



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION**

**BRIGHTON COLLEGE NURSERY & PRE-PREP SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Brighton College Nursery & Pre-Prep School

The preparatory school and senior school were inspected at the same time and separate reports published.

Full Name of School	<b>Brighton College Nursery &amp; Pre-Prep School</b>
DfE Number	<b>846/6019</b>
Registered Charity Number	<b>307061</b>
Address	<b>Brighton College Nursery &amp; Pre-Prep School Eastern Road Brighton East Sussex BN2 5JJ</b>
Telephone Number	<b>01273 704259</b>
Email Address	<b>preprep@brightoncollege.net</b>
Headmistress	<b>Miss Jo Williams</b>
Chair of Governors	<b>Professor Lord Skidelsky</b>
Age Range	<b>3 to 8</b>
Total Number of Pupils	<b>223</b>
Gender of Pupils	<b>Mixed (118 boys; 105 girls)</b>
Numbers by Age	<b>3-5 (EYFS): 75    5-8: 148</b>
Head of EYFS Setting	<b>Mrs Katrina Williams</b>
EYFS Gender	<b>Mixed</b>
Inspection Dates	<b>21 Apr 2015 to 24 Apr 2015</b>

## 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 February 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) Regulations 2014. The range of these Regulations can be viewed on the website [www.legislation.gov.uk](http://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 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 to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Jan Preece	Reporting Inspector
Mrs Ann Robinson	Team Inspector (Former Head of Department, ISA school)
Mrs Lynn Weeks	Team Inspector (Head of Early Years, IAPS school)
Miss Patricia Griffin	Co-ordinating Inspector for Early Years

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Brighton College Nursery and Pre-Prep is a co-educational school for pupils between the ages of three and eight. It is one of three schools that comprise Brighton College, which was founded in 1845. The college is a registered charity and company, limited by guarantee. It has a Church of England foundation and is administered by a board of governors who are also trustees and directors of the company. The school is administered by the Prep Schools Committee of the main governing body, which also covers the preparatory school. The headmaster of Brighton College has overall responsibility for all sections of the college but the headmistress has operational responsibility for the Nursery and pre-prep, reporting to the head of the preparatory school. The school is situated on a two-acre site, in the Kemptown area of Brighton, about a third of a mile from the preparatory school, which is adjacent to the college. It has its own playing field and playground, and is adjacent to two hard courts and an indoor swimming pool, which the pupils use regularly. Since the previous inspection, the school has moved to a new site, and the senior management team has been restructured and expanded.
- 1.2 The school aims to challenge and inspire all pupils to achieve their very best and to equip them for the future, through the provision of a warm, supportive environment where each child is valued. It seeks to place high priority on the development of character and a love of learning. In accordance with its Christian foundation, the school sets out to encourage pupils to consider the effects of their actions, as reflected in its motto, 'Be good, be kind, be honest'. The school seeks to place high importance on a strong partnership and communication with parents.
- 1.3 At the time of inspection there were 223 pupils on roll, of whom 75 children were in the Early Years Foundation Stage (EYFS). Of the Nursery children, 18 attend in the mornings only and 15 attend full-time. No pupil has a statement of special educational needs. The school has identified 40 pupils with special educational needs and/or disabilities (SEND), 13 of whom receive additional specialist support. Fifty-nine pupils have English as an additional language (EAL), of whom very few require extra help. The school selects pupils by academic potential and the average ability of the pupils is above the national average, with a third being well above average. At the end of Year 3, nearly all pupils transfer to the preparatory school. Most of the pupils come from the Brighton and Hove area. Families reflect the broad social mix within the area. A small number of pupils come from a range of minority ethnic backgrounds.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The school is highly successful in achieving its aims. From the EYFS onwards, pupils are very well educated. They demonstrate high levels of knowledge, understanding and skills, a firm foundation that they take into the next stage of their education. Pupils in Year 1 onwards attain excellent standards in English and mathematics and apply their skills very well to other subjects, together with mature reasoning. They develop a notable proficiency in French and Mandarin by the time they leave. Pupils enjoy their learning within an excellent, broad and interesting curriculum that offers a wide range of extra-curricular activities. Whilst computing lessons offer an effective skills-based programme, pupils make limited use of information and communication technology (ICT) to enhance their learning across the full range of subjects. The pupils' success is very well supported by excellent teaching. This employs rigorous analysis of assessment results to ensure that the individual learning needs of all pupils are met, including those with SEND or EAL and the more able. Pupils are therefore securely equipped with the knowledge and skills to move successfully into the preparatory school or other schools.
- 2.2 Throughout the school, pupils exhibit excellent personal development. They know their strengths and are at ease with themselves. Pupils are articulate and confident, and show an acute sense of right and wrong, and fair play. They are kind and tolerant of one other, and understand the importance of taking responsibility and representing others in the school community. These high standards are well supported by excellent pastoral care in which relationships between staff and pupils are warm and encouraging. This enables pupils to be confident that an adult will resolve any difficulty that they cannot manage alone. The school pays excellent attention to the pupils' welfare, health and safety; the safeguarding policy is carefully implemented by appropriately trained and committed staff.
- 2.3 The school is well administered by a governing board that has an excellent range of experience and expertise. The recent establishment of a Prep Schools Committee indicates the governors' resolve to ensure that the Nursery and pre-prep school receives appropriate and helpful support and representation, though this is not yet a fully established part of governance. The leadership and management of the school are excellent. Careful analysis of strengths and areas for development ensures that school policies and procedures are rigorously monitored, and that there is strong provision for continued improvement within a comprehensive development plan. All staff demonstrate considerable teamwork and a commitment to high standards. Links with parents are exceptionally strong and the overwhelming majority of the parent body who completed the pre-inspection questionnaire was very satisfied with the school's provision. The school has successfully met the recommendations of the previous inspection.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

### **(ii) Recommendations for further improvement**

2.5 The school is advised to make the following improvements.

1. Ensure that alongside the computing programme of study, ICT is more widely integrated from Year 1 upwards to enhance learning across the curriculum.
2. Ensure that the newly formed Prep Schools Committee becomes a strong element in securing informed representation of the Nursery and pre-prep to the governing body.

### **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 The school is very successful in achieving its aims to enthuse pupils with a love of learning, and to strive for the highest standards whilst emphasising support and encouragement.
- 3.3 The overall quality and standards of provision in the EYFS are excellent. Children of all abilities, including those with SEND or EAL, make rapid progress overall in relation to their individual starting points. They become secure, happy and active learners due to the exciting learning opportunities and outstanding level of care they receive. All children are confident, effective communicators and attentive listeners. Children in the Nursery are developing a secure knowledge of initial sounds; they can count competently to 16 and the number of children in their class, and use tablet computers confidently. Children in Reception are beginning to read well and use their excellent knowledge of phonics to write sentences. They can add, subtract, double and halve numbers within 20 ably. The children use computers for a variety of purposes with increasing competence and are beginning to devise very simple programmes.
- 3.4 Throughout the school pupils converse confidently and express themselves clearly. They follow instructions well because they listen attentively and they are interested in the ideas of their peers. The pupils develop a love of books, and standards in reading are high due to the careful attention paid by staff to the firm acquisition of phonics. Pupils take pride in the presentation of their work and most develop a neat cursive script using a pen by the time they leave. They write proficiently for a range of purposes and demonstrate an excellent grasp of spelling and punctuation for their ages.
- 3.5 Pupils develop strong numeracy skills that they apply with logical reasoning to problem solving and investigations, which are particularly enjoyed by the more intuitive mathematicians. The pupils are curious and develop a strong understanding of investigative methods in science. They approach computing eagerly and work confidently and independently. The pupils demonstrate strong creativity in their artwork, as evidenced in the vibrant displays around the school and in its art portfolio. Their musical abilities are well developed, and evident in their recorder and ukulele playing and emerging ability to read from elementary notation. Pupils demonstrate very competent physical skills in physical education (PE), swimming and games.
- 3.6 Pupils are able to develop their skills and interests in the wide range of extra-curricular opportunities offered. The school's ethos emphasises the importance of developing teamwork as well as physical skills in fixtures against other schools. Pupils achieve a good measure of success, such as the under 8 tag rugby players who recently enjoyed an undefeated season. The pupils develop an enjoyment of exercise, as evident in the large numbers participating in a local fun run. Pupils are successful in graded dance examinations and a significant number learn at least one musical instrument. The pupils' confidence is significantly developed as they enjoy regular opportunities to perform in musicals, class assemblies and instrumental concerts.

- 3.7 The pupils' attainment cannot be measured in relation to performance in national tests, but on the evidence available, it is judged to be high in relation to national age-related expectations. Pupils follow a broad curriculum that includes the study of two languages from Reception. The majority reach the benchmark to gain entry to the preparatory school. This level of attainment indicates that they make excellent progress in relation to those of similar ability. Inspection judgements, based on lesson observations, scrutiny of work and curriculum interviews, confirm this evaluation. Pupils with SEND or EAL make rapid progress from their differing starting points due to the support they receive. Pupils who are more able make similar progress in response to high expectations and the provision of suitable additional challenge in class.
- 3.8 The pupils' highly positive attitudes to learning make a strong contribution to their achievements. From an early age they enjoy their work, and understand their strengths and what they need to work on, due to careful targets set for them. They settle to work well, generally show good concentration and remain focused when working collaboratively. Their usually good behaviour in class promotes a purposeful working ethos, and their progress is well supported by the excellent relationships they enjoy with their teachers and peers.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 Since the previous inspection, the school has successfully implemented a curriculum overview. This has identified and developed many meaningful opportunities for cross-curricular links that enhance the pupils' learning, enthusiasm and creativity. These meet the recommendation of the previous inspection. The curriculum facilitates the attainment of high standards in relation to the age, ability and needs of all the pupils and fully reflects the school's aims.
- 3.11 The EYFS setting makes excellent provision in meeting the needs of the range of the children who attend. Consistently high standards are achieved through the interesting and challenging educational programmes provided. These help all children to reach, and in some cases exceed, age-appropriate levels of development. Specialist teaching, which begins with music in the Nursery and encompasses languages, art and PE in Reception, significantly enhances the children's learning experience, and highly appropriate cross-curricular links are forged.
- 3.12 Throughout the school the curriculum is broad and mostly well balanced over a wide range of subjects. French and Mandarin are introduced from Reception. English and mathematics are given a high priority and careful tracking enables the school to provide a highly individualised programme for each pupil in the core subjects. A new computing curriculum is taught through discrete lessons but limited use is made of tablet and laptop computers to integrate use of ICT into other subjects. The provision for PE has greatly improved since the previous inspection. Pupils have excellent facilities for games and from Year 1 take part in regular swimming lessons at the adjacent swimming pool. Creative and expressive subjects are well represented in the timetable, either as dedicated lessons or in cross-curricular work. Science and humanities topics have equal curricular time, while personal, social, health and economic education (PSHEE) rotates with religious studies (RS). This limits the time available to deliver the RS programme in depth. Topics in PSHEE ensure that pupils receive a balanced presentation of opposing views and the school promotes

fundamental British values effectively. The curriculum is enriched by specialist teaching in music, art, PE, French and Mandarin.

- 3.13 The school makes excellent provision for pupils who have SEND or EAL. Once their needs are identified, their parents are involved. Early identification of any difficulties leads to well-judged support in class, which includes work that is planned to meet their specific learning needs, and effective and sympathetic specialist tuition when necessary. Specialist staff provide strong advice and support for class teachers. Individual lessons for these pupils are particularly effective and enjoyable, and enable many to make rapid progress. The more able and gifted pupils benefit from challenging extension work and are provided with excellent opportunities to develop their strengths.
- 3.14 An excellent range of extra-curricular activities is available to pupils, particularly those in Years 2 and 3, where provision successfully addresses a recommendation of the previous inspection. Activities covering dance, sport, music, and other creative and dramatic areas of interest are offered and over half the pupils attend at least one club a week. From Year 2 upwards pupils are able to take instrumental lessons, and dance lessons are offered from Reception.
- 3.15 Presentations by visitors to the school and trips linked to the pupils' learning are purposefully integrated into the curriculum; these are highly effective in broadening the pupils' horizons and their learning is enriched with themed weeks. The pupils' awareness of the wider world is enhanced by community events, many of which enable them to raise money for charity. All the parents who responded to the pre-inspection questionnaires praised the curriculum, and an overwhelming majority were happy with the range of extra-curricular activities.

### **3.(c) The contribution of teaching**

- 3.16 The contribution of teaching is excellent.
- 3.17 The quality of teaching strongly promotes the pupils' progress and is highly effective in supporting the school's aims. In the EYFS all children are extremely well supported in their learning and development, including those with additional needs. This ensures rapid progress and excellent preparation for the next stage of their learning. All adults have high expectations for individual children to achieve their full potential and strongly believe in their capacity for success. The children's interests are given much consideration when planning exciting learning opportunities, both indoors and outside. Teaching is frequently imaginative, such as when puppets are used particularly successfully to enthuse, motivate and engage children. Detailed planning and highly relevant assessments enable individual next steps to be identified and implemented. There is an excellent balance of adult-led and child-initiated activities to match individual needs and stages of development.
- 3.18 Throughout the school, teaching is particularly well planned and based on a thorough knowledge of individual pupils. Teachers use the results of assessments to review progress and adjust their planning to ensure that it reflects individual pupils' learning needs and emerging interests. For example, teachers plan effectively for differing levels of ability within classes that have been set according to ability, such as mathematics. Teaching uses a range of strategies adeptly to address individual pupils' different learning styles. Lessons often engage the pupils in practical activities. These enable them to experience working individually, to exercise initiative and to learn to work co-operatively in small groups or with partners. Pupils are given

good opportunities for investigative work, which foster their curiosity and thinking skills.

- 3.19 Teachers' competent knowledge and enthusiasm make lessons interesting and motivate the pupils. The expertise of specialist teaching is used well to develop specific subject-related skills that build a firm foundation for future learning. Teaching is usually well paced, ensuring that learning continually moves forwards and engages the pupils' attention. On the few occasions when teaching is less successful, time is used less effectively, for example pupils spend too long sitting on the carpet or awaiting their turn, and become passive or distracted. A strong feature of teaching is the well-judged use of open questioning that enables the individual understanding of pupils to be checked and helps pupils to develop and explain their ideas and reasoning. Relationships within lessons are excellent. Teachers know their pupils well and pupils seek their help confidently. Teaching successfully promotes an atmosphere of tolerance and respect. Pupils say that they appreciate the praise and encouragement they receive from their teachers and that this encourages them to persevere with tasks. They comment that their lessons are fun.
- 3.20 Teaching assistants provide excellent support and individual attention, which are particularly helpful in ensuring that pupils with SEND or EAL learn effectively in class. Pupils who receive individual specialist support strengthen their memory and understanding, and gain confidence through the use of well-chosen resources and through activities that make learning enjoyable. A wide range of resources, including interactive whiteboards and an ICT suite housed within the spacious and well-stocked library, is used well to support learning. Teaching is planned to utilise cross-curricular links where possible. In response to the pre-inspection questionnaire the vast majority of parents indicated their satisfaction with the progress of their children, the suitability of homework and support for the most able, views supported by inspection evidence.
- 3.21 Staff make excellent use of a range of assessment methods, including self- and peer assessment by pupils. This is supported by thorough and consistent marking that often gives constructive feedback. Effective targets, displayed at the front of literacy and numeracy books, remind pupils of what they need to improve. Staff encourage pupils to reflect on their learning. Information from assessments is rigorously analysed and collated; this enables staff to closely monitor the progress of both individuals and cohorts of pupils. This, in turn, enables them to address any dips in performance or difficulties, through adjustments to planning and the provision of additional support.

## **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 The school successfully fulfils its aim to reinforce the motto 'Be good, be kind, be honest' through all aspects of school life. In the EYFS, the children's personal development is outstanding. They are able to share, to co-operate and to be highly independent. Their unique qualities are appreciated and celebrated, which promotes their confidence. There is an atmosphere of mutual respect throughout the setting and great importance is placed on children's happiness. Transitions between different stages of the setting are carefully managed to ensure that all children are sensitively prepared for the next stage of their education.
- 4.3 Pupils develop a strong spiritual awareness. They are confident and demonstrate a positive self-image. Interacting positively with their peers, they are thoughtful and caring. Increasing feelings of empathy are evident in the way in which pupils support one another if someone is upset. Pupils feel proud when their efforts to develop qualities such as perseverance, thoughtfulness and teamwork are recognised. Each aspires to attain the golden certificates awarded for exemplary behaviour and hard work in the awards assembly. The pupils' developing sense of the intangible was demonstrated in their thoughtful singing of the Lord's Prayer and discussions about the beauty of shells in an art lesson.
- 4.4 Pupils display an excellent moral sense. Strong agreement of the need to conform to accepted rules is reflected in high standards of behaviour by the majority of pupils throughout the school. Pupils have a strong understanding of right and wrong, and understand the concepts of fairness and justice. Older pupils show mature and well-reasoned understanding of character traits as positive or negative. All have a good understanding of ecological issues and respect for the environment.
- 4.5 The pupils' social qualities are particularly strong. They are articulate and full of enthusiasm for their experiences at school. They treat each other with respect and, throughout the school, listen to each other and discuss differing views. Supported by the staff, they develop extremely good skills for resolving conflict. For example, several pupils commented that they would try to resolve a conflict situation themselves before asking an adult to intervene. Their general demeanour is considerate, fostered by the responsibilities offered to them, particularly in Year 3. The pupils are enthusiastic about earning house points and display a sense of pride in their own house. They are developing a strong understanding of social responsibility and are actively involved in charitable events.
- 4.6 Pupils have a good understanding and appreciation of other faiths and cultures, and are strongly aware of values such as tolerance and inclusiveness. During a highly successful 'Around the World' week in which the food, language and culture of their peers were embraced, pupils shared experiences such as designing insects inspired by the Brazilian rainforest, making windmills, listening to a story read in Dutch and using Mandarin to decorate money wallets. These activities enable them to increase their knowledge and respect for other cultures. A very popular cross-curricular African day, including a visit from an African storyteller, captured their imaginations.
- 4.7 Pupils gain an understanding of democracy appropriate to their ages, through the school council. Those elected take their responsibilities seriously, enabling all pupils

to feel that they have a voice, and that everyone's views are important. Each class discusses and jointly decides its own class rules for the year. Pupils can identify parallels between class rules and the laws of England. Respect for the law and community workers is actively promoted and understood through visits from the local police and fire service, and in assemblies.

- 4.8 Pupils demonstrate a very high standard of personal development by the time they leave; they are well rounded, confident and able to take on challenges.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 In the EYFS all adults promote the excellent standards of behaviour and courtesy expected and are highly effective in ensuring that the children form strong relationships at all levels, particularly with their key person, so that they feel well cared for. Adults intervene skilfully to avert or resolve any disagreements. Children are given many opportunities to be physically active and they know why exercise is important. Healthy eating is strongly promoted and the children are well able to manage their own personal hygiene.
- 4.11 Throughout, staff provide a welcoming and friendly atmosphere that is in accordance with the school's aims. Senior leaders have established excellent systems to ensure that all staff have a detailed knowledge of their pupils. Consequently, well-targeted and sensitive support is provided both academically and pastorally. Diaries provide a good channel of communication between staff and parents and promote effective awareness of the pupils' overall well-being.
- 4.12 Relationships between staff and pupils are respectful and warm. Pupils say that they feel happy and like their teachers, who care for them well. The behaviour policy, which rewards positive behaviour and provides a graduated set of sanctions, is implemented consistently and clearly understood by pupils, who say that staff are fair. Pupils say that there is very little bullying and are confident that should it occur, it would be quickly dealt with. Inspection evidence supports this view. The school has effective measures to guard against bullying. Records of behavioural incidents, including rare instances of bullying, are well maintained.
- 4.13 The school has a suitable plan to improve educational access for pupils with SEND. Pupils are encouraged to develop healthy lifestyles. Healthy food is provided at lunchtime and pupils are encouraged to bring nutritious snacks for break. They develop an awareness of healthy eating and hygiene through topics on food and teeth, and from strategically placed posters. Excellent provision for their physical education helps them to understand the benefits of keeping active.
- 4.14 Pupils are very satisfied that the school seeks their views and responds to them. Representatives from Year 3 sit on the school council, which meets weekly, and each class has a suggestion box where pupils may post ideas and requests. Pupils are able to identify the school's response. In response to the pre-inspection questionnaires, an overwhelming majority of parents indicated satisfaction with the high standards of behaviour achieved, and agreed that their children are well looked after and feel safe at school.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 Throughout the school, including the EYFS, safeguarding arrangements are robust and well monitored. All staff and volunteers receive regular training to ensure that they have a clear understanding of their responsibilities and know what to do should a safeguarding issue arise. Staff receive regular safeguarding updates in addition to refresher training at the required intervals, which includes the most recent amendments to official guidance. Consequently, staff follow procedures correctly, in accordance with their level of responsibility. Appointment checks are undertaken meticulously and accurately recorded. The school has a keen awareness of the need for internet safety, promoted by arranging a presentation for parents and pupils.
- 4.17 All necessary measures to reduce the risk from fire and other hazards are thoroughly undertaken so that pupils work and play in a safe environment. A fire risk assessment takes place at appropriate intervals and its recommendations are promptly implemented. Regular evacuation drills, together with the testing and maintenance of fire equipment and training for all staff, reduce the risk from fire. Gas, water and electrical supplies and equipment are maintained regularly. The risk assessment policy requires detailed and clear risk assessments for all areas of the school, including activities and external visits. These are undertaken by the staff responsible for the area or activity and checked by a health and safety expert. A health and safety committee meets termly to monitor arrangements, and any defects highlighted are prioritised efficiently and rectified.
- 4.18 Pupils are well supervised during break times. Accommodation for pupils who injure themselves or fall ill during the day is suitable; the first-aid and administration of medicines policies give clear guidance to staff and are implemented promptly and efficiently. The school keeps accurate records of accidents, treatment and medicines administered. All teaching assistants have paediatric first-aid training and further support is quickly available should it be necessary, from medical staff at the college.
- 4.19 The admission and attendance registers are maintained appropriately and archived for the required three years.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent.
- 5.2 The governing body, which is responsible for all the schools in the Brighton College group, encompasses a wide range of experience and expertise. It is well organised into sub-committees that enable effective oversight and efficient discharge of governors' responsibilities. Since the previous inspection, the board has identified the need to further improve governance for the Nursery and pre-prep, and therefore re-established the Prep Schools Committee, which recently held its first meeting. This includes governors with relevant experience of the age group and who are committed to strengthening oversight of the Nursery and pre-prep. The establishment of this committee not only provides for increased oversight of the Nursery and pre-prep, but also for the school to receive more focused support and challenge. Senior leaders in the Nursery and pre-prep now report directly to governors through the committee. The headmistress also provides a termly report that is presented to the full governing board by the headmaster of the preparatory school. This provides an informative insight into the working of the school, its successes and challenges. Governance of the EYFS is effective and supportive. It is based on an appropriate knowledge of the requirements of the EYFS framework and a genuine interest in its success.
- 5.3 Governors linked to the Nursery and pre-prep maintain contact and visit the school sufficiently regularly to have a clear picture of its strengths and areas for development. They are welcomed to school events and staff feel that they know them. Effective strategic planning and astute financial management by the whole governing body have resulted in significant investment in the Nursery and pre-prep. This has enabled it to move to new, excellent accommodation in 2011, to recruit high calibre staff, and to provide up-to-date resources to support teaching and care. Policies and procedures to ensure the welfare, health and safety of pupils are reviewed by the school's senior leaders and then presented to the governors' compliance committee to ensure that they maintain robust oversight of their legal responsibilities. The annual review of safeguarding, including recruitment arrangements, by the whole governing body, is appropriately undertaken.

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

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.5 In the EYFS, leadership and management are excellent. The children's well-being and safeguarding are given high priority, creating a warm, safe, welcoming and stimulating learning environment. The cohesive leadership team has high aspirations and a clear vision for the continuing progress of the setting, manifest in regular, rigorous self-evaluation that provides a continuous review of practice. This leads to the setting of appropriately challenging targets for improvement. Managers support staff highly effectively through supervision arrangements and appraisals, so that staff training needs are identified and provided for. This has a significant impact on the quality of teaching and learning, and has ensured that the high standards identified at the previous inspection have been maintained and developed.
- 5.6 The senior management team has been enlarged and reorganised to ensure that every member has a clear role and responsibilities. This enables effective oversight of all areas of the school's operation, including the EYFS. The leadership provides clear and purposeful educational direction that places outcomes for pupils at its centre. A strong sense of teamwork and common purpose prevails in the school. Consequently, the pupils' achievements are high and their personal development is strong. The recommendations of the previous inspection have been met.
- 5.7 All members of staff are involved in setting priorities for school improvement by contributing to the school development plan, which is comprehensive and clearly linked to the school's aims. Self-evaluation is regular, rigorous and very well focused; it ensures that areas for development are identified and actions implemented to address them. For example, the role of curriculum co-ordinators has been reviewed and developed to ensure thorough monitoring of subjects and improved liaison with the preparatory school. Better liaison in planning meets a recommendation of the previous inspection. These developments promote consistency, continuity and progression within the Nursery and pre-prep, and the leadership has identified a need to now develop this further, to enhance the transition for pupils into the preparatory school. Subject documentation is comprehensive and regularly monitored by senior leaders; some subjects have informative portfolios that demonstrate the pupils' progress through the school.
- 5.8 The arrangements for the recruitment of staff are thorough and all the required checks are made and recorded appropriately. The induction programme for all new staff is tailored to their roles and experience, whilst including key areas such as safeguarding, welfare, health and safety. New staff are supported through regular meetings with senior staff for their first year in post. All staff are appraised on a two-year cycle, when their performance is thoroughly reviewed and targets agreed. They are encouraged to further their professional development by undertaking additional training, ideas for which often arise from the termly supervision meetings provided for all staff, including specialists. Regular whole-staff training ensures that they are equipped to attain the objectives set out in the school development plan.
- 5.9 Senior leaders and managers carry out their responsibilities for pupils' safeguarding, welfare, health and safety highly effectively. Several senior leaders have received higher level safeguarding training and attend the termly compliance committee, at which the efficacy of the school's procedures and any new guidance is shared. This

ensures that through effective staff training and correct policy implementation, the safeguarding, welfare, health and safety of the pupils are promoted. Pastoral care is seen as a high priority and, within the warm and supportive atmosphere, is a strong contributor to the pupils' excellent personal development.

- 5.10 Links with parents, carers and guardians are excellent. In the EYFS, relationships with parents are extremely strong and staff work closely with them to ensure that children settle happily into school. The school works closely with parents and external agencies should additional support be required. Much helpful information is given to parents to ensure that they are fully involved in the learning and development of their children. Parents express overwhelming support for the setting. They particularly appreciate the information they receive about their children's progress and say that their children are very happy at school.
- 5.11 Throughout the school highly constructive relationships with parents are fostered through effective communication systems and the many opportunities provided for them to be involved in school life. The exceptionally strong partnership developed with the parents of the youngest children is maintained as pupils progress through the school, in line with its aim to work in partnership with parents for the good of the child. In their responses to the pre-inspection questionnaire, parents were overwhelmingly supportive of the school. They are particularly appreciative of the progress made by their children and the timely responses they receive to questions or concerns. Most would unreservedly recommend the school to others and parents identified no areas of significant dissatisfaction.
- 5.12 Staff are readily available to parents at the beginning and end of each day. They can be contacted by email and respond promptly. The school's 'open door' policy allows the vast majority of queries or concerns to be dealt with swiftly and informally. A suitable policy for handling complaints is available to parents and the school adheres to the stated procedures.
- 5.13 Parents have many opportunities to be involved in the work and progress of their children. The particularly helpful daily diaries and other means of regular contact ensure beneficial communication between home and school. Parents are welcomed at concerts, assemblies and sporting events. They are invited to information evenings on a variety of subjects, which helps them to gain greater insight into teaching and learning. They also assist on outings. The particular expertise of parents is used when appropriate to extend learning opportunities through talking about the celebrations of cultures or their professions.
- 5.14 The helpful website, particularly the parents' portal, school prospectus and parent handbooks, provides the parents of current and prospective pupils with detailed and required information. Regular newsletters and the school magazine keep parents informed of all school activities. At the end of the summer term all parents receive a full, personalised and very informative report on the progress made by their children, which includes helpful targets. A further interim report, termly setting of personal targets and regular parents' meetings help to keep parents well informed of progress and how their children can be helped to improve.

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