

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Kent College Pembury

Full Name of the School	Kent College Pembury
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Registered Charity Number	307920
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Age Range (of the whole school)	3 to 18
Gender	Girls
Inspection Dates	2nd to 5th November 2009
Early Years Age Range	3 to 5
Early Years Gender	Girls
Early Years Foundation Stage Inspection Dates	12th to 13th October 2009

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

The Early Years Foundation Stage (EYFS) framework was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. The inspection was carried out by ISI, a body approved by the Government for the purpose of inspecting EYFS provision in schools belonging to the ISC Associations. Section 7 of this report evaluates the extent to which the setting fulfils the requirements of the EYFS Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection was carried out in conjunction with Ofsted, Children's Directorate. The Ofsted report is available separately at www.ofsted.gov.uk under Inspection reports/Boarding schools.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. INTRODUCTION

Characteristics of the School

- 1.1 Kent College, founded in 1886 in Folkestone as a school offering an academic education for girls, moved to its present 75-acre site in Pembury, just outside Tunbridge Wells, during World War II and now educates girls between the ages of three and eighteen. A total of 601 girls currently attend the school. In all, 194 are in the preparatory school (prep school), including 22 in the Early Years Foundation Stage (EYFS), and 407 are in the senior school. Of these 89 are boarders and 99 study in the sixth form. The school is one of nine belonging to the Methodist Independent Education Trust and is managed by the trust's board of management. However, each school has its own governing body (GB) that includes the secretary of the board of management and the chairman of the District of the Methodist Church in which the school is situated. Half of the total number of governors are, by preference, members of the Methodist Church, or if not, members of a Christian church in full sympathy with the purpose and teachings of the Methodist Church. The Methodist Church states that its schools aim to be caring, family communities committed to the development of the full potential of each individual, having regard for their personal attributes as well as their academic aspirations. In addition Kent College aims to place boarding at the heart of the community, to provide all pupils with a balanced and well-rounded education, and to maintain an ethos based upon mutual respect and firmly grounded Christian principles.
- 1.2 The last inspection by the Independent Schools Inspectorate took place in 2004. Since then the present headmistress was appointed in January 2008 and the senior school has grown from 350 to over 400 pupils. Teaching facilities have been improved with the addition in the senior school of a new science wing, an outdoor education trail designed to build confidence and new spaces for textiles and drama. Development of outdoor play equipment, a Year 6 gazebo and a vegetable garden have recently enhanced provision in the prep school. A number of school facilities, such as the swimming pool, science laboratories, information and communication technology (ICT) suites and the sports hall are available to pupils in the prep school as well as to senior school pupils.
- 1.3 According to nationally standardised base line tests, on average the ability of pupils throughout the school is above that of pupils in all maintained primary and secondary schools. If pupils in the prep school are performing in line with their abilities their results in national tests are expected to be above the average of those attained by pupils in maintained primary schools. If they are performing in line with their abilities pupils in the senior school are expected to achieve results above the average of pupils in all maintained secondary schools.
- 1.4 Pupils come from diverse backgrounds but most are from business or professional families. Most pupils are from a white British background, with less than a fifth from other origins. Approximately a quarter of the boarders are from families in the armed forces. No pupils have statements of special educational needs. In the senior school, 69 pupils have been identified as having learning difficulties and/or disabilities (LDD). In the prep school, 28 girls with LDD are on the learning support register. Of the 46 pupils in the senior school for whom English is an additional language (EAL) roughly half receive extra support for their English. In the prep school, those few pupils whose first language is not English are fluent in English and need no extra language support.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 The educational experience provided is good in the prep school and excellent in the senior school. Provision for children in the EYFS is excellent. Throughout the school, the curriculum is well planned and offers clear progression, promoting effective learning and a well-rounded education that supports the school's aims. Since the last inspection, effective liaison within subjects has been established between the prep school and the senior school.

Prep School

- 2.2 The prep school offer pupils a broad education, in and out of the classroom. Pupils' skills in speaking and listening, literacy and numeracy are developed well. The curriculum offers many opportunities for pupils to gain physical, creative and practical skills, through ICT, music, drama, art, design and technology, and particularly physical education. French is taught from Nursery to Year 6. Human and social aspects of learning are pursued well, though the time available for the humanities is relatively limited. Personal, social, health and citizenship education (PSHCE) is carefully planned and effectively supports pupils' personal development.
- 2.3 The school prepares pupils carefully for the next stage in their education and for examinations to secure entry to senior schools. A strong emphasis is placed on English and mathematics, and also verbal and non-verbal reasoning. Lessons in thinking skills are included from Year 3.
- 2.4 Sports provision, including access to specialist teachers, has improved greatly since the last inspection and is now a significant strength. The number of teams representing the school has multiplied, with A and B teams in Years 3 to 6. The school has an extensive extra-curricular programme in which sport features strongly. Pupils have many opportunities in dance, gymnastics, netball and swimming, in lessons and in clubs. Other activities range from cooking to a classics club. Pupils have some opportunity to sing in a choir and to play a musical instrument.
- 2.5 Specialist teaching from prep and senior staff, and the use of facilities such as the senior school science laboratories, computer suite and sports facilities, extend educational opportunities in lessons and in extra-curricular activities. However, associated timetabling constraints sometimes unbalance the pattern of the day, or reduce continuity of time with the class teacher. The emphasis on sport adds much to girls' educational experience, but arrangements for changing, and the time needed for moving around the site, sometimes hamper the smooth running of other lessons.
- 2.6 The school identifies pupils who need extra support for learning and this provision is well thought out and carefully delivered to help each pupil succeed. Staff help all pupils to organise themselves and their time. Pupils have a full schedule but are happy and positive as they go about their busy lives. As one pupil said: "you have something to look forward to every day. There is never a dull moment."

Senior School

- 2.7 The broad and balanced senior school curriculum offers an extensive range of subjects carefully tailored to the needs, interests and abilities of the pupils and includes plentiful opportunities to develop the skills of speaking, listening, literacy and numeracy. Adjustments to the timetable allocations for some subjects in Years 7 to 9, made in the light

of the last inspection, have further strengthened the effectiveness of the overall curriculum. In addition to the subjects of the National Curriculum, pupils study two modern foreign languages from Year 7 and Latin from Year 8. In Years 10 and 11, the combination of core subjects and a generous list of options ensures that pupils continue to gain a broad educational experience. At A level, pupils can choose freely from an even wider range of subjects, and are able to follow subject combinations that are precisely suited to their interests and higher education requirements.

- 2.8 The meticulously planned PSHCE programme provides appropriate progression from Years 7 to 11 and covers all relevant issues in ways highly suitable to the ages of the pupils. In the sixth form, A-level work is supplemented by an imaginative enrichment programme that provides opportunities to take part in community service, to study a nationally recognised course in food and wine, or to follow a curriculum enrichment record of achievement offered by the Open College of the North West. Those wishing to demonstrate further academic prowess may choose to undertake the extended essay offered by some examination boards.
- 2.9 An exceptional range of extra-curricular opportunities greatly enhances the academic curriculum. The wealth of activities offered on weekdays to all pupils includes not only music, dance, drama and sport, but also the more unusual, for example relaxed discussions at the Chatterbox Club, clay pigeon shooting and a gardening club. Participation in Young Enterprise, the Model United Nations General Assembly and debating enables older pupils to mix with others in local schools, as well as increasing their knowledge of the world and honing their communication skills. An exciting programme of weekend activities for boarders is effectively structured. The Duke of Edinburgh's Award and the sixth-form enrichment programme provide opportunities for older girls to help with the younger ones and also to work in the community, with the elderly or in charity shops. A lack of co-ordination of this exceptional number of activities leads occasionally to confusion.
- 2.10 Pupils are thoroughly prepared for the next stage in their education and for adult life. Formal careers guidance starts in Year 9 as pupils make their GCSE choices. Thereafter psychometric and aptitude testing, input from the local authority careers service, a Year 11 careers conference and a sixth-form taster day are of great value to the girls as they choose sixth-form courses. All Year 11 pupils are strongly encouraged to undertake work experience placements. Help for sixth formers in preparing their higher education applications is exemplary and includes rigorously planned advice sessions, clear documentation and contact with advisors from several universities. Interview practice is shared with a neighbouring boys' school.
- 2.11 The thoughtfully planned and clearly documented curriculum offers equality of access and opportunity for all pupils to learn and make significant progress. Arrangements for setting in mathematics, modern foreign languages and science, together with the overall banding of pupils into two streams for other subjects in Years 8 and 9, enable the girls to proceed at a pace appropriate to their abilities. Pupils indicate that they find these arrangements supportive.
- 2.12 Liaison between the learning support department and teachers of mainstream classes is effective. Teachers are sensitive to the needs of pupils with LDD or EAL and use appropriate strategies to help them. In addition, individual or small group sessions enable pupils to tackle the curriculum with confidence and greater self-esteem. Able and talented pupils are offered enrichment within lessons, in specially designed activities and also in events arranged in conjunction with local schools and with the Methodist Independent Education Trust.

Whole School

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

Pupils' Learning and Achievements

- 2.14 Throughout the school the quality of the pupils' learning and achievements, praised in the last inspection, continues to be good in relation to their abilities. Children make an extremely good start in the EYFS. The school continues to pursue successfully its aim that each pupil should have the opportunity to gain confidence and to excel.

Prep School

- 2.15 Pupils acquire good levels of knowledge and skills in the course of their learning. They listen well and are confident in speaking, as shown in their enthusiasm for drama. The girls are eager readers, immersing themselves in books by favourite authors and thoughtfully reviewing what they have read. In numeracy, they are competent in calculation. The school recognises the need to extend pupils' skills in applying their knowledge to solve problems in mathematics. Pupils relish opportunities for scientific investigation and show thoughtful curiosity when encouraged in this. They develop good skills in using ICT.
- 2.16 Pupils are well-motivated and conscientious learners. They concentrate well and are eager to contribute. However, they are not always challenged enough to think critically and independently, or to show intellectual curiosity in going beyond a simple right answer. Although pupils organise themselves well in keeping track of homework and of their individual daily schedule, they are not frequently required within lessons to show initiative and self-reliance.
- 2.17 Pupils' attainment is good in relation to their abilities. Results in national tests over the last three years at the age of eleven have been well above the national average for maintained primary schools. Pupils reach high standards in reading. The school recognises that it has the capacity to raise standards further in writing, and to increase the extent of higher attainment in mathematics.
- 2.18 Pupils achieve extremely well in sports, with strong participation in dance, swimming and netball competitions. School teams are frequently successful. For example, the U11 netball team was runner up last year in a national tournament for preparatory schools. Girls are confident performers in music, singing and drama events, and many pupils achieve well in individual examinations.
- 2.19 Pupils enjoy their work. They settle quickly, follow instructions carefully and concentrate on the task set. They work well individually, in pairs or in groups, readily co-operating with one another and sharing their ideas. Older pupils take notes on occasions, and draft and revise their work effectively.

Senior School

- 2.20 Pupils of all ages and abilities are well grounded in knowledge, skills and understanding in their academic subjects and in the ever-widening range of activities. They have well-developed literacy skills and can draft and re-draft written work deftly. They often combine their creative skills with an ability to write expressively in appropriate registers and styles, for example when producing their own film in a language club or designing a book for younger children in ICT.

- 2.21 Pupils reason confidently and, when given the opportunity, they think critically and logically, demonstrating a capacity for independent thought. Their oral communication is lucid and they are particularly articulate when asked for their opinion by teachers or other adults. Pupils also use specialist language, for example in science, mathematics and art, with ease and accuracy. Their listening and reading skills are highly developed.
- 2.22 Girls at all educational stages usually display secure numerical skills and are able to analyse data efficiently and effectively, not only in mathematics lessons but also, for example, in geography and science. They use ICT competently to support their learning and are confident users of the internet and other online resources for independent research.
- 2.23 Pupils' achievement is good in relation to their abilities in both GCSE and A-level examinations. Their attainment at GCSE and A level over the last three years for which comparative data is available has been well above the national average for all maintained secondary schools. An analysis of the nationally standardised test data shows that progress from Year 7 to GCSE is also well above the national average, and a similar rate of progress continues from GCSE to A level. There are no significant differences in relative attainment between groups of pupils or subjects.
- 2.24 Girls enjoy striking individual and team success in a number of sporting activities. For example, pupils have recently competed at national level in swimming and at regional level in sports such as hockey, athletics, rowing, gymnastics and cricket, and in cross-country, where the U13s won the South East area championships.
- 2.25 Pupils also achieve high standards in many other areas. Those girls who take external examinations in music and in speech and drama frequently gain merits and distinctions, and they also compete successfully in local music festivals, both individually and in ensembles. Participation in The Duke of Edinburgh's Award continues to flourish and several pupils achieve gold level before leaving the school. Pupils do well in national mathematical challenges, and a bronze medal has been gained in the International Chemistry Olympiad. Many sixth formers successfully achieve a nationally recognised food and wine award. Members of the bee-keeping club recently received a commendation at a local show for the quality of their honey.
- 2.26 Pupils are hard working and concentrate well, both inside and outside the classroom. In the vast majority of lessons and activities, the cheerful and co-operative atmosphere enables effective learning to take place. Pupils work conscientiously, settle quickly to their studies and apply themselves whole-heartedly to their tasks, either individually or as empathetic members of teams and groups.
- 2.27 The organisation and presentation of work in books and files are almost always excellent, showing care and pride. Some thorough, independent note taking was observed but this skill is not consistently developed.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.28 The spiritual, moral, social and cultural awareness of pupils is good in the prep school, where pupils' moral and social development is particularly strong. In the senior school, pupils' personal development is outstanding. Similar judgements were made at the last inspection. Christian values are embedded in the daily life of the school, and this enables the school to achieve its aim of fostering a tolerant and supportive ethos based on mutual respect and Christian principles.

Prep School

- 2.29 Spiritual development is fostered through assemblies that relate Christian principles to daily life. Pupils develop a sense of identity and self-worth. They learn about the major religions and have some opportunity to share with others the traditions and customs of different faiths, particularly at festival times. Pupils sometimes write their own prayers for class assemblies. In a drama lesson, Year 6 pupils thoughtfully explored the sense of awe and wonder that might have been felt by those present at the birth of Jesus.
- 2.30 Pupils develop a strong moral sense that helps them to distinguish between right and wrong. They are supported in this by high expectations of behaviour and many opportunities to discuss the rules that govern the school community. Classes devise their own rules each year. Pupils think that the rules are fair, while members of the school council are quick to identify infringements and to suggest remedies. Pupils have a keen understanding of their part in making the school a rewarding place for everyone and they readily take on responsibilities. A 'buddy' system pairs older pupils with younger ones. Within their busy schedule, the oldest pupils cheerfully take on extra tasks, for example as prefects, monitors and house captains, and they are active in caring for younger children at breaks and lunchtimes.
- 2.31 Pupils are friendly and sociable, and they work and play well together. Pupils gain confidence and belief in themselves. They learn to manage the fallout that occurs occasionally within groups of friends. In so doing, they come to appreciate the feelings of others and to recognise the importance of tolerance and kindness.
- 2.32 The school provides a strong sense of community that encompasses everyone. Girls learn with interest about the jobs that people do to help them, within the school and wider community. Year 1 pupils were fascinated by the opportunity to ask cleaning staff about their work. The trial of Toad in a Year 6 play based on *The Wind in the Willows* was used to explain how a courtroom works. The programme in PSHCE is being extended to increase girls' knowledge of public institutions. The elections and decision making of the school council introduce girls to the democratic process in action.
- 2.33 Pupils' cultural awareness is broadened through art, drama and music lessons, visits and visitors. Pupils gain a broad knowledge of other countries through work in geography and the learning of French. Pupils' horizons are extended through support for Kent College's link school in Nepal. Pupils develop global awareness in considering environmental issues. Although not widely informed about the diversity of cultural traditions within this country, the girls are interested in other faiths and customs, and are respectful of differences.

Senior School

- 2.34 The notable strength of the girls' spiritual growth derives from the many opportunities provided for them to develop an interest in and an understanding of spiritual matters. Religious education is taught to all pupils up to the sixth form. The school chaplain has an important role in leading assemblies, evening prayers for the boarders and Sunday services. Communion services are held each term and those girls who have not been confirmed are invited to go forward for a blessing. The girls themselves organise a 'Soul Sisters' group for the further exploration of faith. Although all girls are expected to attend and take part in assemblies, the celebration of festivals of other religions is an integral part of the life of the school and this leads naturally to questions, discussion and a shared awareness of a range of beliefs.

- 2.35 The girls also develop their spiritual sensibilities through their studies in many subjects as well as through the comprehensive PSHCE programme, that explores values, self-worth and identity. Girls are given time and space to reflect on the sacrifices made by others such as the ‘modern martyrs’ featured in an assembly, and to wonder at the beauty of the natural world, for example by enjoying a moment of stillness in a nearby bluebell wood.
- 2.36 Pupils display an excellent moral sense. They are eager to take up opportunities to debate ethical issues in the classroom, for example in role play arguing for and against the installation of a nuclear plant. Pupils appreciate the school rules and understand the reasoning behind them. They show their maturity by accepting reprimands or ‘blue slips’ with little fuss. Pupils have a strong sense of right and wrong. The dilemma of ‘should I tell?’ is one of many moral questions discussed.
- 2.37 The high quality of pupils’ social development is successfully promoted through the many opportunities to take on responsibilities within the school. All girls have the chance to be elected to lead their forms in various activities and to attend the school council. Older girls may become school officers and they contribute much to the smooth running of the school. Sixth formers help with the induction of new pupils. Girls produce assemblies and organise charity fund raising events, including a ‘Glitter Ball’. They run some of the clubs and at the time of the inspection a girl in Year 13 was directing a major school performance. PSHCE lessons provide an excellent forum for pupils to gain an insight into their responsibilities as citizens. In a Year 8 lesson on the role of the police, girls asked probing and thought provoking questions.
- 2.38 Pupils’ cultural development is outstanding. The school’s pervading ethos of mutual respect and tolerance, high standards of courtesy and consideration, is demonstrated by staff and emulated by pupils. Pupils have a strong awareness of their own culture. They take delight in their own and others’ artistic achievements, for example in musical performances, and in the beautiful art work displayed around the school, and this coupled with visits to galleries, museums, theatres and concerts ensures that girls are well poised to enjoy a lifetime of cultural appreciation.

Whole School

- 2.39 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.40 The quality of teaching across the school is good. Pupils who encounter difficulties with learning receive well-targeted and effective support. Teaching helps pupils to gain confidence, in line with the school’s aims. However, the level of challenge provided by the teaching is inconsistent and this impedes the pursuit of excellence. Since the last inspection, progress has been made, particularly in the senior school, in using information from assessment to track pupils’ progress over time, although this is limited in the prep school.

Prep School

- 2.41 Teaching draws on a well-planned curriculum, ensuring that pupils make good progress in their acquisition of knowledge, skills and understanding. Teachers plan together well, so that pupils in parallel classes cover the same ground. Pupils who have difficulties in learning are supported well in lessons, and when withdrawn for extra teaching. Planning generally takes account of the needs of more able pupils, but this is not always the case. Pupils benefit from being taught in sets for mathematics from Year 3, though the range of ability within sets is not always fully recognised.

- 2.42 In the best lessons, teaching probes what pupils already know, skilfully identifies gaps in understanding and extends pupils' thinking. However, teaching does not consistently challenge the most able in all lessons. The task set is often the same for everyone and pupils continue to practise skills they have already mastered. Teaching encourages effort and application, as frequently seen in physical and creative activities. Pupils respond well when challenged to enquire in greater depth, but they are often guided so closely that independent thinking is inhibited. The school has identified the need to extend problem solving in mathematics and to build further on pupils' enthusiasm for investigation in science.
- 2.43 Classes are well managed, and teaching encourages responsible behaviour and positive attitudes so that pupils learn effectively. Classrooms are well organised, and attractive displays often serve to stimulate interest and to celebrate pupils' work. Teaching proceeds at a good pace. Effective use is made of different teaching methods, including whole-class sessions, activities in groups and pairs, individual written tasks and use of the interactive whiteboard. Teachers demonstrate good knowledge and understanding of the subject matter, in lessons taught by both specialists and non-specialists. The school is well resourced and excellent facilities, including the sports hall and swimming pool shared with the senior school, are used to good effect to enhance teaching.
- 2.44 Work is carefully and encouragingly marked, sometimes showing pupils specifically how to improve, though not routinely providing targets to work towards. Pupils' work and progress are regularly assessed, in English and mathematics, against standardised measures and National Curriculum levels. The resulting information is not used in a concerted way to guide teaching and to inform planning. The school is aware that this is an area for development.

Senior School

- 2.45 The standard of teaching is good and often excellent, enabling pupils of all abilities, including those with LDD or EAL, to make rapid progress in acquiring new knowledge, increasing their understanding and developing new skills. It successfully fosters intellectual, physical and creative effort.
- 2.46 The teaching successfully encourages pupils to apply themselves diligently to their work and to be interested in their studies. In the best lessons a fast pace, enthusiasm, an imaginative variety of activities, and a willingness to challenge pupils and build on their ideas, lead to exceptional progress. In a small number of lessons expectations are not sufficiently high and teaching methods lack variety. Pupils show a willingness to think critically and creatively and respond eagerly when asked open-ended questions, but some lessons are too dominated by the teacher for this independent learning to take place. Opportunities for teachers to observe each other and to discuss effective teaching methods are not systematically organised.
- 2.47 Pupils' behaviour in lessons is exemplary. They appreciate the unstinting support they receive from their teachers, and in almost all lessons the rapport between teachers and pupils is excellent. Knowledge of individual pupils' needs and current level of attainment is used effectively in most lessons. Teachers have a thorough knowledge of their subjects and are keen to share this with their pupils.

- 2.48 Lessons are meticulously planned, and teachers make effective use of the high quality of accommodation, equipment and resources available to them, for example the specialist equipment in the science laboratories, and in the music and language departments. Interactive whiteboards are installed in all classrooms and are appropriately used to enhance learning. Pupils appreciate having ample access to computers and the learning resource centre is generously stocked with books, CDs and DVDs, magazines, newspapers and periodicals.
- 2.49 In most subjects, the marking of work is assiduous and pupils are given valuable information about what they have done well and how they can improve. In many lessons the ongoing checking of understanding and helpful oral advice, enable pupils to grasp concepts. Most pupils understand the grading system and find it informative, especially in Years 7 to 9 where a clearer system has been introduced. Girls in Years 10 and 11 are less sure about how their school grades relate to attainment at GCSE.
- 2.50 Pupils' performance and potential are assessed using nationally standardised data. The school is now using a centralised management information system to store assessment data and track the progress of pupils over time. Teaching staff are making good use of this information to monitor pupils' academic development and to set targets.

Whole School

- 2.51 The school meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

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

- 3.1 The quality of pastoral care is outstanding and the school makes good arrangements to secure the welfare, health and safety of pupils. The school is a friendly and happy place. It is highly effective in meeting its aim of providing a tolerant and supportive ethos where 'success without stress' is the goal. The quality of care for children in the EYFS is excellent. Since the last inspection, the school has maintained and further strengthened the high quality of its pastoral provision.

Prep School

- 3.2 Excellent pastoral care underpins pupils' enjoyment of school life in and out of the classroom. The school is acutely alert to the needs of individuals, whatever these may be. The work of class teachers, learning support teachers and support staff is carefully co-ordinated so that pupils are known and supported by the whole school community.
- 3.3 A senior teacher has recently been appointed to oversee the school's arrangements for pastoral care. The new 'privilege card' system is heightening awareness of good manners in ways that fully involve the pupils.
- 3.4 Relationships amongst pupils and between pupils and staff are generally excellent. Pupils feel comfortable about turning to adults for help and guidance, and readily bring forward to the school council any concerns they may have about the way the school works. The school recognises the importance of friendships to the girls' well-being and supports them in making positive social relationships. Excellent opportunities are provided for creative and imaginative play, as seen in the provision of new playground equipment. Outdoor play, at break and lunchtime, is richly enjoyed.
- 3.5 Lunchtime arrangements are excellent and girls enjoy a wide choice of appealing food in pleasant surroundings. Older pupils take special care of younger ones when eating lunch and this adds to the warm, family atmosphere. Pupils have a good understanding of what constitutes healthy, balanced eating. All pupils undertake regular exercise and are highly aware of how this contributes to a healthy lifestyle. They are sensibly aware of how to keep themselves and others safe. Good hygiene practices are encouraged, for example in hand washing.
- 3.6 The school has clear behaviour and anti-bullying policies. It is highly effective in promoting good behaviour and resolving any concerns that may arise. The school has an appropriate policy for child protection and safeguarding, and staff are suitably trained to implement it. Admissions and attendance registers are completed appropriately. Robust arrangements are in place to assess and reduce risk from fire and other hazards and to ensure pupils' health and safety.
- 3.7 The school has effective procedures for first aid. The office staff deal carefully with the administration of medicines and any minor injuries, liaising closely with parents and drawing on the support of the school nurse as required.

Senior School

- 3.8 Staff provide outstanding support and guidance for all pupils. Teachers give generously of their time in response to frequent requests, made with confidence by the girls, for personal or

academic help. The school nurse, the house staff, the school counsellor, the chaplain and the independent listener also make invaluable contributions to the standard of pastoral care.

- 3.9 At the heart of the pastoral care arrangements is the carefully structured form tutor system, overseen closely by the heads of division and led effectively by the pastoral leadership team (PLT). Girls are known very well as individuals. Regular division meetings, together with frequent year group meetings, review meticulously the progress and well-being of each girl. Mentors are allocated to any girls who need short-term extra support and staff promptly initiate or respond to parental contact. Communication amongst staff is swift and clear, with email being used effectively and appropriately.
- 3.10 Relationships between staff and pupils and amongst pupils themselves, whether day or boarding, are exceptional, characterised by high degrees of mutual respect, tolerance and generosity. Sixth formers have recently received training in peer mentoring and this has enhanced their ability to contribute to the care of their fellows. Girls are divided into houses for competitions and charity work, and these vertical groupings contribute to cohesion amongst pupils.
- 3.11 Measures to promote good discipline and behaviour are highly effective. Pupils enjoy collecting 'sunny slips' that record achievements in attitude and behaviour as well as in academic work, and count towards house points. The girls recognise the need for the clear and well-understood code of conduct. Behaviour is almost always extremely good, but in the event of a series of minor misdemeanours, sanctions are imposed during which strategies for improvement are negotiated. If they should occur, more serious examples of unacceptable behaviour are dealt with swiftly by senior management. The school has robust policies to deal with harassment and bullying on the rare occasions when this is necessary. These policies are well known to everyone and are implemented rigorously.
- 3.12 The thorough and detailed child protection policy is well understood by all staff. All staff receive regular training as does the nominated child protection officer. Sixth formers have been trained in these procedures, and understand them. Attendance and admissions registers are properly completed and unexplained absence is followed up promptly.
- 3.13 All necessary measures are in place to reduce risk from fire and other hazards. Comprehensive risk assessments are in place and the resulting action plan implemented. Most staff have attended fire training provided by the county fire service. Regular fire drills take place and records are kept centrally. All pupils and staff are briefed on evacuation procedures. Extensive, and regularly monitored, risk assessments and management plans are generated from staff responsible for each department or activity, and implemented, including those taking place outside school.
- 3.14 The detailed health and safety policy identifies the duties and responsibilities of governors, the headmistress and staff. Any accidents and injuries are logged, reviewed by the bursar and reported each term to the health and safety committee. The sick bay is comfortable and practical. Medical cover is provided by the school nurse for all pupils, both day as well as boarding, and the majority of staff have appropriate first aid qualifications. The school's first aid policy gives useful information on principles and procedures.
- 3.15 Pupils are encouraged to eat healthily and take suitable amounts of exercise. All younger girls take courses in food technology and the need for healthy eating is included in the PSHCE programme. Meals are nutritional, well balanced and provide appetising choices. A wide variety of popular sporting activities is available, both within the curriculum and as extra-curricular options.

Whole School

- 3.16 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

The Quality of Links with Parents and the Community

- 3.17 The quality of links with parents and the community is good throughout the school thus contributing to the Methodist Schools' aim to create caring, family communities. Since the last inspection, the prep school has improved its communication with parents about the curriculum and this is now a strength. The senior school has maintained positive links with parents and the community.

Prep School

- 3.18 A high percentage of parents responded to the pre-inspection questionnaire. Most parents are well satisfied with the quality of education that the school provides, and the help and guidance provided for their children.
- 3.19 Parents and prospective parents are provided with helpful, comprehensive information about the school's procedures and the curriculum being followed. The school's website is regularly updated and carries a wealth of information, including curriculum information for the term for each year group. Web links to other educational sites are included to help support pupils' learning.
- 3.20 Curriculum workshops, most recently in mathematics, explain the scope of pupils' work and the approaches used by the school. Every two to three weeks, parents have the opportunity after school to look at their daughter's work. Homework diaries form an effective line of communication between home and school. Written reports are clear and useful. Parents have the opportunity to meet their child's teacher twice a year, and parents of pupils in Years 5 and 6 have a consultation time to discuss the choice of a secondary school.
- 3.21 The school handles the concerns of parents with care and has an appropriate complaints procedure. A suggestion box gives parents the opportunity to make proposals about aspects of school life. Parents have many opportunities to be involved in the school's activities and the parents' association encourages this. It organises coffee mornings for new parents to welcome them, and raises funds for valuable school projects such as the new vegetable patch and extra play equipment, as well as supporting a school in Nepal.
- 3.22 Pupils' educational experience is enriched by links with the local community. The choir visits a local hospice and there are links with the local church, for example, at harvest time. Visitors are welcomed, for example to talk about the jobs that they do to serve the community. Educational visits, such as to a lifeboat station in Newhaven, extend pupils' understanding of the world around them. Residential visits, to Norfolk in Year 5 and to France in Year 6, further widen pupils' horizons. The raising of money for charities serves to heighten awareness of the circumstances and needs of others.

Senior School

- 3.23 According to the results of the questionnaire sent in advance of the inspection, parents are overwhelmingly pleased with the education and support provided for their children. They are particularly happy with the teaching, the curriculum and extra-curricular activities, boarding provision, and the attitudes and values which the school promotes. Many parents commented on the happiness of their daughters and the excellence of pastoral care.

- 3.24 Parents have many opportunities to become involved in the life and work of the school. They are warmly welcomed to school for plays, concerts, and sporting and social events. They join the girls and staff for the annual ten-mile sponsored walk, which apart from endorsing the sense of community in the school, raises considerable sums for charity. The active parents' association runs a variety of interesting occasions that raise money for school projects such as the outdoor 'confidence trail', which is also made available to other schools in the locality.
- 3.25 Communication with parents is effective. Parents and prospective parents are provided with all the required information about the school in the prospectus, on the school website, in newsletters and in termly news bulletins. Clear and constructive reports commenting fully on their daughters' academic and personal progress are sent to parents twice a year, in addition to a shorter interim report. Pupils are asked to complete, in consultation with their parents, an evaluation of their own progress, and this forms a basis for target setting the following term. Detailed information booklets about school arrangements and procedures are sent to parents of boarders and day girls, and the school is currently exploring ways of improving communication with parents who are resident abroad. The lively and colourful school magazine, run by the sixth form, gives a vivid insight into school activities.
- 3.26 The school handles any complaints from parents with due care. The complaints policy is clear and describes the procedures to be followed in detail. A register of formal and informal complaints is kept and any issues are dealt with swiftly by the senior leadership team (SLT).
- 3.27 The school has established an interesting variety of thoughtful and positive links with the wider community that contribute strongly to the development of the girls' social and moral awareness. Boarders invite elderly people living locally to a pantomime, tea party and carol service at Christmas. Links have been forged with a local boys' school for educational trips and for music and drama. As part of The Duke of Edinburgh's Award, an association with a school for children with LDD has been set up. Other girls pursuing the gold award have worked in a conservation department in the Ascension Islands. Many of the school's facilities are made available to local schools and groups in the locality.
- 3.28 Girls also join with pupils from other Methodist schools to take part in World Action in Methodist Schools that focuses on promoting justice and environmental issues. Other initiatives which increase pupils' awareness of global issues include the human rights committee and the eco-committee. The fair trade co-ordinator, a sixth former, promotes the sale of fair trade products in the school.
- 3.29 Overseas links have recently been made with a school in Nepal, which was supported by the prep school, and another school in South Africa. Teachers have visited these schools and are planning for pupils to visit next year. The existing exchange programme with schools in Australia and the USA is much valued by the girls, who say that it takes them 'out of their comfort zone'.

Whole School

- 3.30 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

The Quality of Boarding Education

- 3.31 The quality of the boarding experience, judged in at the last inspection to be high, is outstanding and makes an excellent contribution to the pupils' education and development, thus fulfilling the school's declared aim of placing boarding at the heart of the community.
- 3.32 Relationships within the boarding community are excellent. Accommodation is provided in two boarding houses: the junior house for girls in Years 5 to 9, and the senior house for the older girls. The two teams of house staff are warm, enthusiastic and fully committed to the girls' welfare and development. The housemaster and housemistress both teach as well as run their houses, and so understand the school's expectations of their charges. Communication between form tutors, division heads and house staff is frequent and effective.
- 3.33 Although just four girls from the prep school board, they are happily integrated into the junior house and speak positively about their environment, and the way the staff and the older girls look after them. A homework club and other after-school activities are provided in the prep school for these girls before they return to the boarding house in the evening.
- 3.34 All boarders and day girls are fully integrated into the school community. Day girls are welcomed to the social areas of the boarding houses and are encouraged to board on a flexible basis. They sometimes join the boarders on weekend activities. Boarders appreciate the kindness and care shown to them by the house staff, and are confident that they are all well known and valued as individuals. The girls acknowledge that occasionally tensions can arise amongst them, but they say they can usually work things out themselves, and if not they know to whom they can turn. The positive relationships amongst the girls are re-enforced by rotas to assist with the running of the boarding houses and for older girls to help supervise younger ones at bedtime.
- 3.35 Girls of all ages are enthusiastic about boarding and enjoy an exciting programme of activities over and above those available to all girls: swimming, boating on a local lake, opportunities for art, cinema and shopping trips at weekends, as well as cultural visits are all popular. The girls' interests are taken into account when drawing up the programme and girls are given opportunities to help organise outings.
- 3.36 The accommodation is excellent. Both the junior and senior houses are homely, clean and tidy. Careful thought is given to making the best use of social areas to ensure the boarding experience is more like home than school. Girls have ample access to areas for study, relaxation and quiet time. The allocation of bedrooms aims to maximise integration as well as respecting friendships. The presence of resident families within the house staff teams enhances this 'home from home' atmosphere.

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The quality of governance, praised in at the last inspection, continues to be good. The governing body works hard to promote and protect the ethos of the school, and to provide strong support and appropriate challenge to the senior leadership team.
- 4.2 The structure of governance is well defined and contributes effectively to oversight of the school. Although the seventeen members of the governing body already offer a broad range of relevant experience, governors are keen to widen the expertise available to them even further. The committee structure is well organised and all committees report regularly to the meetings of the full governing body. Meetings are clearly minuted and indicate a close attention to detail. A number of governors have taken on special responsibilities including the safeguarding of children. Two governors have been designated to maintain close contact with the prep school. New governors are given a helpful induction pack, and all governors are encouraged to attend training sessions.
- 4.3 The governing body is well aware of its responsibilities and is committed to work appropriately with the SLT on strategic planning. The school development plan (SDP) is a standing item on governing body meeting agendas, and core policies, including the safeguarding children policy, are reviewed regularly. A recently established strategy committee, comprising representatives of the governing body and the SLT, has begun highly focused work on evaluating options for meeting the longer-term needs of the whole school.
- 4.4 Governors have developed a thorough insight into the workings of the school. Reports by the headmistress and the head of the prep school are informative, and the specialist governors liaise closely with their counterparts on the school staff. A governors' day, organised each Autumn Term, affords opportunities for members of the governing body to see the school in action. At each full governing body meeting reports from departments are received, although at present staff do not provide these in person. Although governors are not equally well known to all, staff consider them to be approachable and value their interest in and support for the school. The governing body successfully ensures that arrangements for the welfare, health and safety of the pupils are effective.

The Quality of Leadership and Management

- 4.5 The quality of leadership and management continues to be good. The SLT provides careful direction of the whole school and ensures that its ethos and aims are fulfilled. Senior management structures are currently under review following temporary measures put in place to cover long-term illness and other staff changes.
- 4.6 The SLT, which consists of the headmistress, senior deputy, head of the prep school, head of administration and the bursar, is a close knit group that works creatively together using the talents of the individual members constructively. However, the long-term shape of the senior management structure, for the school as a whole, and within the senior and prep sections, is under active consideration in order to strengthen support for school improvement. The management of the boarding houses has recently been successfully overhauled.
- 4.7 The school has generated a comprehensive range of policies and procedures. These are well known to staff and are available on the school's website, as well as in hard copy. However, in the senior school the shared electronic files and intranet are not easy to navigate, as the school is aware. Policies are reviewed regularly.

- 4.8 The school operates safe recruitment procedures and all staff have been checked for their suitability to work with children. The centralised register of appointments is correctly maintained. The school effectively takes part in the national scheme for the induction of newly qualified teachers. Financial resources are well managed, with careful planning both at department and whole-school level. The bursar is fully involved in senior management and governor deliberations. Administration is highly effective, and the teams of support staff are dedicated to the welfare of the girls and the success of the school.

Prep School

- 4.9 The head of the prep school has a clear vision for school improvement and is assisted by the headmistress and by her deputy in bringing this about. Within the prep school, three senior teacher posts have been designated, but the management structure is not fully operational. Although the school has a broad understanding of what it does well and where it could improve, leadership responsibilities are not clearly defined to ensure timely action on agreed priorities.
- 4.10 The school recognises that, although pupils are assessed regularly and thoroughly, systems for tracking progress over time are at a very early stage of development. Information from assessment is not used effectively to give an overview of progress and to guide teaching. The quality of teaching and learning is not monitored closely enough to identify areas for improvement, and to share and extend good practice. Staff have good opportunities for continuing professional development. However, they are not frequently observed, or able to observe others, in order to maximise the quality of learning across the school.
- 4.11 Leadership is effective in giving pupils a rich educational experience within a happy and supportive community. The leadership and management of arrangements for the pastoral care of pupils are excellent, and leadership is extremely good in the EYFS. Co-ordinators are often innovative in planning the development of their subjects and constructive links are increasingly being forged with senior school staff. The school is well staffed and well resourced.

Senior School

- 4.12 The senior deputy and acting assistant heads, academic and pastoral, provide valuable support for the headmistress, while the academic leadership team and PLT provide effective channels for consultation and the exchange of ideas. The whole-school development plan is driven by the SLT but reflects contributions from faculties, departments and other areas of the school. Staff have opportunities to comment. The SDP is a useful document summarising succinctly the areas for improvement over a three-year period in terms of academic, pastoral, human resources, marketing and business, and resources development. Strategic aims are clearly stated and linked to individual objectives. The plan is reviewed regularly at SLT meetings earmarked for strategic discussions. The SDP does not include success criteria, resource implications or clear indications of priorities while some objectives are not strictly defined, and this makes the measurement of progress imprecise. Departments are efficiently run, and departmental handbooks are clearly organised, supportive documents. Individual department development plans (DDPs) are clearly linked to the SDP and these do include success criteria and some discussion of resources. Both the SDP and most DDPs are thoughtfully evaluated.

- 4.13 Relations amongst the staff, both teaching and non-teaching, are excellent at all levels. There is a real sense of community. Staff speak warmly of the support offered to them and of the willingness of senior colleagues to consult and listen. Staff are well qualified and well deployed. Generous opportunities for in-service training are available to all staff, and are linked to the outcomes of performance management, as well as to the needs of changing examination specifications. Newly qualified teachers enjoy the help and care they receive during their induction year.

Whole School

- 4.14 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].
- 4.15 The school participates in the national scheme for the induction of newly qualified teachers and meets its requirements.

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 Kent College Pembury is highly successful in achieving its aims. The school's governance and management are effective in maintaining the school's tolerant and supportive ethos, based on mutual respect and Christian principles. Both pastoral care and boarding are outstanding. Throughout the school pupils are confident, and their relationships with each other and with the staff are exceptionally strong. Pupils enjoy a broad and balanced education, appropriate to their ages. They are responsive to the good teaching they receive and achieve well in relation to their abilities, both academically, and in the numerous and imaginative extra-curricular activities. Spiritual, moral, social and cultural development is a strength, especially in the senior school. The structure of senior management in both the prep and senior schools has not yet been fully reviewed. Opportunities for sharing good practice in teaching are not systematically organised in either section of the school. The prep school is at a very early stage in implementing a system for tracking pupils' progress. The use of time in the prep school does not fully maximise learning or secure continuity. In the senior school, electronic information is not easy to access.
- 5.2 Since the last inspection, a new headmistress has been appointed. Many improvements to buildings and equipment have been made. A useful system for tracking pupils' progress has been introduced in the senior school. The school is aware of what it needs to do to improve and all recommendations made in the previous report have been acted on.
- 5.3 The school meets all the regulatory requirements.

Next Steps

- 5.4 In order to build further on its many strengths, the school should take the following steps.
1. Finalise the review of the structure of senior management and implement the changes, in order to enhance the efficient running of the school and increase opportunities for further educational development. Develop the management structure in the prep school to clarify and broaden responsibility for action, in pursuit of agreed priorities for improvement.
 2. Provide systematic arrangements for the sharing of good practice in teaching with a particular emphasis on increasing the intellectual challenge for all pupils.
 3. Establish the system for tracking pupils' progress in the prep school, and use information from assessment throughout the school to extend managers' oversight of achievement and to guide teaching.
 4. Review the use of time across the day and the week in the prep school to maximise learning and to secure continuity for pupils.
 5. Design a strategy in the senior school to improve the way in which pupils and staff access the electronic resource areas and the intranet so that information is more easily available.
- 5.5 No action is required in respect of regulatory requirements.
- 5.6 Any failures to meet EYFS requirements are detailed in Section 7.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 2nd to 5th November 2009. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the sick bay. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.
- 6.2 The Early Years Foundation Stage was inspected on 12th and 13th October 2009 by one inspector. The inspector observed sessions, talked to the children, examined samples of work, and held discussions with staff and governors. Comments from parents and carers were considered, and the inspector examined a range of documentation made available by the school.
- 6.3 National Minimum Boarding Standards were inspected by a team of two Ofsted inspectors over three days.

List of Inspectors

Mrs Ann Mayou	Reporting Inspector
Mrs Joy Richardson	Reporting Inspector
Mr Eddy Newton	Head, IAPS school
Mrs Janice Priddle	Former Head, GSA junior school
Mrs Karen Williams	Head, IAPS school
Mrs Susan Court	Senior Manager, SHMIS school
Mr Raymond Mardle	Head of Department, HMC school
Miss Margaret Rudland	Former Head, GSA school
Mrs Tessa Smith	Former Head, GSA school
Dr Andrew Storey	Head of Department, HMC school
Mrs Janet Tomlinson	Deputy Head, GSA school
Mrs Linda Hudson	Early Years Lead Inspector

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

- 7.1 The setting is part of Kent College Pembury, an independent school for girls aged three to eighteen. Opportunities for activities with specialist teachers are numerous such as swimming, physical education, dancing and music, and the girls have access to the extensive grounds and facilities of the senior school. There is one Nursery class and one Reception class with two qualified teachers. There are no children with a statement of special educational needs, or identified as having learning difficulties and/or disabilities. No children have English as an additional language.
- 7.2 Every girl is treated as an individual. From their starting points on entry, they make good and in many cases very good progress in their learning and development. Parents are kept well informed of their children's progress, and the strong links that the school has with parents ensure that the needs of all the children are very well met. The management of the EYFS has an accurate understanding of the strengths of the provision and has a clear vision for further improvement. Very effective arrangements are in place to ensure the safety and welfare of all the girls. The aims of the school are exceedingly well met in the EYFS and the overall effectiveness of the setting is outstanding.
- 7.3 The maintenance of records is excellent, as is the case for policies and procedures, and their implementation. All adults involved with the children's learning have the necessary qualifications and are thoroughly vetted. The staff to pupil ratios are well above requirements, thereby enhancing the opportunities for each girl. A strength of the setting is that there is a common sense of purpose and excellent teamwork between all the teachers and assistants. Their focus is on enabling all girls to make the best possible progress in their learning and development, and in promoting their welfare. Children's well-being is enhanced by superb organisation and risk assessment. The policy on professional development for all staff, and strong links with the local authority ensure that all the adults are delivering an up-to-date and forward thinking learning experience. Very effective and frequent communication with parents has fostered excellent relationships, ensuring that issues are rare, but are addressed quickly and with sensitivity when they arise. All the parents who responded to the pre-inspection questionnaire are extremely happy with the pastoral care their child receives, and the overwhelming majority, with aspects of learning. Classrooms are extremely well resourced and good deployment is made of those resources, including the use of assistants. The safe and enclosed outdoor area is exceptional in design and equipment, thus allowing for a broad and varied range of activities. The planning for and use of this resource are exemplary.
- 7.4 The EYFS setting is a welcoming and stimulating environment, with colourful and interesting displays of children's work and creativity. Careful planning, covering all the six areas of learning that lead to the Early Learning Goals, and organisation of the educational programmes reflect rich and varied experiences that include an excellent balance of adult-led and child-initiated activities. The teaching of children of differing abilities is taking place as a matter of course, but is not clearly referred to in the planning documents. The atmosphere is happy and relaxed while at the same time, each girl is offered an enjoyable and challenging experience. The teachers know the girls well and this, together with assessment through high quality observations, helps to guide planning. Teachers are knowledgeable, highly committed and enthusiastic, ensuring that the girls have access to a rewarding and enjoyable experience. All observed teaching and interaction between girls and adults in Nursery and Reception was at least good, and much was impressive. Adults consistently give the highest priority to safeguarding all children, and health, safety and well-being are significantly enhanced by highly consistent implementation of policies and procedures, and practice. Staff

act as positive role models, and are highly skilled in their management of the children and their behaviour. The quality and variety of meals and snacks are outstanding, with every girl having the opportunity to experience new tastes and make healthy eating choices.

- 7.5 All children are working securely within the six areas of learning and many are reaching a good or very good level of overall achievement, with several exceeding the Early Learning Goals by the end of Reception. Girls are confident and articulate, and offer ideas and respond to challenges with enthusiasm. They show imagination and creativity, and high levels of independence and concentration. Motivation is strong and they show an interest in a broad range of activities, as seen in their 'plan, do and review' work. Girls are able to take responsibility for making independent learning choices and for completing simple tasks set by the teachers. Relationships are very strong at all levels, as observed in many excellent examples of sharing, taking turn, and collaboration in play and learning. Children respect and accommodate each other, and are good listeners. They show that they are developing a good understanding of how to keep themselves safe and healthy, and demonstrate very positive behaviour and good levels of self-control.

What the Setting Should Do to Improve

- 7.6 To improve further the high quality of its provision, the setting should:
1. develop planning documents to allow for reference to activities for the more and less able girls.
- 7.7 The school's provision for childcare meets the requirements of the Early Years Foundation Stage.