

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

King Edward's Pre-Preparatory School and King Edward's Junior School, Bath

The senior school was inspected at the same time and a separate report published.

Full Name of the Schools	King Edward's Pre-Preparatory School and King Edward's Junior School
DCSF Number	800/6010
Early Years Number	EY 255852
Registered Charity Number	1115875
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Chairman of Governors	Mr Andrew Greening
Age Range (of the whole school)	3 to 11
Gender	Mixed
Inspection Dates	24th to 27th November 2008

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 and May 2007.

The statutory requirements of the Early Years Foundation Stage were not inspected as part of this inspection.

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 King Edward's School, Bath was founded by Royal Charter in 1552. It was originally a grammar school, fully independent until 1920, when it accepted Direct Grant status; it reverted to full independence in 1976. The junior school, which was also founded in 1552, moved to its present site in 1990 and the pre-prep school was established in 1999.
- 1.2 King Edward's School, Bath consists of three independent co-educational schools for pupils from three to eighteen years: the pre-preparatory school educates pupils from three to seven years; the junior school educates pupils from seven to eleven years; and the senior school educates pupils from eleven to eighteen years. Both the pre-prep and junior schools have their own heads who are responsible, through the newly appointed head of King Edward's senior school, to a single board of governors and share the same operational management and financial teams. The pre-prep school is located in a converted Victorian building some distance across Bath from the main school campus. It was established in September 1999 as a result of the amalgamation of King Edward's senior and junior schools with the Park School, an independent preparatory school for three to eleven year olds. The surrounding grounds have further buildings used for teaching, hard and grassed playing areas, together with a wildlife garden, football pitch and a creative play area. The pre-prep and junior school share specialist staff for example, in music, swimming and games. The junior school is sited on the main school campus to the eastern side of the city and occupies purpose-built accommodation that opened in 1990. It uses some senior school facilities for sport and the performing arts. Senior school specialist staff in modern foreign languages and physical education teach some junior school pupils.
- 1.3 Since the last inspection, the pre-prep has had a change of four heads and the junior school has had a change of two heads. At times the headship was shared across the two schools. Headteachers have recently been appointed for both schools. The head of the pre-prep school has been in post since September 2008. The head of the junior school has been in post since January 2008. Improvements to the buildings since the last inspection include, in the pre-prep, improvements to heating and flooring, linking the two nursery buildings, improving parking and land drainage, relocation of the information and communication technology (ICT) room from the basement to the library and the creation of a new staffroom. In the junior school a music room has been created, ICT provision has been updated and upgraded, access paths and ramps have been improved, and the specialist science room has recently been refurbished.
- 1.4 At the time of the inspection the school had 272 pupils, of whom twelve were part-time in the Nursery and 29 were full time in Nursery or Reception. Thirty-eight were in the pre-prep school, consisting of pupils in Years 1 and 2 and 193 in the junior school, for pupils in Years 3 to 6. The school has more boys than girls.
- 1.5 Most children join the Nursery at the age of three and attend for a minimum of two sessions. Nursery staff work in partnership with the parents when they feel a child is ready to increase their sessions. All children attend full-time education from the start of the Reception class. These youngest pupils join the school without assessment. In Years 1 and 2 informal assessment occurs during a day visit to the school to see if prospective pupils are academically and socially likely to cope in the junior school. Following formal assessment in Year 2, almost all pupils move into Year 3 of the junior school. Additional pupils join the junior school in Years 3 and 5, following a more formal assessment and at other times when space allows.

- 1.6 The junior school states that it is a selective school that aims to recruit pupils who are of above average ability. Pupils come from both Bath and the wider community. Almost all pupils stay until the age of eleven, with the vast majority gaining a place at the senior school. A few pupils transfer to other schools, both maintained and independent, at ages seven and eleven. During term time, before and after school care is available and school minibuses take pupils across Bath to the junior school from the pre-prep school before the beginning of the school day.
- 1.7 Analysis of standardised tests shows that the ability range of pupils is above the national average with a good number being of well above average ability. If pupils perform in line with their abilities, their results will be above the national average compared with all maintained primary schools. The schools have identified 40 pupils as requiring support with some aspect of their learning. No pupil has a statement of special educational needs. Screening identifies these pupils and those gifted and talented pupils who need greater challenge. The few pupils for whom English is an additional language receive additional support and guidance during the school day.
- 1.8 The pre-prep and the junior schools each have their own school aims, based on the aims of the whole school. The newly written pre-prep school aims look at seven areas, with a strong emphasis on developing the individual within the school community. It aims to provide a broad, creative curriculum that allows every child to reach their potential; to develop happy confident children who have a joy of learning; to provide a welcoming, stimulating, happy and caring environment with each child contributing to the school community; to develop strong moral values, self discipline and cultural awareness that respects and understands the needs of others. The junior school aims look at five areas, with a strong focus on academic achievement, effort and celebration within a caring environment, which nurtures everyone; high achievement, that values effort, high standards in academic, cultural, sporting and social areas; challenge both in and out of the classroom; promotion of creativity through innovation, experimentation and imagination; and pride in the history and traditions of the school.
- 1.9 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The nomenclature used by the school and the ages of pupils in the Early Years Foundation Stage are shown in the following table.

Early Years Foundation Stage

School	Age of children
Nursery	3 to 4 years
Reception	4 to 5 years

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 The educational experience provided by both schools is of good quality overall. The educational experience provided by the Early Years Foundation Stage (EYFS) is excellent, as it was at the time of the last inspection. The pre-prep school places a particular emphasis on providing a welcoming, stimulating, happy and caring environment. The junior school places an emphasis on providing a welcoming environment that nurtures everyone towards high standards of achievement and behaviour. Since the last ISI inspection, the balance of the taught curriculum in the pre-prep has improved.
- 2.2 The good quality of the curriculum provides breadth and balance to all aspects of pupils' development. It is suited to all pupils across the full range of ages and ability. The EYFS curriculum, based on the Early Learning Goals, effectively prepares children for the next stage of their education. In Years 1 and 2 the full range of National Curriculum subjects, personal, social, health education (PSHE) and religious education (RE) are taught, with modern foreign languages introduced as an extra-curricular club. Considerable emphasis is placed on acquiring English and mathematics skills to prepare pupils thoroughly for an entry examination to the junior school. Monitoring of the Year 2 taught curriculum provides balance over time.
- 2.3 In Years 3 to 6 the curriculum taught in the pre-prep is extended by the addition of drama and French as discrete subjects, by philosophy in Year 4 and with taster lessons of German and Spanish in Years 5 and 6, which are taught by senior school specialist staff. When French is introduced in Years 3 and 4 the emphasis is on oral work, expanding to role play, descriptive writing and simple translation in Years 5 and 6. Design technology (DT) is not timetabled for Years 3 or 4, but it is sometimes included in other subjects. All Year 3 and 4 pupils play a musical instrument. Year 4 pupils are set for mathematics. In Years 5 and 6 pupils are set by ability for mathematics and English. Each school has an upgraded ICT suite, which is used to teach basic skills and to support other subject areas. This improvement, together with the introduction of interactive whiteboards in most classrooms, supports learning well. Senior school facilities for ICT, the performing arts and games are available to the junior school. Both schools use Bath University swimming pool. Specialists in the creative arts make a significant contribution to teaching in both schools. The pre-prep school has introduced specialist music teaching to continue to improve provision for the creative arts.
- 2.4 After the entrance examination for selection to senior schools, the junior school introduces an award scheme that runs, within the timetable, for the last two terms of Year 6. Pupils are encouraged to participate in a number of activities that give breadth to the curriculum and include academic and physical challenge, the performing arts and citizenship. Both effort and the quality of work are rewarded with points that add up to a Bronze, Silver or Gold award at the end of the school year. The programme is designed to offer pupils the opportunity to learn new skills and develop independent learning.
- 2.5 PSHE is taught throughout both schools and enriched by assemblies, RE and cross-curricular links. Local clergy talk to pupils at assemblies and a range of visitors help to enhance the curriculum with workshop experiences and information about their work. For example, in the pre-prep, pupils learn about people who help them, like the fire brigade and police, while in the junior school a dentist visited a science lesson to explain why it is important to have a healthy diet.

- 2.6 At each stage of development, pupils are well prepared for their next stage of education. At the end of the EYFS children are confident to join Year 1 as they have been part of the pre-prep community and are prepared both academically and socially through experiences that include an induction afternoon in the summer term. Year 2 pupils are well prepared for the transfer examination they must pass in order to gain a place in Year 3. Parents of Year 2 pupils are given helpful advice that has improved this term as a result of the school's own questionnaire. All candidates visit the junior school before the exam. Year 6 pupils are well prepared for the entrance examination to King Edward's and other selective senior schools through many initiatives such as visiting Year 7 and through writing a personal statement, which forms the basis of their interview. Senior school staff are regular visitors to the junior school. The subject specialist teaching in Years 5 and 6, together with the award scheme after the entrance examinations, prepares pupils very well for the independent learning skills they require at secondary school.
- 2.7 Curriculum planning is at a different stage of development in each school. In the pre-prep, schemes of work are being reviewed with the aim of including topics to be covered and of improving medium and short term planning. In the junior school, the curriculum is more firmly established and medium-term planning is beginning to be adapted in the light of assessment to meet individual pupils' needs. Both schools aim that assessment should inform lesson planning to improve teaching for the ability range of pupils. Planned cross-curricular links continue to grow and support the curriculum. Learning objectives are increasingly shared with the pupils at the start of the lesson. Links between the two schools are growing.
- 2.8 Extra-curricular activities give excellent support to the taught curriculum. Clubs are held at lunchtime and after school in both schools; they range from French to street dance, fencing to animation club. The school hosts sporting festivals when it invites local schools to play together. Care is taken to ensure that less skilled pupils have equal access to coaching and tuition, competing at a level appropriate to their ability. Activity days like the science fair and fun family cycle rides and walks strengthen the school community. The curriculum is enriched by a wide range of visitors, day visits for all and residential trips.
- 2.9 Provision for gifted and talented pupils through this extra-curricular programme is strong with opportunities for pupils to represent the school in sport and participate in the orchestra, chamber choir, and in school productions. The schools recognize that provision for gifted and talented pupils is at the early stages of development within the taught curriculum.
- 2.10 Provision for pupils who have learning support is now good in both schools. The sunshine room in the pre-prep is creatively used by staff as a base for pupils who require extra support, with help also offered in the classroom. Pupils are carefully monitored and staff work co-operatively to plan a programme of help. In the junior school, the recent appointment of a learning support co-ordinator has improved support both in and out of the classroom. Strong leadership in this area is helping pupils to understand and deal with the challenges they face. Staff provide pupils with learning strategies that encourage independent learning. In both schools the parents are kept informed and involved in the help their child requires. Suitable provision is also in place for pupils for whom English is an additional language.
- 2.11 The schools meet the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.12 Pupils achieve well in both their academic and broader education. As a result the aims are met in both schools. The pre-prep successfully develops confident pupils with a joy of learning and the junior school promotes high standards and celebrates achievement. The schools have maintained the standards of learning and achievement found at the time of the last ISI and Ofsted inspections and in some areas, these are being built upon.
- 2.13 Pupils achieve extremely well in all areas of learning by the time they leave the EYFS. This is as a result of a well-planned programme of work and teaching, so that children successfully learn the basic skills, with staff and parents continuing to work in partnership. In Years 1 and 2, pupils learn to read and write with confidence and enjoyment. A strong focus on this area of learning, in preparation for entry to Year 3, means that pupils express their thoughts clearly on paper, with older pupils developing a joined legible script. Firm foundations are also put in place for pupils' mathematical development. Pupils' knowledge and understanding are growing successfully in all areas, with ICT skills developing appropriately as they progress through Years 1 and 2. Encouraged by their teachers, pupils use their creativity and imagination well and apply these to other activities, particularly in subjects such as humanities and art.
- 2.14 In Years 3 to 6, both pupils moving up from the pre-prep school and those new to the school continue to develop accuracy and creativity within their written work and express themselves clearly in oral work in a wide range of lessons. For example, in a Year 5 music lesson pupils gave articulate and honest evaluations of how well they were working together as an orchestra. They apply their knowledge to other subjects and acquire a full range of ICT skills, making very good use of these across the curriculum. However, Year 3 and 4 pupils have a more limited understanding of design skills and problem solving in DT as it is only learned within other lessons in other subjects. The high standards being reached in music and drama ensure that pupils' creative and critical skills are particularly well developed.
- 2.15 No significant differences are apparent in the relative attainment of different groups of pupils or between boys and girls. Pupils with EAL make good progress. Both schools have measures in place to enable pupils who receive learning support to progress well. For example, in a Year 4 learning difficulties and disabilities (LDD) lesson good teaching encouraged pupils to think hard in a secure environment where resources, pace and task fitted their needs.
- 2.16 Almost all pupils pass from Year 2 into Year 3 and from Year 6 into Year 7 within the school. Transfer systems from Year 2 to Year 3 are under careful review. Systems to transfer from Year 6 to Year 7 are good and well established. In standardized tests at age eleven, pupils achieve results which are well above the national average for maintained primary schools and are therefore good for pupils' abilities. A high proportion of pupils transfer at age eleven to the senior school, following success in the entrance test. Several pupils have accompanying awards.
- 2.17 The school has a significant list of individual and team achievements in a variety of areas. The school is rightly proud of pupils' achievements in music and sport. For example, the recent success for the under-10 and under-11 cross country teams competing in the Inter Schools Cross Country event. Older pupils achieve success in areas such as orchestra, competitions in art and more recently, in photography, fencing, golf and cross-country. Pupils' attitudes to work and enthusiasm to learn are good in both parts of the school. They are friendly, polite and happy to talk about their work. Pupils' capacity to take notes, study and organize their work independently grows as they move up the school. In a Year 6

English lesson pupils showed good capacity to work independently and establish ideas, before sharing them within the class.

- 2.18 Throughout the school, pupils work hard, both on their own and in pairs or groups, often showing excellent co-operative sharing. EYFS children participate with great enthusiasm and work well together, offering helpful suggestions and waiting patiently for their turn. In a Year 6 science lesson, pupils' worked well together in groups with apparatus to investigate elasticity.
- 2.19 Pupils settle quickly to work, use time well and apply themselves to the task set. They concentrate well and, show enthusiasm for their work and activities. Both boys and girls organize their work appropriately and as a result make good progress and achieve well. Research projects such as those seen in history and geography, and PSHE topics for discussion widen pupils' breadth of knowledge and understanding. The junior school's philosophy of 'Its OK to make mistakes, as long as you have tried your best' is expressed and understood by pupils and supports their learning extremely well.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.20 Pupils' personal development is excellent and continues to be a strong feature of the schools' work as it was in the last inspection report. This effectively supports the pre-prep school's aims to develop happy, independent and confident children and the junior school's aim to promote respect for everyone.
- 2.21 Pupils develop a high level of spiritual awareness that is enhanced through a range of experiences and discussions. Assemblies are planned in each school to meet the needs of the age range of its pupils. Further opportunities to develop spiritual awareness are found in PSHE and RE and music lessons. For example, in a Year 5 percussion lesson pupils expressed a strong appreciation of the intangible after performing together. Both schools have assemblies with themes and visitors, including local clergy. Pupils become confident about themselves, and their achievements are celebrated fully in the pre-prep with stickers, house points and gold book awards and in the junior school with merits, certificates, Tudor Rose badge awards, citizenship awards and sporting colours.
- 2.22 Moral development is outstanding. Pupils show a highly developed sense of right and wrong and this affirms the school's aim to develop strong moral values and the core value 'to treat others as you would be treated'. This is further developed in lessons by their teachers, and pupils' consistently good behaviour, both in class and when moving around the school, shows their respect for both class and school rules. On numerous occasions pupils of all ages were seen to act kindly towards one another. Topics raised by pupils for discussion in the school council meeting demonstrated a strong respect for others' needs above their own. School rules are understood, accepted and supported by the pupils.
- 2.23 Pupil's social development is also excellent. This is reflected in lessons and in the life of the school in general, including behaviour at break times, between lessons, at lunchtimes and in after-school activities. Pupils' social development is further advanced in circle time and PSHE and within the wider curriculum. Valuable social experiences are provided through school visits and residential trips. In the junior school, pupils have a great sense of pride in their roles of responsibility and in the school council, which plays an important role in giving pupils a voice. It has, for example, helped to redesign the school kilt for greater comfort and practical use. Pupils learn the importance of responding to wider world issues such as the environment, by taking part in Environment Day, and in the pre-prep school through visits from support services such as the fire brigade and the police service. Junior school pupils support an orphanage in Kenya and Year 6 pupils visit the Life Skills Centre.

- 2.24 Pupils' appreciation of their own and different cultures is good. They have opportunities to learn about these cultures in assemblies, through visiting speakers and in some lessons. A Reception class parent visited the school to tell pupils about Divali. Year 5 pupils have developed a link with pupils in a school in France and Year 6 pupils learn to play West Indian steel pans. Pupils learn to appreciate their own culture and to respect, tolerate and value different ideas, traditions and cultures. This prepares them well for life in the wider community. Pupils take part in many fundraising activities that add breadth to their cultural awareness. For example, in their support for the local hospital in the pre-prep and for an orphanage in Kenya in the junior school. They are encouraged to develop their talents and they have opportunities to participate in activities that support this in, for example, music and sport.
- 2.25 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.26 Teaching is good overall, with examples of excellence from the EYFS to Year 6. Teachers work hard to meet the schools' aims to ensure a joy of learning in the pre-prep and to promote high standards of achievement in the junior school. The quality of teaching found at the last inspection has been maintained.
- 2.27 In most lessons, teachers provide well for pupils of all abilities, including those with LDD. In the EYFS and the pre-prep, staff are careful to monitor that all children are fully involved. In the junior school, the introduction of cards that alert staff to the individual needs of a pupil on the LDD register is beginning to support teaching very well. In the best lessons, teachers plan well for pupils of all abilities, including those with LDD, with additional challenge and extension work for the most able. Both schools identify this as a developing area. Teachers know pupils well and are supportive of them within lessons, helping them to acquire new knowledge and develop their skills. Parents responding to the parental questionnaire strongly support the quality of teaching in the school.
- 2.28 Lessons are often challenging and interesting. Teachers build on pupils' knowledge and skills, giving them the confidence to tackle more difficult work. They encourage pupils to form ideas of their own from an early age; they have high expectations of how even the youngest pupils can listen to each other and order their thoughts in a way that makes a valuable contribution to class discussions. Throughout both schools, pupils are often encouraged to talk to each other and so strengthen their understanding. In the best lessons, time and resources are used well and pupils are challenged to think hard and achieve much in a short period of time.
- 2.29 In both schools, teachers create positive relationships with the pupils and maintain a friendly and purposeful atmosphere in their classrooms. High expectations encourage good behaviour by pupils and in some excellent lessons, the teacher's subject knowledge and enthusiasm for the subject was passed on to the pupils. Staffing levels are sufficient to allow small classes and individual attention, particularly in the pre-prep. However some small teaching groups in the pre-prep do not make sufficient provision for independent learning.

- 2.30 Most lessons use resources, including the investment of interactive whiteboards in many teaching areas, to good effect. The most successful teaching uses a variety of styles to sustain pupils' interest and encourage participation to ensure that learning is broad and inclusive. Only occasionally does the lesson lack pace so that pupils lose focus and interest. Links between subjects and ideas are growing and these are often made evident at the beginning and end of a lesson. For example, Year 4 pupils, studying Saxons in history prepared a banquet in drama to tell the story of Beowulf. Teaching shows good subject knowledge, especially in Years 5 and 6 where greater use is made of specialist teachers who give a clear and coherent account of abstract ideas and use subject specific vocabulary well, as evidenced in a Year 6 ICT lesson and a Year 5 music lesson. Teaching overall makes good use of a variety of good quality resources.
- 2.31 The assessment and recording of pupils' progress is excellent throughout both schools. It is most secure in the EYFS and in Years 3 to 6. Effective assessment in the EYFS involves making regular observations of each child's progress towards the Early Learning Goals and in Reception contributes to the child's profile. In Years 1 to 6 the marking of pupils' work is thorough and up-to-date. The best marking provides teachers with a clear view of pupils' progress and sets targets for improvement. Most marking is positive and praises effort. Where marking appears more cursory, with just a tick placed at the end of a piece of work, pupils often receive good quality oral feedback, particularly in Years 1 and 2.
- 2.32 Both schools have identified areas for development. In the pre-prep a cross-curricular approach to teaching and improved marking is seen in some lessons. The use of assessment and target setting is evident in some junior school lessons. These examples of best practice are not yet embedded across the curriculum of both schools. Pupils' attainment is assessed regularly through a range of standardised tests and the EYFS profile. The results of summative assessment are recorded, presented in different ways and analysed to check overall progress. This information is increasingly used to inform planning and make provision for older pupils. For example, Years 5 and 6 pupils are divided into sets for English and mathematics to accommodate the range of ability using results from the end of Year 4 assessment results. Information is also used to inform particular programmes for LDD pupils. These initiatives are still developing and both schools are aware that planning does not always make enough provision for the range of pupils' ability found within a set or a class. Both schools use assessment to plan for pupils' pastoral needs as well as academic needs.
- 2.33 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 support and guidance given by staff to their pupils as pastoral care, is outstanding and an improvement on the good provision identified at the time of the last ISI inspection. The caring and supportive relationships found in both schools, promote effective learning and meet their aims. This is a strength of both schools. Measures to promote the health and safety of pupils are good overall and continue to be addressed, particularly in the pre-prep. Standards have been maintained since the last inspection with positive steps to encourage pupils to eat healthily and to think about their environment.
- 3.2 In both schools, teachers and support staff lead by example to provide excellent support and guidance. The sense of order and purpose in registrations and assemblies helps pupils to belong and feel safe. Pupils are confident they will be listened to. A pupil in Year 4 commented 'My teacher always cares and helps if there is something wrong'. Older pupils are given privileges they respect and value. The school council, in the junior school, gives pupils a voice, with a suggestion box in each classroom, and is enthusiastically supported by pupils interviewed. Meetings are skilfully conducted in a formal yet encouraging manner that respects and values pupils' ideas and reflects the school's ethos of creating a welcoming environment that nurtures everyone.
- 3.3 All staff are assisted by strong pastoral arrangements. The pre-prep school has positive steps of stickers and house points for rewarding good behaviour. In the junior school each class writes their own rules to promote care for each other and the school and "Good Lesson Conduct" is displayed in the classrooms; pupils have good opportunities to receive a merit or headteacher's award. In both schools, achievements are celebrated in assemblies when everyone can share in praising success. The junior school offers further support through a 'time to talk' club, an opportunity for pupils to talk through any concerns they may have, with a member of the staff or amongst themselves. In Year 6 the Tudor Rose Scheme awards pupils who are trustworthy, understanding, determined, organised and responsible. These awards are highly valued and pupils who have gained a Tudor Rose are looked up to as role models.
- 3.4 Excellent relationships exist between staff and pupils and among the pupils themselves. Pupils in Years 5 and 6 described the atmosphere as 'relaxed, in a very supportive environment'. The pupil questionnaire, which preceded the inspection, showed strong support for the pastoral care systems. Many examples were seen of pupils being given comfort and care in and out of lessons, including children in the EYFS. Pupils are confident they have someone to turn to for help and have a clear understanding of the behaviour that is expected and the consequences of not behaving. They are polite to one another, and show consideration for their peers. They work well together in pairs and groups. They hold doors open for visitors and many thank the teacher for a lesson. Pupils feel that good discipline exists in the school and that any bullying is dealt with promptly. The whole school has a strong anti-bullying policy, which includes cyber bullying.
- 3.5 Both schools have policies, adapted from whole school policies, to ensure that pupils and staff are protected with regards to health and safety. Child protection policies are in place with relevant officers appointed in the school and the governing body. Staff training in child protection and in first aid is up-to-date. Both schools have systems to ensure that pupils who are unwell are fully catered for. The registers, both admissions and attendance, are in order.

The whole school has an appropriate commitment to improving access for pupils and parents with disabilities.

- 3.6 Fire regulations and similar hazard procedures are in place. These policies, including updating training and the sharing of information, are managed centrally from the senior school. The school has appropriate risk assessments and is aware that further measures to reduce the risk of fire are necessary in the pre-prep school. Fire evacuation practices are carried out regularly and properly recorded, and all fire exits are clearly labelled. Due regard to the practice of health and safety was observed in a variety of contexts; notably in physical education and science lesson preparation, and as an integral part of teaching of the pupils. Play areas are checked before pupils are allowed to use them during unsuitable weather conditions; for example, during the inspection the all-weather surface was deemed to be too slippery for use during morning break.
- 3.7 Pupils learn the importance of following a healthy diet at lunch where they are encouraged to select a balanced meal. Kitchen staff are mindful of the needs of the pupils and of their welfare and are provided with all necessary information about allergies.
- 3.8 The school meets most of the regulatory requirements for the welfare, health and safety of pupils [Standard 3]. In order to meet all the requirements, the school must:
- (a) put into action the recommendations of the fire risk assessment for the pre-prep school [Regulation 3.(5)].

The Quality of Links with Parents and the Community

- 3.9 The school has an excellent partnership with parents and outstanding links with the community, in line with its aims. Good progress has been made since the last inspection in maintaining and developing this aspect of the schools' work.
- 3.10 About half of the parents responded to the pre-inspection questionnaire. Their answers reflected a high level of satisfaction with teaching and the curriculum, with strong support for the worthwhile attitudes and values and with the high standards of behaviour from pupils in both sections of the school, including the EYFS. Inspectors agree with these positive judgements. No critical issues were raised by a significant number of parents. The new head of the pre-prep school has sent out a school parental questionnaire this term and introduced a suggestion box in order to engage with parent views. The junior school has sought parental views on the quality and range of extra-curricular activities. Both schools are already taking action on the findings of these questionnaires. New links this term, between the two schools, have improved information to parents about the transition from Year 2 to Year 3.
- 3.11 Parents are fully involved in the life and work of the school. The schools operate an open door policy, where parents are welcome to come into the school to discuss any concerns informally or make an appointment for a longer talk. Parents and grandparents help on school trips, share their specialist knowledge in assemblies or the classroom and are invited to become members of the active Ladies' or Fathers' committees that are social in nature yet play an important role in supporting the activities and fundraising of the whole school. Reading records in the pre-prep and high quality diaries in the junior school give a strong home to school link. Parents with pupils in both schools spoke warmly about arrangements for junior school pupils to travel across Bath each day in the school minibus.

- 3.12 Parents receive an excellent range of information about the school from a variety of sources. The exchange of information about the daily life of the school is excellent, with a weekly newsletter and increasing use of emails. Information to parents on school policies is improving with the prospectus giving clear information and the school website holding more detailed information and being constantly updated.
- 3.13 Parents receive good quality information about their child's progress. Parents' evenings are held termly, with reports twice a year in the junior school. In the pre-prep reports are sent out annually with termly parents' evenings. Parents of pupils receiving learning support receive information about the nature of the support that is offered and the targets set, along with a written report of progress. Parents' forums, curriculum evenings and open days are all well attended. The school handles the concerns of parents with due care and an appropriate whole school complaints policy is in place.
- 3.14 The schools have excellent links with the community. Staff make good use of local authority training courses, especially for EYFS. Pupils use the swimming pool at Bath University and compete in matches and festivals with local state and selective schools. Both schools have strong links with local churches, whose clergy regularly lead assemblies. Older pupils in the junior school exchange information with pupils in a French school and arrangements are in place for them to meet during an activity holiday in France. Each school raises money for nominated charities, including a hospice in Oxford and Moving Mountains, a charity for children in developing countries. The help for the local and wider community is considerable and pupils derive huge benefit from involvement in such projects.
- 3.15 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].

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 Governors give good strategic direction and oversight to the whole school, supporting its day-to-day work and ensuring that it continues to meet its aims. Strong systems have been put in place since the last inspection and these continue to be monitored and develop now that the three new heads have been appointed. One governor has a specific responsibility for the pre-prep and junior schools and this support is much appreciated by both heads. An efficient whole school committee structure enables all governors to take an active role in governance. The two heads are invited to join the education and performance committee on a regular basis and other committees, where appropriate, although details of this routine are still evolving.
- 4.2 Governors bring a broad range of experience and expertise to the school, with parents being well represented amongst their number. Business is conducted efficiently through the committee structure where regular meetings enable issues to be discussed fully and governors are able to take responsibility for decisions taken by the board. Governors give considerable commitment to their role and have recognised the need for induction and training. One governor has designated responsibility for child protection and a committee discharges its responsibility for health, safety and welfare of pupils effectively in most respects.
- 4.3 Governors are clear about the extent of their responsibilities and about maintaining a proper relationship to the schools' work. The teaching staff meet governors informally at social events and both groups welcome this opportunity. They are appropriately involved in financial planning and have good strategies in place to ensure that there is effective educational provision as well as an adequate investment in human and material resources. They are aware of the need to refurbish parts of the pre-prep site and the need for further upgrading of the junior school's facilities as pupil numbers grow.
- 4.4 Staff in the pre-prep and the junior schools appreciate the time that the designated governor spends with them in their schools. The governors value opportunities to hear about progress and developments on both sites. The insight they gain from presentations about the two schools provides an essential perspective from which informed decisions can be made with regard to future school development.

The Quality of Leadership and Management

- 4.5 The quality of leadership and management is good overall with some recent progress and realistic targets for improvement. Leadership and management in the pre-prep and junior schools have been uneven since the last inspection. The recent appointment of three new heads, who form part of the whole school senior management team, and share a vision to unite the three schools, marks a new beginning. This fulfils an aim to foster a sense of community across the pre-prep, junior and senior sections of the school.
- 4.6 The head of the pre-prep leads by example and demonstrates best practice, teaching all pupils in the school once a week, and keeps a high profile by welcoming pupils each morning. The junior school head shares an excellent philosophy of how subject leaders can make a difference. Both heads have good support from the head of the whole school, the second master, a representative from the governing body and the bursar. They meet regularly and share the same vision and aims. Opportunities for the two heads to develop these links and

- meet with more members of the governing body regularly are at the early stages of development.
- 4.7 Those with management responsibilities are effective in analysing the school's needs, setting priorities, and putting those decisions into practice. In the pre-prep they are increasingly working together to give improved provision to the EYFS and Years 1 and 2. In Years 3 to 6 a strong team with clear areas of responsibility work well together sharing common goals, which reflect the school's aims. In both schools training in ICT and interactive whiteboards have helped to improve the use of technology and enhance learning.
- 4.8 In the pre-prep subject coordinator's roles have been clarified and every one has been interviewed and involved in reviewing the schemes of work. The simplicity of the management structure in the junior school ensures that every one knows and understands what is involved. Although both of these are recent developments, both are beginning to have a positive impact on teaching and learning. The split site means it is difficult for subject co-ordinators to meet regularly and forge stronger links across the year groups.
- 4.9 Teaching and support staff support the ethos of the whole school and are deployed effectively overall. Together with the pupils they create a strong sense of community and take pride and pleasure in their workplace. Many feel valued by the school and support each other. They appreciate the induction, appraisal, inset and opportunities for professional development they receive. The whole school participates in the national scheme for the induction of newly qualified teachers (NQTs) but neither section has a current NQT. Staffing levels are sufficient to allow small classes and individual attention, particularly in the pre-prep. Recruitment is well managed and all necessary checks are carried out for staff, supply staff and governors, including with the Criminal Records Bureau.
- 4.10 The smooth day-to-day running of the school is due to the hard-working administrative, catering and maintenance staff that carry out their duties to a high standard. Finances are well managed in support of educational aims and to meet the needs of pupils.
- 4.11 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].
- 4.12 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 King Edward's pre-prep and junior schools achieve their aims and effectively meet the needs of their pupils in an environment where pupils are supported extremely well. The curriculum is broadly based, strengthened by a growing network of cross-curricular links, enriched by an excellent programme of extra-curricular activities. In both schools, from EYFS to Year 6, the high proportion of good and, at times, excellent teaching enables all pupils to achieve well. Pupils are well prepared for their next stage of education. Older pupils achieve strong results in the entrance examination to King Edward's senior school and to other selective senior schools. Pupils enjoy their learning and grow in self-confidence and self-reliance as they move up the school with older pupils showing good independence in their learning. Improved provision for pupils with LDD mean it is good in both schools, with new measures to help teachers and teaching assistants give focused support to individual pupils. Provision for gifted and talented pupils is satisfactory and growing. Good quality marking and planned provision for pupils of all abilities is found in the best lessons, although within marking, target setting is scarce and the use of assessment results in planning is uneven and an area for development. Pupils in both schools, including the EYFS, develop high self-esteem and an awareness for others and the overall personal development of pupils is outstanding. Excellent pastoral care supports a strong sense of community found within both schools. Measures to improve pupils' welfare, health and safety are being addressed in the pre-prep. The quality of links with parents and the wider community is excellent. Strong and clear sighted leadership both from the governors and the three heads within the schools is now in place. All show a commitment to strengthen the links between the governing body and the two schools. Unity between the two schools is developing. Newly formed management teams are beginning to have a positive impact on teaching and learning.
- 5.2 Since the last inspection the schools have given good attention to improve the balance of the curriculum in the pre-prep and the quality of music teaching in the junior school. Governors have introduced strong systems and a whole school committee structure. They have been responsible for a number of additional developments that include the appointment of heads for both schools and a planned programme to improve the level and standard of maintenance in the pre-prep. Good progress has been made in developing links with parents and the community. In both schools training in ICT and interactive whiteboards have helped to improve the use of technology and enhance learning.
- 5.3 The school complies with most of the regulatory requirements, but does not at present meet Standard 3 (welfare, health and safety of pupils).

Next Steps

- 5.4 In order to improve further the quality of education they already provide, the schools should take the following steps:
1. develop further links between the pre-prep school and the junior school, in order to share best practice in teaching and in the use of assessment to inform planning;
 2. strengthen the links between the governing body and the heads of the pre-prep and junior schools in order to work together to address the targets identified in the schools' development plans.
- 5.5 In order to meet all the regulatory requirements, the school must:
- (1) put into action the recommendations of the fire risk assessment for the pre-prep school [Regulation 3.(5)].

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 24th to 27th November 2008. 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. 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.

List of Inspectors

Mrs Jill Lance	Reporting inspector
Mrs Susan Essex	KS2 Curriculum coordinator, GSA school
Mrs Chris Lewsey	Head of administration, IAPS school
Mrs Valerie Goode	Former head, IAPS school
Mr Alan Laurent	Head, IAPS school