



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

THE GRANTHAM PREPARATORY SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

The Grantham Preparatory School

Full Name of School	The Grantham Preparatory School
DfE Number	925/6031
Address	The Grantham Preparatory School Gorse Lane Grantham Lincolnshire NG31 7UF
Telephone Number	01476 593 293
Email Address	contact.grantham@iesmail.com
Head	Mrs Kathryn Korcz
Chair of Governors	Mr Andrew McEwen
Age Range	3 to 11
Total Number of Pupils	107
Gender of Pupils	Mixed (46 boys; 61 girls)
Numbers by Age	3-5 (EYFS): 17 5-11: 90
Head of EYFS Setting	Mrs Marie Marshall
EYFS Gender	Mixed
Inspection Dates	30 Sep 2014 to 03 Oct 2014

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in October 2011.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

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

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

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the 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

Mrs Louise Harwood

Mr Richard Hyde

Mrs Sally Gray

Reporting Inspector

Team Inspector (Headmaster, ISA school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Grantham Preparatory School is a non-denominational day school for boys and girls between the ages of three and eleven. It is situated on the outskirts of Grantham in purpose-built accommodation. It was founded in 1981 by a local individual. The school is now operated by A for E Limited, a subsidiary of the International Education Systems (IES) Limited organisation, and is administered by a board of three directors, two of whom are not resident in the United Kingdom.
- 1.2 At the time of the inspection, 107 pupils were enrolled, of whom 17 were in the Early Years Foundation Stage (EYFS) for children from the age of three to five. The majority of pupils are of white British origin with a small number coming from European or Asian countries. No pupils require support with acquiring English as an additional language. All pupils live in the local town or surrounding villages. A significant number of pupils join the school at various stages in their primary schooling. Four pupils have been identified as having special educational needs and/or disabilities (SEND) and all receive specialist help from the school. No pupil has a statement of special educational needs. The ability profile of the school is above the national average.
- 1.3 The school aims to inspire and nurture its pupils so that they can develop as independent and confident individuals who value tolerance and respect. It strives to provide a broad and balanced curriculum which creates diverse opportunities for pupils to achieve their full potential in all aspects of school life, aiming for excellence in all that they do.
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Early Years	Nursery
Reception	Reception

Preparatory School

School	NC name
Class 1	Year 1
Class 2	Year 2
Class 3	Year 3
Class 4	Year 4
Class 5	Year 5
Class 6	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Throughout the school, the quality of the pupils' achievements and learning is excellent and the school successfully meets its aim to inspire pupils to excel. Pupils of all ages and abilities successfully acquire high levels of knowledge, skills and understanding, balanced by a strong awareness of their roles and responsibilities as members of the school community. Literacy and numeracy skills are taught in a focused manner and result in high levels of understanding within these core subjects. Subsequent application of related skills across the whole curriculum is strong. Pupils demonstrate positive attitudes towards their learning: they have a strong work ethic and they strive for excellence in all that they do. The broad and balanced curriculum is complemented by a wide range of extra-curricular activities. These are well supported and allow individual talents to flourish. The pupils are given an excellent platform of skills and attitudes from which to transfer to the next stage of their education and their consistent success in 11+ entrance examinations and admission tests to academically selective schools is testament to this. The provision for pupils with SEND is well integrated into the curriculum, with appropriate support within and outside lessons. More able pupils are well catered for in most lessons but on occasion teaching provides limited opportunities for extended reasoning and independent thought to challenge them further.
- 2.2 The personal development of pupils throughout the school is excellent. Pastoral care is excellent and is supported by positive relationships at all levels. The environment of the whole school is nurturing and caring. Pupils are respectful, tolerant and kind towards one another and their sense of social responsibility is strong. Older pupils develop supportive relationships with younger pupils and the EYFS is fully integrated into the school community.
- 2.3 The quality of governance is sound. The directors have not fully addressed the recommendations of the previous inspection report and their lack of secure oversight resulted in a number of identified regulatory deficiencies, which the school took swift action to remedy during the inspection. Careful arrangements are made for pupils' welfare, including their safeguarding, health and safety. Directors support the school well through prudent financial management, investing in accommodation and resources that greatly enhance the educational provision. The quality of leadership and management is good throughout the school and demonstrates a strong drive for high standards in achievement and personal development. It is intent on continuous improvement and carefully evaluates all aspects of the provision. This evaluation is not encapsulated in an effective school development plan. Parents are highly appreciative of all aspects of the school's work.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Include, from the EYFS onwards, the monitoring of teaching in the appraisal system so that targets for the improvement of teachers' practice can be clearly identified.
2. Extend the school development plan so that it fully documents the existing informal self-evaluation and includes clear timeframes and success criteria.
3. Ensure that the directors understand and fulfil their responsibilities for the review and monitoring of whole-school policies and procedures.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 All pupils, including those with SEND, rapidly acquire the confidence to explore the many opportunities on offer which enable them to taste success in sport, music, dramatic arts and scholarship, each according to their own skills and interests. This fully reflects the school's aim to nurture and inspire them to excel in all that they strive to do.
- 3.3 From the EYFS onwards, pupils receive a focused education in a stimulating learning environment, centred on a rigorous academic core. This essential platform, combined with their positive attitudes to learning, results in pupils of all ages developing high levels of knowledge, skills and understanding. They demonstrate excellent literacy and numeracy skills as a result of the strong focus and careful monitoring in these areas. Nursery children, at this early stage in the school year, can recognise several phonemes and some are beginning to blend them. In Reception, all are acquiring early reading and writing skills with some children able to write simple sentences using appropriate punctuation and others reading with high levels of fluency. Throughout the school, pupils are articulate and confident, both with each other and when talking to adults, mindful of finding the balance between listening and talking. They listen exceptionally well, showing a respect for, and a genuine interest in, the views of others. Pupils read enthusiastically with a lively sense of audience and their writing is of a high standard. It is characterised at all stages by careful application of acquired punctuation, spelling and grammar conventions and an increasing sensitivity to the power of a well-chosen word. Specific and memorable vocabulary was seen in the Year 6 descriptions of the Battle of the Somme and the Year 3 narrations of the story of Noah and the Ark.
- 3.4 Pupils demonstrate excellent ability in mathematics, applying their skills practically to solve problems and explaining their chosen strategies with secure understanding of the concepts involved. EYFS children work assuredly with numbers up to 20 and can do simple calculations. They know the names and properties of 2D shapes. In Year 1, pupils confidently add halves and quarters to make whole numbers and Year 6 pupils demonstrate secure application of the four rules of number, as when they solved problems involving distance. Throughout the school, investigative skills are consistently well developed and pupils make appropriate use of information and communication technology (ICT) across the curriculum and are competent from an early age, using cameras, computers and accessing age-appropriate software. Pupils' creativity is evident in the high quality of creative writing and poetry and the colourful artwork displayed around the school.
- 3.5 Achievements of all kinds, both at home and at school, are strongly encouraged and celebrated. The extra-curricular programme is extensive and well supported and is a major contributor to the enjoyment and satisfaction all pupils gain from their time in school. The large woodwind band and choirs give accomplished performances and achieve considerable success in local festivals. Games and physical education (PE) skills are well developed in a great variety of sports, and all pupils have the opportunity to represent the school. As a result of all these group activities, pupils have strong communication and organisational skills and co-operate well with others. From the Nursery onwards, pupils enjoy coming to school, are active learners and make independent choices about their play and learning. Individually,

many pupils are successful in music examinations, often gaining merits and distinctions.

- 3.6 Pupils' attainment cannot be measured in relation to average performance in national tests but on the evidence available from lesson observations, scrutiny of pupils' work and interviews with them, it is judged to be high in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make good progress as they move through the school in relation to pupils of similar ability. Pupils with SEND make excellent progress, as seen in their improved reading and spelling skills. This is due to the strong support they receive both in class and in booster lessons where necessary. Pupils gain considerable success in local grammar school selection or entrance tests to secondary independent schools, with some gaining a variety of scholarships.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The curriculum is well matched to the age and ability range of the pupils and provides highly effective coverage of all areas of learning. It fulfils the school's aim to provide a broad and balanced curriculum. It includes the National Curriculum subjects, with French from Year 1, and, in Year 6, the teaching of Latin. With its strong focus on literacy and numeracy, it is effective in promoting the pupils' excellent standards of learning and, because drama, art, music and sport are elemental subjects, it supports the pupils' outstanding personal development and encourages their pursuit of excellence in all that they do. In the EYFS, the rich breadth of planned, purposeful activities, both indoors and outside, enable children to develop and learn extremely effectively. Interesting pursuits, within clearly structured programmes in all the required curriculum areas, encourage independent learning, exploration and problem solving, and ensure that children have the key skills needed for the next steps in their learning.
- 3.9 The curriculum is broadened through the use of the local leisure centre for swimming lessons and a wide variety of sports such as tennis, badminton and squash; local sports clubs are used for rugby, cricket and football. The school grounds provide opportunities for the curriculum to be extended even further for activities such as cross-country practice and tree climbing in the copse. ICT is provided effectively throughout the school and there is a well-equipped computer suite for focused, discrete lessons. Pupils' personal development is enhanced by a well-designed personal, social and health education (PSHE) scheme which helps to reinforce the school's values.
- 3.10 Regular and effective review of the curriculum, through the subject co-ordinators' meetings, ensures that planning is effective and in line with the pupils' needs. Recent new approaches to the teaching of numeracy and literacy were a result of such curriculum review as well as the introduction of mindfulness training in Year 6. This review process secures the careful consideration of the curriculum provision for pupils with SEND, as well as pupils joining at different stages from other schools. Their needs and interests are swiftly identified and activities are tailored accordingly.
- 3.11 The curriculum is complemented by a wide range of extra-curricular activities as diverse as craft, chess, Spanish and hockey. High numbers of pupils take part in the clubs and speak very positively and enthusiastically about the breadth of activities provided by members of staff. Further enhancement of the curriculum is seen with a

good number of trips and visitors to school. Educational visits such as those to a local science festival and to the Staffordshire Regiment museum for a World War 1 day greatly enrich pupils' experiences and personal development.

- 3.12 Links with the wider community are strong. As well as the local sports clubs, the school uses town facilities such as the swimming pool and the theatre for their school productions. Consequently pupils are well integrated into, and knowledgeable about, their neighbourhood. They have helped to raise funds towards the restoration of the parish church spire and the choirs and wind band regularly perform locally. Frequent sporting fixtures and tournaments with other schools in the area provide valuable opportunities for pupils to gain experience of competition and enjoy social interaction with different children.

3.(c) The contribution of teaching

- 3.13 The contribution of teaching is good.

- 3.14 Throughout the school, including in the EYFS, teaching has a positive effect on the pupils' achievement, learning and progress and fulfils the school's aim to inspire and nurture its learners. Under the supportive and vigilant eye of their teachers, pupils develop their skills, knowledge and understanding and their confidence flourishes. Teaching methods share common strengths, such as the encouragement of co-operative work in group and paired activities. This coaches the pupils, from the early days in Nursery, to listen respectfully and communicate effectively. Teachers use a good range of questioning techniques, generally to test knowledge and to prompt further thought; in some examples of excellent teaching, questions were used to encourage pupils to use higher-order thinking skills. All teaching sets high expectations of behaviour and application, which pupils strive to meet. Lessons are generally well planned and paced, providing opportunities for discussion and, in some, scope for developing independent, tangential ideas. Teaching has, however, a tendency to be too prescriptive and this limits opportunities for exploration of personal ideas, and challenge for the more able.

- 3.15 Teachers' subject knowledge is consistently strong. They teach lessons with an assurance and energy that inspires and motivates pupils across the school. In the EYFS highly-skilled practitioners promote children's learning and development using a variety of methods and successfully maintain high levels of concentration, behaviour and engagement through their knowledge of the children and how they learn. The expertise of specialist teachers in music, languages and sport increases the effectiveness of skill demonstration in these subjects.

- 3.16 Assessment procedures to inform planning are strong and lead directly to an awareness of pupils' capabilities and differing needs. Pupils with SEND are well supported and monitored and this careful oversight informs the booster lessons and the fresh start programme sessions. Marking is accurate and thorough and offers constructive advice. Pupils commented to inspectors that the marking of work helped them to improve and that it was fair and encouraging.

- 3.17 Classrooms are well presented and organised and they create effective environments in which pupils can settle quickly to tasks and access resources easily. These large, spacious rooms are bright and welcoming and well equipped with interactive whiteboards and class libraries. In the annexed building, the school library, ICT suite, art and science rooms are all effectively used for subject teaching,

despite being somewhat constrained by size. The school has in place a development plan which includes the construction of a new replacement building.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 By the time they leave school the pupils have an excellent standard of personal development which prepares them successfully for the next stage of their education. They demonstrate a mature appreciation for all aspects of their school community and a well-developed sense of their individual responsibility for its success.
- 4.3 Pupils are strongly aware of the non-material aspects of life. They appreciate the value of creative connection through playing in the wind band, singing in the choirs and performing in plays, and speak thoughtfully about how these activities give them a sense of belonging and pride in collective achievement. They embrace physical challenge and enjoy the exhilaration of fresh air and exercise, commenting on how their mood can be altered by outdoor activity. In circle time and class discussions they expressed an awareness of the joy of friendship and, in an assembly, the comfort of 'walking in the light of God'.
- 4.4 Pupils' moral awareness is excellent. During their time in school they develop a strong sense of right and wrong and this manifests itself in exemplary behaviour and a calm, harmonious atmosphere based on inter-personal trust. The Year 6 pupils are proud ambassadors for the school and act as positive role models for the younger pupils. Pupils in the EYFS show respect for the simple rules which govern their activities and show kindness and care for each other and their teachers. The weekly celebration assembly attaches equal importance to conduct, courtesy and achievement and pupils are proud recipients of them all.
- 4.5 Pupils' social development is excellent. They are respectful, tolerant and caring to one another and their social awareness is strong. Pupils enjoy the opportunity for social responsibility and leadership, such as membership of the school council. Other positions of office they aspire to include head boy and head girl, and house captains for music and sport. Younger pupils relish opportunities for making a positive contribution by being class monitors with responsibility for maintaining a tidy and organised learning environment for the benefit of all. Older pupils are beginning to have an understanding of British political and economic issues through debates on current affairs. Through their support for local charities, pupils develop empathy for the world beyond. Their project on a South African township enabled them to appreciate social and economic differences between societies and this led to them raising funds in support of the township families.
- 4.6 Pupils' cultural awareness is strong. Through discussion and in lessons, pupils gain an excellent understanding of the multi-cultural society in which they live. The school's association with member schools of the international group has introduced an international dimension to their learning. For example, children in Reception exchanged letters with children in a South African school which helped them to appreciate cultural differences. Pupils demonstrate respect for their own beliefs and traditions and for those of others. They extend their understanding through listening to visiting speakers and participating in educational trips. Recent examples of these include a Muslim parent speaking about the festival of Eid and Reception children visiting the local church.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Clear and effective policies and procedures relating to the pastoral care of all pupils, including those in the EYFS, strongly support the aims of the school. Relationships are warm and positive between teachers and pupils and amongst pupils themselves; they are characterised by kindness, respect and helpfulness. Although the pastoral needs of the pupils are met by class teachers, who act as excellent role models, information is shared between staff, both formally and informally, so that support and guidance are readily available and effective in meeting the needs of all. All pupils who responded to the pre-inspection questionnaire said that they thought teachers felt concern for them as a person.
- 4.9 Pupils are encouraged to lead healthy lifestyles through the many curricular opportunities to participate in physical activities, as well as the guidance in PSHE lessons on taking responsibility for their own well-being. Pupils view the opportunities for exercise positively. They enjoy the impact exercise has on their bodies, as demonstrated by Year 2 pupils eagerly checking their heart rate following a cross-country run. Pupils of all ages have an excellent understanding of the importance of eating healthily and bring healthy snacks and packed lunches to school. The school provides a nutritious lunch for those who wish to have hot food.
- 4.10 The school is highly effective in promoting positive behaviour and guarding against bullying. Emphasis is placed on positively rewarding pupils who behave well, and pupils enjoy working towards gaining an award in the weekly celebration assembly. In responses to the questionnaire, pupils say that the system of rewards and sanctions is understood by all and fairly administered. Pupils also report that they have every confidence that the school would deal quickly with any incidents of bullying and that cases of bullying are minimal. The strength of communication systems, which enable teachers to share concerns about individuals, ensures that this is so. The school has a suitable plan to improve educational access for pupils with SEND.
- 4.11 Circle time and PSHE lessons allow pupils to express their views and the school council enables the pupil body to put forward suggestions for improvements to the head teacher; this has resulted in more tennis balls for playtime and adjustments to timetabling to ease congestion in the changing rooms for PE.

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

- 4.12 The contribution of arrangement for the welfare, health and safety of pupils is good.
- 4.13 Efficient, practical arrangements for the whole school, including the EYFS, ensure that pupils are well cared for and that the safeguarding of pupils is carefully assured as far as is practicable. Prior to the inspection, policies to safeguard pupils were not fully up to date with recent changes in regulatory requirements. The school acted immediately to rectify this and policies are now fully compliant with the latest official guidance. All staff, including in the EYFS, receive appropriate training in the safeguarding of pupils and useful links have been established with local agencies.
- 4.14 All necessary measures are taken across the school to reduce risk from fire and other hazards; fire drills take place regularly. Risk assessments are in order for facilities and activities. Any maintenance matters are dealt with promptly and efficiently; the site is well maintained. Staff take great care in lessons and activities

to promote health and safety matters. For example, in the EYFS children are taught to manage their own abilities and develop an understanding of what is safe to do and not to do through climbing trees, lighting fires and using tools.

- 4.15 Appropriate arrangements are in place for sick or injured pupils. The school has suitable facilities for medical provision and all staff are trained in first aid; this includes paediatric first-aid training for EYFS and crèche staff. Staff are well informed about individual pupils' needs and conditions, including any relating to SEND. The admission and attendance registers are maintained accurately and suitably archived.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 The directors have a clear vision that helps to secure the school's aims and ethos. It is informed by regular reports from the school leadership team, parental surveys and visits to the school by the chair of directors. It is realised through investment in accommodation and resources, which greatly enhances the educational provision and supports the pupils' excellent academic achievement and personal development.
- 5.3 The directors share considerable educational experience and the chair of directors, by virtue of his residency in the UK, is of particular support to the head teacher, responding readily to questions and concerns. However, the lack of formal, recorded systems to provide challenge and stimulus for improvement, which was commented on in the previous inspection report, has not been addressed. There is, for example, no formal arrangement for directors to exchange information with the senior leadership team, and this limits the directors' oversight of the school. Required oversight of the EYFS has not been effective for the same reason.
- 5.4 The directors have not fully met their responsibilities to oversee policies and their full implementation. They review the safeguarding policy annually but this has not ensured that it is up to date with statutory guidance. It was amended during the inspection and is now fully compliant. Other policies and procedures, for which the school directors are responsible, required adjustment to bring them in line with regulatory changes.

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

- 5.5 The quality of leadership and management, including links with parents and others, is good.
- 5.6 Leadership and management at all levels are successful in achieving the aims of the school, thereby promoting the excellent achievement and personal development of the pupils. The drive for high standards is evident throughout the school and is reflected in the quality of displays, the high standard of presentation of work in pupils' books and folders, the smart appearance of the pupils themselves and the good manners demonstrated by all members of the school community.
- 5.7 The small staff team successfully fulfils the many roles of pastoral class teacher, subject co-ordinator and activity leader thanks to excellent communication between one another, the senior leadership team and the administrative team. The leadership team has recently introduced an administrative management system which enables smooth and speedy relay of information about pupils throughout the day. Consequently, the identified needs of individual pupils are shared and supported by all.
- 5.8 The leadership team is intent on continuous improvement. In the EYFS this is recorded in a clear development plan with input from parents and staff. Whole-school self-evaluation involves the careful, and corporate, monitoring of learning

outcomes and close analysis of the effectiveness of the curriculum in meeting the needs of the pupils. Since the previous inspection, this monitoring has resulted in a number of new initiatives in the teaching of literacy, numeracy and ICT which have already had a significant impact on raising standards in those areas. This self-evaluation is not encapsulated in the whole-school development plan.

- 5.9 Subject co-ordinators monitor teaching and learning in their subject areas through peer review and regular scrutiny of pupils' books. This, alongside strong systems of assessment, enables all staff to have a clear oversight of the development of subjects throughout the school, as well as the standards the pupils attain. This addresses a recommendation in the previous inspection report. In the EYFS, regular, documented supervision sessions enable staff to discuss provision, practice and children's needs. A system for staff appraisal is in place throughout the school but it is not linked to the formal monitoring of teaching, and teaching targets are not identified in order to raise the standards of all to those of the best practitioners.
- 5.10 New staff receive excellent induction on appointment, particularly with regard to their responsibilities in relation to pupils' well-being. All staff, including EYFS staff, receive suitable update training for all their roles and responsibilities in safeguarding, welfare, health and safety. Although requiring some adjustments during the inspection, safeguarding arrangements now have regard to official statutory guidance and are fully compliant. Staff training on child protection matters is thorough and regular. The school immediately addressed a deficiency in the arrangements for checking the suitability of staff when it was brought to their attention at the start of the inspection, and the centralised register of staff appointments now records these checks appropriately.
- 5.11 The premises and grounds are suitably maintained by committed staff and the school runs efficiently due to the care of all those who work hard to support the pupils, including the administrative and maintenance personnel.
- 5.12 Links between the school and the parents are excellent. Parents who responded to the pre-inspection questionnaire were generally extremely supportive of the school and its work. They all confirmed that their child was happy at school, making good progress, was well looked after and that they would recommend the school to other parents. The quality of the curriculum and extra-curricular activities was viewed as a strength of the school.
- 5.13 Throughout the school, including in the EYFS, relationships with parents are characterised by open and easy communication based on an in-depth knowledge of and genuine care for the pupils and their families. Staff are readily available to speak to parents at the start and end of each day or to answer queries by email. The procedure for dealing with parental complaints meets requirements and parental concerns are handled with due regard and efficiency.
- 5.14 Parents of current and prospective pupils are provided with the required formal information about the school. Further information is available through a number of means including the website, weekly newsletters, home-books, noticeboards, information evenings and a detailed calendar. Parents are kept well informed of their child's progress through regular consultations with teachers and termly reports. These are clear, concise and include target-setting. EYFS parents also share information via the carefully documented learning portfolios.
- 5.15 The Friends of Grantham Prep is an active body, enthusiastically supporting the school by organising social and fund-raising events such as the parents' Christmas

dinner, a movie night and a beetle drive. Money raised from such events has contributed to the costs of a science day, a play tunnel and musical instruments. Each class has a parent representative on the committee which fosters the strong sense of community in the school.

- 5.16 There are many opportunities for parents to be involved in the work of the school. Parents are welcomed at sporting, music and drama events. They offer their expertise to talk in assemblies or to classes on topics relating to their job or hobby. A grandparent helps to run the chess club and the school has invited parents with a musical talent to join the band for the summer concert.

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