

Meadowpark School and Nursery

Independent school standard inspection report

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Reporting inspector	Mark Lindfield HMI

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

The inspection of registered provision was conducted under Section 49(2) of the Childcare Act 2006.^{3, 4}

Information about the school

Meadowpark School and Nursery operate from two different sites within the town of Cricklade in Wiltshire. The Nursery provides childcare and an Early Years Foundation Stage education for children aged from birth to four-years-old. The school opened in September this year and this is the first inspection.

The Nursery setting provides care for a maximum of 125 children under the age of three. The school site for children aged from four to eleven is located in the town's old school buildings, in extensive grounds. The two sites in total currently accommodate 30 full-time children and 117 children who attend part time. Of these, 56 children are in receipt of Early Years government funding. One pupil has a statement of special educational needs.

The school aims to encourage a, 'life-long enthusiasm for learning, setting a firm foundation for the future'. The nursery and pre-prep school was previously inspected in 2005 and the registered early years provision for children from birth to three years of age was last inspected by Ofsted in May 2010.

Evaluation of the school

Meadowpark School and Nursery is providing a good quality of education overall and meets its aims. The overall effectiveness of the Early Years Foundation Stage is satisfactory with some clear strengths in the good leadership and management, and good outcomes for children. All parental responses were supportive of the school. Pupils benefit from good teaching and a well-rounded curriculum; provision for their spiritual, moral, social and cultural development is outstanding. The school's safeguarding arrangements and those for the overall welfare, health and safety of

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

³ Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.

⁴ www.opsi.gov.uk/ACTS/acts2006/ukpga_20060021_en_4#pt3-ch2-pb4-l1g49

pupils are satisfactory. The school meets all of the regulations with the exception of one regulation regarding the availability of some information to parents.

Quality of education

The school provides a good curriculum which helps all pupils to make good progress. Good communication between staff ensures that the curriculum is well planned and builds on pupils' learning from previous years. The curriculum helps pupils to develop their basic skills well; they read with enjoyment and are confident in articulating their views from an early age. Subject content is based on the National Curriculum and underpinned by a range of published resources. These are adapted to suit the needs and interests of pupils well. Subjects are linked together effectively so that pupils' learning in a lesson complements their acquisition of knowledge and skills in other areas. A strength of the curriculum is the good use made of the school's grounds to develop pupils' science investigation skills and encourage their physical exercise. Pupils spoke excitedly about their science work on the trees in the woodland and showed good knowledge of conditions for plant growth.

The curriculum helps pupils to progress into well-rounded, polite children with enthusiasm for learning. Education for personal, social and health education is good; pupils regularly attend games, dance and swimming sessions. Opportunities for enrichment are good; pupils attend a range of after-school clubs. French is taught to children aged three years upwards.

The quality of teaching and assessment is good. Teachers know individual pupils well and use this knowledge to build good relationships. They use questions to encourage pupils to explain their ideas and to check on their understanding, and ensure that all pupils contribute. Classrooms have good resources and teachers use these to provide flexible teaching strategies, and involve pupils in investigations, observations and independent learning. Pupils use the information technology suite to record their ideas and further develop their skills.

Lessons are well structured so that pupils are given opportunities to apply their learning independently. Teachers maintain a good pace in lessons and expect pupils to produce high-quality work within the time frame. They help pupils to acquire good basic skills so that they write with appropriate punctuation and form letters confidently. Pupils' mathematical development is good; they showed excellent understanding of three-dimensional mathematical shapes. There is a strong emphasis on daily reading with support from parents and carers, although on occasion teachers miss opportunities for pupils to apply their phonic (the sounds that letters make) skills when tackling unfamiliar words.

Good use is made of teaching assistants to maintain the pace of learning and to provide support and guidance where necessary. Marking of pupils' work is regular and provides positive comments. Teachers write targets in books as part of their marking to help pupils to know how to improve their work.

Spiritual, moral, social and cultural development of pupils

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Racial harmony is a significant strength of the school. Values are explicitly emphasised through class teaching and in assemblies, where pupils sing sweetly and melodiously. This reflects the ethos and practices within the school which also lead to pupils developing good behaviour and attendance. Pupils' attitudes to their work, to each other and to other people are consistently positive. From an early age, children are taught to listen carefully to instructions and to show politeness and consideration for others. The pupils respect others' ideas and have a clear sense of right and wrong; they appreciate opportunities for quiet reflection. Visits to the theatre and a local farm enhance pupils' appreciation of the world around them and help them to develop a good understanding of public services and institutions. Sharing the cakes that they have made with older people from the community provides the opportunity for them to demonstrate their compassion for others, whilst at the same time celebrating the bounty of harvest time.

Welfare, health and safety of pupils

The welfare, health and safety of pupils are satisfactory. Staff care well for the pupils, and they pay good attention to their well-being and their enjoyment of school life. Pupils' behaviour is good because staff place a strong emphasis on promoting this aspect. Pupils are well supervised; the school has improved arrangements for key workers so that younger children are confident on their arrival and settle in quickly and cheerfully.

The school has thorough procedures in place to ensure pupils' health and safety. The quality of fire safety equipment is checked regularly and procedures are reviewed annually. Portable electrical appliances are checked. The school has clear procedures to administer medicines to pupils and to provide first aid. Under the arrangements for the safeguarding of pupils, responsible people have been appointed and suitably trained, and child protection training for the rest of the school's staff is up to date. The school has prepared a plan that meets the requirements of the Disability Discrimination Act 1995, as amended.

Suitability of staff, supply staff and proprietors

The school completes checks on the identity, previous employment record and qualifications when recruiting members of staff. The school has established the suitability of staff by completing enhanced Criminal Records Bureau checks. It has completed checks on the right of staff to work within the United Kingdom. The school's single central register records the details of checks made on staff.

Premises of and accommodation at the school

Both of the school's premises are attractive, well maintained and conducive to safe and effective learning. The Old School House has been renovated and care has been taken to preserve the architectural features so that the classrooms are bright and accommodating. The outdoor areas at both sites encourage pupils to play, learn and develop outdoors with exciting play equipment. Classrooms throughout the school are enhanced by attractive displays of pupils' work and these are used well to raise pupils' self-esteem and give a sense of pride in their work.

Provision of information

Parents are provided with information and guidance through a range of helpful displays and posters, and are encouraged to complete forms to record their children's progress and achievements. Parents and carers were unanimous in their praise for the school. All parental questionnaires expressed a high degree of satisfaction with the school, as did those parents and carers who spoke to inspectors. The opening of the new school site in September has necessitated modifications to the school's published prospectus. The proprietors have assembled a range of information and are updating the school's policies and procedures to include references and details of the new premises. They are aware of the regulatory requirements and have presented this information previously to parents and carers; however, at the time of the inspection many of the school's policies and procedures are not yet available to parents and carers in their revised format.

Manner in which complaints are to be handled

The complaints procedure complies with all of the relevant regulations.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the setting is satisfactory. Children respond to adults well and learn in a safe and secure environment. Children are well cared for and are encouraged to become independent from an early age. Babies and children make good progress because they are happy, settle in well, and know and understand the routines. They leave parents and carers confidently because of well-organised, welcoming procedures and stimulating activities.

Outcomes for children are good, as they enjoy a balanced curriculum which is provided in interesting ways so that they make good progress from their starting points and develop their personal qualities, cooperating and sharing well. By the time children enter Year 1, the majority are secure in the levels of knowledge and skills

expected for their age. More-able children exceed the expected levels of mathematical development and their recognition of three-dimensional shapes is outstanding.

Provision is satisfactory. Staff show patience and kindness. Children with special educational needs and/or learning disabilities receive sensitive support so that they enjoy their learning. Staff occasionally miss opportunities to engage fully with the children and to successfully promote their language development. The outdoor area provides opportunities to play and learn in most of the areas of learning.

Leadership and management are good, showing drive and ambition for the school to continue to improve. Leaders and managers evaluate the strengths and weaknesses of the setting well and have made improvements from the time of the previous inspection. Staff have a good partnership with parents and carers, who say they are happy with their children's education.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.⁵

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- make available to parents of pupils and parents of prospective pupils, and on request, to the Chief Inspector, the Secretary of State, or an independent inspectorate:
 - particulars of the school's policy on and arrangements for admissions, discipline and exclusions
 - particulars of educational and welfare provision for pupils with statements of special educational needs and for pupils for whom English is an additional language
 - particulars of the curriculum policy of the school, as required under Part 1, paragraph 2
 - particulars of policies relating to bullying, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving, as required under part 3, paragraph 9

⁵ www.legislation.gov.uk/uksi/2010/1997/contents/made

- particulars of the arrangements for tackling bullying, and for promoting pupils' health and safety on the school premises and on educational visits as required under part 3 paragraphs 10, 11 and 12 (paragraph 24(1)(b)).

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

- Improve pupils' reading skills by increasing the opportunities for pupils to apply their phonic knowledge in decoding words.
- Ensure that all adults use questions and discussions to encourage children to express their views and opinions and communicate their imaginative ideas.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils		√		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			√	
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The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage		√		
The quality of provision in the Early Years Foundation Stage			√	
The effectiveness of leadership and management of the Early Years Foundation Stage		√		
Overall effectiveness of the Early Years Foundation Stage			√	

School details

School status	Independent		
Type of school	Independent School and Nursery		
Date school opened	1994		
Age range of pupils	0–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 20	Girls: 10	Total: 30
Number on roll (part-time pupils)	Boys: 58	Girls: 59	Total: 117
Number of children aged 0–3 in registered childcare provision	Boys: 45	Girls: 38	Total: 83
Number of pupils with a statement of special educational needs	Boys: 1	Girls: 0	Total: 1
Annual fees (day pupils)	£5,250 - £7,650		
Annual fees (childcare)	£1,410 - £9,828		
Address of school	The Old School House High Street Cricklade, Wiltshire, SN6 6DD		
Telephone number	01793 752600		
Email address	mpschoffice@aol.com		
Headteacher	Mrs Rajvinder Kular		
Proprietor	Education Plus Ltd		