

PARENTAL LINKS

*'Links with parents are **excellent**'*

All parents who responded to the pre-inspection questionnaire indicated strongly that their **children are happy and feel safe in school** and think that they are well looked after.

In the EYFS, **parents highly value the welcome** the School extends to them and the interest it takes in their children. They greatly appreciate **the family atmosphere** and feel **well informed** about their children's learning.

Throughout the School, **the quality of links with parents, carers and guardians is excellent**. A very large majority of parents **praised the ease of communication** with staff. **Teachers are readily accessible** and willing to engage with parents.

The School handles any concerns of parents with care.

WELFARE, HEALTH AND SAFETY

*'The contribution of arrangements for welfare, health and safety is **excellent**'*

In the EYFS, children's welfare is promoted very effectively and the safeguarding of children is assured. High priority is given to ensuring that **children feel safe and secure** so that they grow in confidence.

Arrangements for the **treatment of sick or injured pupils are excellent**. The large majority of staff are trained in first aid. Arrangements for ensuring the health and safety of pupils with SEND are also meticulous.



GOVERNANCE

*'The quality of governance is **excellent**'*

The governing body maintains **extremely effective oversight** of the Prep School. Governors' **involvement in the EYFS is effective**. The governing body's responsibility in shaping the strategic direction of the School has resulted in **rising educational standards** and **highly effective leadership**.

Their commitment to providing **specialist staff and excellent resources** also has a very **positive impact on the quality of learning**.



LEADERSHIP

*'The quality of leadership and management is **excellent**'*

New leadership has brought **dynamism** and **clear-sightedness** to the management of EYFS. The leadership promotes a stimulating environment for the children and rigorous attention to their safety.

At all levels of responsibility in the rest of the School, leaders provide a **stimulating and enriching environment for pupils of all abilities**, which encourages them to learn.

The School's leaders provide **very clear educational direction**. There is a **palpable sense of unity** among the staff. In their responses to the questionnaire, all parents felt that the School is **led and managed well** and many expressed their appreciation for the new direction evident within the School's leadership.



HEADINGTON
PREPARATORY SCHOOL • OXFORD

'Excellent' in all categories

Independent Schools Inspectorate, integrated inspection, May 2015



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*'Very high standards of pastoral care and **excellent** attention to pupils' welfare ensure that pupils are kept safe and flourish. **Excellent** teaching helps the pupils to achieve high standards'*

ACHIEVEMENT AND LEARNING

*'The quality of the pupils' achievements and learning is **excellent**'*

Children of all abilities, including the most able and those with SEND, **achieve well in the EYFS** and **greatly enjoy school**. The pupils in the rest of the School are **extremely well educated**. They develop **excellent levels of understanding and a wide range of skills**. They are highly articulate and have **excellent listening, reading and writing skills**.

Pupils' attainment is judged to be **excellent**. Pupils with SEND and those with EAL make **excellent progress** in relation to their individual needs and the most able pupils also make **excellent progress**. The pupils have **excellent attitudes to learning**.



TEACHING

*'The contribution of teaching is **excellent**'*

Teachers in the EYFS know how to promote children's learning and development and provide interesting information that **stimulates, extends and intrigues the children**. Resources are plentiful, of good quality and used imaginatively.

Specialist teaching in several subjects and activities **enhances the knowledge** and expertise available to pupils. The pupils are **highly motivated and engage enthusiastically** in all lessons; there is an **invigorating atmosphere of learning** in the classroom.

Excellent assistance is given both within the classroom and through withdrawal lessons for those who have EAL or SEND. Extension activities are carefully created for the most able in the class.



CURRICULUM

*'The contribution of curricular provision is **excellent**'*

In the EYFS the programmes are **rich and varied** and provide **many opportunities** for children to learn new skills.

In Years 1 to 6 the School offers a **broad, well-structured curriculum**. It is **highly effective** in its coverage of the required areas of learning and makes a **strong contribution to pupils' achievements**.

The curriculum encourages pupils of all ages and abilities to **embrace learning positively**. Specialist teaching in several subjects and activities **enhances the knowledge and expertise** available to pupils.



EXTRA-CURRICULAR

*'The contribution of extra-curricular provision is **excellent**'*

Extra-curricular provision **considerably enhances the curriculum** and is highly appreciated by the pupils. There is a **very wide range** of extra-curricular activities, which the pupils **greatly enjoy**. Over 70 clubs take place and these reflect the **enthusiasm and interests** of both teachers and pupils.

The pupils' experiences are enhanced by **links with the local community**, through visits, both day and residential, and by visitors.



PERSONAL DEVELOPMENT

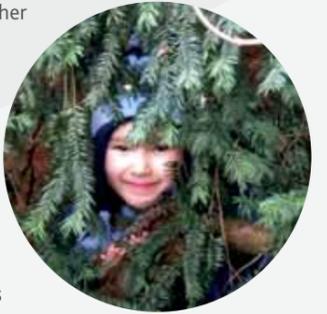
*'The spiritual, moral, social and cultural development of the pupils is **excellent**'*

In the EYFS, children develop excellent **personal and social skills**. Their relationships with staff and other children are **warm and trusting** and they demonstrate **excellent capacity to respect and tolerate** each other's differences. They are **extremely well prepared** for their transition into Year 1.

In the rest of the School, pupils develop **excellent levels of self-knowledge, self-esteem and self-confidence**. They display a **strong sense of moral values** in their everyday encounters.

They develop a **strong understanding of the spiritual significance of the Christian faith** and thoughtfully consider other spiritual issues.

Pupils' **social awareness** is highly developed. Their **behaviour** in lessons and around the School is **excellent**. They **enthusiastically** take advantage of the opportunities to undertake **roles of responsibility** in school. They develop **tolerant and harmonious relationships** with one another, and demonstrate a mature understanding of each other's difficulties and differences, resulting in a **community without any form of discrimination**.



PASTORAL CARE

*'The contribution of arrangements for pastoral care is **excellent**'*

Provision for children's well-being in the EYFS is excellent. Staff promote **kindness and excellent relationships** and maintain **high expectations of good behaviour**.

In Years 1 to 6 **relationships between staff and pupils are excellent**. Care given to any pupils who board is extremely good.

The School is **extremely effective in promoting good behaviour** and guarding against harassment and bullying, including cyber-bullying.



Highly effective arrangements for pastoral care ensure that the **pupils are valued** and that **honesty, openness, tolerance and understanding** are promoted.

