act. Admission and attendance registers are kept and maintained correctly. Pupils bring a packed lunch from home but are encouraged to develop healthy eating habits and take regular exercise on their timetable.

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

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

- 5.1 The quality of governance at Kew College is good. Governors bring a relevant range of specialisms to the service of the school, although they currently seek additional expertise in specific areas. Current and former parents on the board provide links with the parent body. The governing body meets frequently and follow-up action is clearly defined. Five committees cover areas considered most critical to the school's success. Governors give generously of their time and expertise. They have attended a range of training relevant to their roles. The board is aware that their induction of new governors is not sufficiently structured. The governors are clear in their aims for the school, which they share with the senior management. Governors have invested sensibly in recent years in staff, resources and new buildings. The board draws up an annual report to measure the success of its work.
- 5.2 The governing body is highly effective in ensuring that its members have a clear insight into the working of the school. They receive regular, detailed reports from the headteacher and the bursar. They also receive presentations from members of staff on their areas of responsibility. The chair of governors is a frequent visitor to the school, resulting in an in-depth knowledge of its functioning. The school is aware of the advantages of inviting in other governors to monitor its work. The headteacher is supported and suitably challenged by the board. The board maintains a rolling review of policies covering the whole school.
- 5.3 The governing body is vigorous in the discharge of its responsibility for child protection and effective in monitoring welfare, health and safety throughout the school. The health and safety committee meets regularly to review policy and maintain standards of practice.

### **5.(b) The quality of leadership and management**

- 5.4 The leadership and management of the school are effective in ensuring that the aims of the school are well met; policy implementation and safeguarding responsibilities are effectively discharged. The new leadership has displayed energy and determination in taking the school forward. New posts have been created in senior management, and curriculum co-ordinators have been introduced to improve the efficiency of the running of the school. The significant number of newly appointed senior staff are taking up their roles enthusiastically. The senior management team represents most major areas of the school, although the head of the EYFS setting is not a member.
- 5.5 The senior management team is clear in its vision for the school that it should combine high academic achievement with creativity in a caring environment. It communicates this vision effectively and frequently to staff and parents. Academic targets are set for cohorts of pupils, and these are carefully monitored for each individual. The atmosphere is of a supportive and caring community.
- 5.6 Leadership and management are highly effective in self-evaluation and setting priorities, and are now focusing on ensuring that these are achieved. The recently restructured appraisal scheme is being deployed across all staff. The scheme contributes well to the school development plan and training priorities. Since the previous inspection the senior management team and middle management have

been given more time to carry out their roles and deal with important issues. Senior staff do not directly monitor teaching beyond the formal appraisal system, and so do not ensure that it is putting planning into practice and challenging pupils to fulfil their potential.

- 5.7 The school is well staffed, and teachers are appropriately qualified and experienced for their roles. New staff have received induction and are well supported in their planning by colleagues who teach parallel forms. Staff training occurs regularly on topics relevant to the development of the school, including child protection and health and safety. Only a few staff engage in peer observation to share best practice. The standard of accommodation, maintenance and cleanliness is good. Currently the number of toilets and washbasins is insufficient for the Nursery. The school was already aware of this through an audit of space and correct provision is in the development plan.
- 5.8 The school is rigorous in its checking of the suitability of staff, governors and volunteers to work at the school, and fully meets its responsibilities in this area by ensuring that a person trained in safer recruitment procedures is involved in the interview for every appointment.

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

- 5.9 The quality of links with parents is good. The school's aim of forming the best possible relationship with its parents is broadly met. Parents are informed about the work of the school via regular newsletters, magazines and its informative website. E-mails and text messages are used at short notice. Parents stated in the pre-inspection questionnaire that they are pleased with the recent improvement in communication and would like to see this trend continue. Form teachers use homework diaries and opportunities to meet parents at the end of each school day to communicate informally. The headteacher's suggestions box and open door policy are appreciated. The new communications committee and last summer's parental satisfaction survey confirm the vigorous efforts the school is making to improve the quality of its communication.
- 5.10 The parental questionnaire attracted a high proportion of respondents. Replies indicate strong approval for the school's values, most aspects of the academic education and all aspects of pastoral care and support, with which inspection findings concur. A few parents remain unhappy with the expanded activity programme, but inspection evidence indicates that this programme is now appropriate. Parents were least satisfied with the amount of homework, particularly as it increases further up the school. The inspection findings agree with the school that the volume is appropriate for secondary school examination preparation.
- 5.11 Parents are offered many opportunities to be involved in the work and progress of their children. They are invited to formal school events and evenings for the parents of older pupils on secondary schooling options and on phonics for the parents of younger pupils. The Kew College Friends represent the entire parent body through form representatives, who liaise with the headteacher. The Friends support the school through social events and fund raising. A small number of parents were dissatisfied with opportunities to be involved in the school's life and work; the inspection found that the school offers a suitable range of opportunities.
- 5.12 Since the previous inspection the school has greatly improved the provision of all relevant information to parents and the manner in which complaints are

handled. The school prospectus informs parents of pupils and of prospective pupils of the ethos and aims of the school. Parents receive written reports twice a year and are invited to attend two parents' evenings annually for their year group. Reports indicate what each pupil has achieved but do not consistently indicate what is needed to make further progress, nor do they set targets for improvement. There have been no formal complaints in the past two years and the school handles any concerns with sensitivity.

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

## **6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

### **6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage**

- 6.1 The overall effectiveness of the setting is good with outstanding features. The setting is successful in achieving its aim of encouraging the development of all children in a supportive and purposeful environment. Children are happy and secure and their needs are met well. All children, including those identified as having LDD and EAL, make at least good progress in their learning and all-round development. Careful attention is given to children's welfare and safety; their exemplary behaviour and excellent personal development are strengths. Close working relationships exist with parents and carers. The development of monitoring of the provision to inform improvement is at an early stage. However, self-evaluation is accurate and leaders have a good capacity to sustain and improve the current good standards.

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

- 6.2 Good leadership and management ensure that children's interests are to the fore. Staff are vigilant in ensuring that children are safe and all systems to safeguard children are secure. All children have equal opportunities to succeed. Class teachers act as key person for the children in their class. However, this role is not shared with other adults working closely with the children. A strong partnership with parents ensures that they are fully involved in their children's learning. Parents speak highly of the setting. Staff make good use of resources and work well together. Managers understand the importance of identifying clear priorities through self-evaluation for continuous improvement. Effective links with external agencies offer additional support for staff, extending the skills and information available to them.

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

- 6.3 The quality of the provision is good, with some outstanding features. All staff have a clear understanding of the needs of young children. A wide range of activities across all areas of learning is provided both indoors and outside, with an appropriate balance between adult-directed learning and activities chosen by the children. A generous adult- to-child ratio ensures that children receive much individual attention. Systems for assessing the children's progress are good, and there is a clear link to planning for the next steps. Excellent relationships between staff and children are a strength. Staff are vigilant in their care for the children. Behaviour is extremely well managed and children are encouraged to think about the needs of others. Children's welfare is carefully managed and all aspects of the setting and its work are thoroughly risk assessed.



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

- 6.4 Outcomes for children are good and many aspects are outstanding. Children make at least good progress during their time in the EYFS; they enter Year 1 with skills which are generally above average for their age. Progress is particularly rapid in areas such as speaking and listening, phonological awareness and mathematical skills; children have a very good understanding of mathematical concepts such as shape, space and measures; their counting ability is strong. Personal development is outstanding. Children feel safe and secure in the setting and are polite and thoughtful towards one another. They develop positive attitudes to learning. Children develop a strong awareness of how to stay safe and healthy; they are proud to be buddies to welcome new children and are keen to encourage pupils on the 'friendship bench' to join in their games. They are proficient in the use of ICT. Children are developing valuable skills for the future. Children leave the EYFS confident and eager to face the fresh challenges of Year 1.

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

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, 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 Peter Lee-Smith	Reporting Inspector
Mrs Pamela Craig	Former Head, IAPS school
Mrs Cheryl MacNair	Deputy Head and EYFS Co-ordinator, ISA school
Mr Malcolm Priestley	Head of ICT services, IAPS school
Mrs Felicity Lawson	Early Years Co-ordinating Inspector