

Annemount School

Independent School

Inspection Report

DCSF Registration Number	302/6051
Unique Reference Number	101375
URN for registered childcare	EY240903
Inspection number	330422
Inspection dates	11 March 2009
Reporting inspector	John Seal HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005). The inspection of childcare was conducted under Section 49(2) of the Childcare Act 2006.

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Alexandra House
33 Kingsway
London WC2B 6SE
T 08456 404040

www.ofsted.gov.uk



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, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

The inspection of registered provision¹ was conducted under Section 49(2) of the Childcare Act 2006.

This was a light touch inspection (LTI) which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

The school is situated in Hampstead Garden Suburb, North-West London. There are 41 children in the Nursery and Kindergarten aged two and three quarters to four. There are 58 children aged five to seven in the Reception, Year 1 and Year 2 classes. 55 children receive nursery education funding. The school opened in 1936 and it is purpose-built in an attractive garden setting. There are 12 children with learning difficulties and/or disabilities. The previous inspection was in 2006. The school aims 'to bring out the individuality in each child so that they can realise their potential with self-discipline and respect'.

Evaluation of the school

Annemount School provides a good education. The pupils make good progress from the Early Years Foundation Stage to the end of Year 2 because of the outstanding curriculum, outstanding provision for their spiritual, moral, social cultural development and the good teaching and assessment. Pupils' behaviour is good and they enjoy their time at school very much. The school continues to meet all the regulatory requirements, as it did at the time of the last inspection. Information for parents, carers and other agencies is clear, accurate and up-to-date.

Quality of education

Curriculum provision is outstanding. From the nursery through to the end of Year 2 it is rich, varied and flexible and meets pupils' needs well. It is securely underpinned by good planning in all subjects based on the National Curriculum guidance, supported

¹ 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.

by a recently reviewed policy. The school has a strong and effective focus on literacy and numeracy but does not lose sight of the need to provide pupils with an all-round approach to learning covering a broad range of subjects. To this effect, the school offers highly effective and popular specialist provision in a variety of subject areas such as French, art, music, chess, swimming and Suzuki violin lessons. Pupils are introduced to a wide range of exciting experiences. A good example of this is the National Gallery's 'Take one picture' project which enhances pupils' knowledge and understanding of art and artists in addition to providing stimulating displays in the school. Through creative topic work, pupils study history and geography. A good example of this was the Year 2 pupils' exploration of the local environment both on foot and using the local service bus to support their understanding of mapping and local history. The very good programme of visits includes pupils' outings to Hampstead Heath, work with rangers on environmental projects and regular visits to the British Museum. The school makes good use of parental support; parents are invited to school to talk about their work. The parent teacher association (PTA) works closely with the school and supports the enrichment of the curriculum by organising visits to the school, for example from theatre groups and farm animals. The school extends the curriculum by offering pupils clubs both before and after school such as cookery and creative writing.

Teaching and assessment are good. In most lessons, teachers' clear and well structured plans meet the learning needs of all pupils. There are specific learning intentions which enable pupils to understand what they need to do. Many lessons are practical and well paced. As a result, pupils' interest and concentration are maintained. Teachers enable pupils to discuss their learning with each other and ask questions. From time to time, in a few lessons, there are insufficiently demanding activities for the more able pupils. Teachers keep groups of pupils with different needs together for too long during whole class introductions and explanations. When this happens, pupils' concentration drifts, learning slows down and some pupils with learning difficulties become disengaged.

Assessment is generally good because the teachers know their pupils very well. This knowledge is supported by well maintained and up-to-date records. However, these records vary across the school, ranging from in-house assessments to those which compare pupils' attainment with nationally comparative information. This leads to inconsistencies in how teachers identify where pupils are and how they monitor pupils' rates of progress.

Pupils make good progress throughout their time in the school. They make particularly impressive rates of progress towards the end of their time in Year 1 and in the first term of Year 2. As a result, the school enables children to successfully pass the competitive entrance tests of selective schools. Pupils with learning difficulties and/or disabilities make good progress because of the school's effective identification of pupils' needs and close working partnerships with the local authority area coordinator for special educational needs and other specialist agencies.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is outstanding. The school places a very strong emphasis on developing pupils' social skills and as a result, pupils develop a confident attitude. From an early age, most pupils enjoy their school life. Most pupils' attendance is good but the school's overall attendance figures are average because of the small proportion of families whose children are absent when observing religious celebrations or visiting the countries of their origin during term time. Pupils are very enthusiastic about their learning. One pupil said 'we learn new things every single year.' Pupils' behaviour is good most of the time and often exemplary, especially in the Early Years Foundation Stage. However, in the older pupils' classes, when lessons do not match the needs of the more able pupils or those with learning difficulties and/or disabilities, some pupils become restless.

Pupils' development of their skills and knowledge in literacy and numeracy is above average, and their skills in information and communication technology and teamwork/collaborative work are good. As a result, they are well prepared for their future economic well-being. The school effectively encourages pupils to contribute to the school and community at large, helping them to understand the need to help each other and those less fortunate than themselves. Examples include pupils enjoying their responsibilities as head boy and head girl on a rotational basis. The school regularly encourages pupils to raise funds to support charities such as, Red Nose Day, Jeans for Genes, Great Ormond St Hospital and a local special school. The school promotes pupils' good awareness of British institutions for example the younger pupils learn about 'people who help us' who include the police and fire services. The school enables pupils to have a good understanding of different faiths and cultures through its interesting and broad programme of religious festivals and day-to-day promotion of respect and tolerance of other people's backgrounds and beliefs.

Safeguarding pupils' welfare, health and safety

The provision for pupils' welfare, health and safety is good. There are robust and up-to-date arrangements for safeguarding pupils. The procedures for the safe recruitment of staff are in place and the required checks are documented in a single central register. Rigorous risk assessments are carried out to ensure pupils' health and safety in and out of the school. The school environment is supportive and caring. Pupils have very good relationships with each other and the staff. Incidents of bullying are almost non-existent. Pupils' awareness of how to establish good habits for healthy lifestyles is developed well through a range of sporting activities. On most days, the older pupils take a short walk near the school to help them settle down to their lessons. Healthy meals are established through the school's monitoring of pupils' lunch boxes and constructive and helpful feedback to parents. The PTA is currently collecting healthy recipes for lunchboxes to publish them. The school has an appropriate development policy and plan which meet the requirements of the Disability Discrimination Act (2002).

Effectiveness of the Early Years Foundation Stage

Children get off to a good start in their education through good provision that enables them to explore and make sense of the world around them. They enjoy very positive relationships with adults who provide exceptional care and support for them. Transition arrangements are particularly well thought-out and effective.

Consequently, children settle into school quickly and over their time in the Early Years Foundation Stage they develop excellent personal and social skills. These are reflected in their impeccable behaviour and self assurance. Children work well both individually and in groups. They have very good attitudes to learning and apply themselves diligently to tasks with sustained levels of concentration. The provision is well led and managed. Systems to ensure children's welfare, health and safety meet requirements. The attractive indoor and outdoor learning environments are well linked and support children's development effectively in all areas of learning. The curriculum is well planned so that appropriate links are made between different aspects of learning. Work is being done to further improve this by building on pupils' own interests and ideas. The teaching motivates children with a good balance between tasks led by adults and those initiated by the children. Activities led by adults have clear and purposeful learning intentions. However, child-initiated activities, although appropriate, often lack a specific learning focus. As such, some opportunities to maximise children's learning through play are missed. Staff monitor children's progress carefully and use the information to plan further activities to support their different learning needs. Although systems for assessing and collating this information are in place, they are not consistent across all classes. The school has identified this as a priority for improvement. Children make good progress from their starting points and the vast majority achieve standards that are above those typical for their age by the end of the Reception year.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

What the school could do to improve further

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

- ensure systems for assessment across the school are consistent.
- consistently identify learning intentions during child initiated play.

Inspection Judgement Recording Form

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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		✓		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		✓		
How good are the personal development and well-being of children in the Early Years Foundation Stage?	✓			
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?		✓		
How effectively is the provision in the Early Years Foundation Stage led and managed?		✓		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		✓		

School details

Name of school	Annemount School		
DCSF number	302/6051		
Unique reference number	101375		
EY URN	EY240903		
Type of school	Nursery and pre-preparatory		
Status	Independent		
Date school opened	1936		
Age range of pupils	2-7		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 34	Girls: 34	Total: 68
Number on roll (part-time pupils)	Boys: 17	Girls: 14	Total: 31
Number of pupils aged 0-3 in registered childcare provision	Boys: 0	Girls: 2	Total: 2
Annual fees	£8,920		
Address of school	18 Holne Chase London N2 0QN		
Telephone number	0208455 2132		
Fax number	02083814010		
Email address	headteacher@annemount.co.uk		
Headteacher	Mrs Geraldine Maidment		
Proprietor	Mrs Geraldine Maidment		
Reporting inspector	John Seal HMI		
Date of inspection	11 March 2009		