



# **INDEPENDENT SCHOOLS INSPECTORATE**

**OAKHYRST GRANGE SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Oakhyrst Grange School

Full Name of School	<b>Oakhyrst Grange School</b>
DfE Number	<b>936/6139</b>
Registered Charity Number	<b>325043</b>
Address	<b>Oakhyrst Grange School 160 Stanstead Road Caterham Surrey CR3 6AF</b>
Telephone Number	<b>01883 343344</b>
Fax Number	<b>01883 342021</b>
Email Address	<b>head@oakhyrstgrangeschool.co.uk</b>
Headmaster	<b>Mr Alex Gear</b>
Chair of Governors	<b>Mrs Brenda Davis</b>
Age Range	<b>4 to 11</b>
Total Number of Pupils	<b>138</b>
Gender of Pupils	<b>Mixed (78 boys; 60 girls)</b>
Numbers by Age	<b>3-5 (EYFS): 33      5-11: 105</b>
Number of Day Pupils	<b>138</b>
Head of EYFS Setting	<b>Mrs Val Munnery</b>
EYFS Gender	<b>Mixed</b>
Inspection date/EYFS	<b>11 May 2010 to 12 May 2010</b>
Final (team) visit	<b>14 June 2010 to 16 June 2010</b>

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in May 2004.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

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<sup>st</sup> 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 Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

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. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Oakhyrst Grange School, originally founded in 1950 as a privately owned day school for boys, became a charitable trust in 1973 and is now managed by a board of governors. The school occupies a Victorian house on a single five-acre site in a residential area close to the centre of Caterham, in Surrey. The house has been extensively modernised and extended and includes an indoor swimming pool, with facilities for activities and play in the large grounds.
- 1.2 Recent extensive refurbishment of the EYFS includes improvements to classrooms, a more integrated outdoor access, specialist, equipped play areas and improved toilet facilities. Further refurbishment of the main building has planned for more efficient use in some areas.
- 1.3 Whilst pupils are largely from professional British families, a number have international backgrounds. Most pupils come from relatively close by, a few from other nurseries, primary schools or from overseas.
- 1.4 The school's mission is to provide a family environment that is supportive and enjoyable where every child is given the opportunity to maximise their potential through a broad-based curriculum including a range of sporting, dramatic, artistic and musical activities. It aims to promote a sense of caring between pupils and with the wider community and seeks to develop in each pupil, the values of self-respect and respect for fellow pupils, teachers and adults. Emphasis is placed on the Christian ethos of the school.
- 1.5 Now co-educational, Oakhyrst functions as a whole school with three integral parts: the lower school for EYFS pupils to Year 1, the middle school for pupils in Years 2 and 3 and the upper school for pupils in Years 4 to 6. Entry to the Lower Kindergarten is non-selective. Higher up the school pupils attend taster days before joining. The ability profile in the EYFS on entry is in line with expectations and for the rest of the school the overall ability of pupils is above the national average.
- 1.6 The Lower Kindergarten aims to use a combination of structured play and interaction within small groups to introduce children to a broad and challenging education within a happy, caring and secure family environment. Year 6 pupils are prepared for entry to local selective and non-selective, independent and maintained schools. Out-of-school care is available from 8.00am and after-school care until 5.00pm for pupils each day.
- 1.7 At the time of inspection, there were 138 pupils on roll, 78 boys and 60 girls. Of these, 33 children were in the EYFS, Lower and Upper Kindergarten, and 105 pupils were in Years 1 to 6. Sixteen children in EYFS were part-time. All pupils have English as their principal language and none has a statement of special educational need. Six pupils have been identified as requiring help with their learning and fourteen receive specialist support.
- 1.8 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS**

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

- 2.1 From the EYFS onwards most pupils achieve well. From Year 1 a balanced, structured and stimulating curriculum provides access and opportunities, both in and out of the classroom, although design and technology (DT) has yet to be included for all year groups. The best teaching has high expectations, stimulating and encouraging many aspects of pupils' intellectual, physical and creative development. Pupils' talents both inside and outside lessons are encouraged and nurtured through the extensive activities programme. Pupils' behaviour is of a consistently high standard. Their attitude to work is highly positive. A relaxed yet respectful relationship between pupils and staff allows them to share the common goals of a joy of learning and looking to do their best. Good learning habits are encouraged and pupils understand the need to take responsibility for their own development.
- 2.2 Pupils' personal development is a strength of the school. The quality of pastoral care and pupils' welfare is excellent. Arrangements to safeguard and promote the health and safety and welfare of the pupils are comprehensive. Co-operation and courtesy are evident in all aspects of school life. Pupils are willing to express their own views and respect those of others. They work successfully together, collaborating and encouraging each other. They show respect for the talents, weaknesses and differences in others. Pupils derive great satisfaction from small responsibilities with which they are entrusted. In particular, Years 5 and 6 pupils assist the younger pupils in the dining room and Year 6 pupils share specific positions of responsibility in rotation. They are encouraged to consider world issues and to develop an understanding of the needs of people in other countries and those less fortunate. Charity events continue throughout the year and closely involve pupils, parents and staff.
- 2.3 Governance is good and serves the school well. Governors are determined, through prudent financial planning, to ensure that the school's accommodation and human and material resources are of high quality in order to meet the pupils' educational needs. However, in the past they have been less rigorous in ensuring that recruitment procedures have been correctly followed. They are now more aware of the need take greater responsibility for overseeing day-to-day issues, such as procedures for dealing with child protection and safer recruitment. Leadership and management are good, resulting in recent effective policy reviews. Subject coordinators roles are extending to include monitoring. New procedures for professional review established. Induction arrangements for new staff work well. The school has developed an excellent partnership with parents. The pre-inspection questionnaires completed by parents and pupils were overwhelmingly positive.

**2.(b) Action points****(i) Compliance with regulatory requirements**

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.
- 2.5 The school's provision for childcare met the requirements of the Early Years Foundation Stage and no action was required.

**(ii) Recommended action**

- 2.6 The school is advised to make the following improvements.
1. Initiate programmes of governor training to improve the understanding by governors of their roles and responsibilities.
  2. Continue to develop the roles of senior managers, providing appropriate training to improve their leadership and management skills.
  3. Complete the introduction of the programme for monitoring the quality of teaching and learning.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 Standards are good. From the EYFS onwards, pupils are successful in their learning, in accordance with the school's aim to nurture and encourage every child to achieve their potential through a broad-based curriculum. The standards seen at the time of the previous inspection have been improved and built on through improvements in the balance of the curriculum. The school does not use externally marked national tests but the pupils' abilities are measured using standardised tests. Their success in academic work owes much to their positive attitudes, the opportunities provided by the curriculum and the high quality of the teaching. The school encourages and nurtures pupils' talents outside lessons and through individual and group activities in the creative arts, sport and academic pursuits; they achieve high levels of success locally and nationally.
- 3.2 Pupils make good progress. They read with understanding and enjoyment. Their creative and factual writing is excellent, showing an ability to express their ideas using extended vocabulary and a well-developed sense of imagination. Their speaking and listening skills are excellent; they listen intently to one another and appreciate each other's views. Their numeracy skills are developed through practical and written work, and they approach tasks with confidence so that they reach high standards by the end of Year 6. Pupils use information and communication technology (ICT) skills effectively in many areas of the curriculum, for example in creating high quality posters and the use of digital cameras to record cross-curricular activities. In art they show considerable skill, as seen in the use of clay in their Van Gogh flower tiles.
- 3.3 Most pupils achieve at least good and sometimes excellent levels of knowledge, understanding and skills. They work independently, are able to apply their knowledge to problem-solving exercises and investigations and, in science, understand the need for fair testing when embarking on practical work. They have good opportunities to engage in scientific inquiry and discovery. Pupils think and act creatively and critically. They work effectively on their own but also demonstrate good co-operation when working in pairs. The presentation of their work is of a consistently high standard, reflecting the sustained effort they give to their learning. Classroom behaviour is exemplary, with pupils always willing to participate in a most constructive manner when invited to discuss or to offer their own views and ideas. From an early age, pupils want to learn. They enjoy their work and are well motivated. Overall, they settle quickly and quietly to work. They work hard, enjoy what they do and persevere at set tasks. They enjoy good relationships with their teachers and enjoy their lessons. They learn to appraise their own work and make suggestions as to how they might improve it, so setting themselves targets to work towards.



### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.4 The curriculum is good, including in the EYFS. The school provides a well-structured and stimulating curriculum that reflects the school's aims, covers the required areas of learning, meets the needs of the pupils, and is suitable for all ages and abilities. Since the previous inspection the teaching day has been revised and the curriculum reviewed. A wide range of subjects is taught, and mathematics and English are well represented. Of particular note is the excellent integrated personal, social and health education (PSHE) programme, which is effective in developing in pupils an awareness of the world around them. Many excellent opportunities now exist for pupils to develop both inside and outside the classroom through the setting and maintaining of high academic standards and from the wide opportunities available within a nurturing pastoral care framework that is secure yet challenging.
- 3.5 The needs of pupils requiring help with their learning are met well, and the school carefully monitors their progress and needs. In one-to-one lessons support for the needs of pupils with individual education plans is of high quality. Gifted and talented pupils enjoy some opportunities for investigative work although this still does not yet extend throughout the school in all subjects.
- 3.6 The school makes excellent use of its outdoor space for learning and play. Timetabled games lessons take place on the fields alongside the school and in the playground areas. The way in which the outdoor space has been planned allows the pupils to explore and develop the boundaries of their physical development.
- 3.7 The good range of extra-curricular activities offered is varied and includes suitable creative, sporting and academic opportunities for pupils' ages. Take-up is high and the pupils expressed appreciation for the opportunities offered them to develop their interests and hobbies. Horizons are further extended by charitable giving to a range of local and overseas causes selected by staff and pupils. For example, the school supports Farm Africa, a project to help relieve poverty, Water Aid, and Bamba Bees, bee hives for Kenya in support of schools and hospitals.
- 3.8 Cross-curricular links are an important part of the curriculum, and include many educational visits to local places of historical and artistic interest which further broaden pupils' aesthetic development. Visitors to the school during the year included authors and story tellers and representatives from the emergency services.

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

- 3.9 Teaching is good overall, including in the EYFS, and in a large proportion of lessons it is excellent. It enables pupils to learn and understand effectively. Improvements since the last inspection now ensure a greater consistency of experience for all pupils. However, on occasions, there is insufficient challenge and the expectation of high standards is not always evident. The school is successful in its aim to offer a broad-based academic curriculum to meet the learning needs of each and every pupil.
- 3.10 The school has improved the overall quality of teaching since the previous inspection. Open-ended questioning and a variety of teaching approaches support and enhance the pupils' learning, allowing them to develop their own strategies and ideas. Teachers work well with learning support staff, and this targeted provision

contributes to the good progress made by pupils with learning needs. No pupils require help with English as an additional language.

- 3.11 Creativity and independent enquiry were evident in all lessons seen. Pupils of all ages are encouraged to think for themselves and make decisions. Much teaching involves pupils in discussion and practical work. Teachers are enthusiastic and knowledgeable. They relate well to their pupils and create a purposeful but relaxed learning environment in which pupils have the confidence to extend the boundaries of their skill and understanding without fear.
- 3.12 Resources are of good quality; they are used well by pupils and teachers, and effectively support learning across the school. The school makes the most of attractive displays in classrooms and in corridors to support learning and to celebrate the pupils' achievements.
- 3.13 Systems for assessing the pupils' progress are thorough. Processes are in place to evaluate pupils' performance throughout the school, in line with the school's aims and targets to track pupils' progress accurately. This is an improvement since the last inspection. Marking throughout the school is regular although frequently without comment or guidance for improvement. However, in the best examples, marking is thorough and takes careful account of the pupil's abilities, offering detailed comments to help them improve their work. In discussion with pupils they valued these helpful comments, which guide their learning.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The quality of pupils' personal development is excellent throughout the school maintaining the standards found at the previous inspection and meeting the school's aims. Pupils are confident, articulate and are able to hold views of value. They discuss openly without prejudice and outside the classroom take a major role in overseeing the well-being of each other, especially the younger pupils.
- 4.2 The spiritual development of pupils is excellent and is nurtured most successfully in the creative arts, music, assemblies, PSHE and religious education (RE). As a result of being valued as individuals and through the encouragement and support they receive, pupils develop self-knowledge, self-esteem, self-confidence and tolerance. They have many opportunities to participate in discussion and to share their views about the world around them. In assemblies, listening to music, participating in instrumental playing or singing as part of a group gives the pupils a platform for extending their confidence and self-belief. Time for quiet reflection and prayers helps pupils to value their contribution to the well-being of their school. Pupils appreciate and show a growing respect for their environment and marvel at the natural beauty of their surroundings within the school setting.
- 4.3 The pupils' moral awareness is excellent. They are able to distinguish right from wrong at an early age, which stems from the value the school places on its community life. From the start of the EYFS, pupils learn to share and are taught about appropriate boundaries for social behaviour. Older pupils appreciate the need for school rules and recognise the school's expectation of their behaviour. Pupils respect the system of rewards and sanctions, which they consider to be fair. Pupils' understanding of moral issues is enhanced through the school's PSHE and RE programmes. They demonstrate care for each other through kindness and tolerance.
- 4.4 The pupils' social development is excellent. Pupils relate well to others, and are always willing to help each other, for example in class when working in pairs or in groups. Pupils derive great satisfaction from small responsibilities with which they are entrusted. In particular, Years 5 and 6 pupils assist the younger pupils in the dining room and Year 6 pupils share specific positions of responsibility in rotation. Pupils become increasingly aware of their responsibilities towards the wider community and the outside world and work hard to raise money for charities both locally and further afield.
- 4.5 The pupils' awareness of their own and other cultures is excellent. It is fostered across the curriculum in PSHE and RE, where they learn about world faiths. Activities such as making African anklets during the Africa Day further their understanding of culture. Pupils understand the cultural significance of major festivals and traditions such as Christmas, Easter, Diwali, Chinese New Year and Hanukkah.

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

- 4.6 The quality of the pastoral care and the attention given to the welfare of pupils is excellent from the EYFS onwards, giving pupils a broad range of support from both staff and older pupils. In particular, pupils readily discuss and resolve issues or conflicts between themselves without the need to refer to an adult. They have a strong sense of what is acceptable or unacceptable behaviour and bullying is not tolerated. Pupils feel that on the rare occasions it does arise it is dealt with quickly and effectively. Relationships between staff and pupils, and among pupils, are excellent. Throughout the school, adults provide very good role models for pupils because they work harmoniously together. Teaching and non-teaching staff are polite to pupils, and pupils respond courteously. The staff provide outstanding support and guidance through their roles as class teachers, promoting high quality welfare, well-being and development in the pupils. Very effective support and guidance are given to all pupils, from the very youngest to the most senior, reflecting strongly the school's aim to develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole. Staff know pupils well and pupils trust teachers to resolve any small problems that might arise. Pupils say that they feel happy at school and they know that their teachers care about them.
- 4.7 The general provision for the health and safety of pupils, staff and visitors is good, being well thought out and effective. The school meets all of the relevant regulations. A full range of policies is in place, including an effective anti-bullying policy, which is understood by all pupils. The safeguarding of pupils is excellent and all staff are trained appropriately. The comprehensive policy has been implemented successfully and all recruitment checks on staff, volunteers and the proprietor meet requirements.
- 4.8 Medical and first-aid arrangements support pupils who are ill or injured, with very good provision of first-aiders in both sections of the school. Additionally, staff are trained to deal with the medical requirements of the individual pupils.
- 4.9 Pupils are strongly encouraged to be healthy. Developing healthy eating habits and taking regular exercise are part of the curriculum. The catering staff are keen to help promote healthy eating amongst the pupils. An illustration of the school's excellent care for its pupils is the attention given to providing healthy lunches, which are freshly cooked using locally sourced produce. The physical education department is active in promoting regular exercise through numerous games and physical activities.
- 4.10 Effective measures are taken to reduce the risk of fire and other hazards; regular fire drills are held recorded and evaluated. Health and safety procedures are good, with risk assessments covering all aspects of school life. The school has an appropriate plan to improve access for people with disabilities. The school complies with the requirements for maintaining admission and attendance registers.

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

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

- 5.1 The quality of governance is good. The board of governors has done much to secure the future of the school and take a full part in its overall strategic planning and financial management and support its aims. Governors oversee welfare and safeguarding effectively. However, in some respects the small number of serving members lack a full awareness of current governor responsibilities and a lack of training is preventing them from fully appreciating their roles. Staff do not have an opportunity for professional dialogue with governors though they are able to make contact with them if they wish.
- 5.2 Governors are determined, through prudent financial planning, to make certain that the school's accommodation and human and material resources are of high quality in order to meet the pupils' educational needs. The board of governors meets regularly and is kept informed about school matters through termly reports from the headmaster. Properly minuted meetings ensure that governors are properly informed. Governors are regular visitors to the school and the chair of governors meets regularly with the headmaster.
- 5.3 The governors are very proud of the school, in particular the friendly community spirit and the well-rounded, articulate young people it develops. They are happy to support the many school events as is practicable. The headmaster is supported well by the governing body.

### **5.(b) The quality of leadership and management**

- 5.4 Leadership and management, including in the EYFS, are good overall and have much improved since the previous inspection. The recently constituted senior management team, under the guidance of the headmaster, work well together and involve all staff in discussions which lead to overall ownership of the decisions reached and policies set. The school is aware that time for monitoring and evaluating standards of teaching and learning is insufficient. New systems have strengthened the administration of the curriculum and assessment procedures. A clearer vision and educational direction for the school is emerging and senior managers are working to ensure the best possible provision for all pupils. The school recognises that appropriate training in leadership and management skills for senior managers is now overdue. Child protection and other safeguarding policies, including staff recruitment, have been very recently revised and are now up-to-date and meet all statutory requirements. Parents now have appropriate information in line with regulatory requirements.
- 5.5 Although space is limited in some areas, every effort has been made to offer a wide range of facilities to support pupils in their learning.
- 5.6 The co-ordination of teaching between the EYFS and in subsequent years is successful in ensuring that pupils are well prepared as they move through the stages of their education at the school.
- 5.7 Procedures and policies have undergone recent reviews and are now fully implemented. The caring ethos is reflected throughout the school. The school knows its strengths and weaknesses well through careful analysis of teaching, the

curriculum and the pupils' work. The school development plan is detailed and identifies aspects for action with anticipated timescales and, where possible, costs.

- 5.8 Recruitment procedures are now efficient, and all checks on staff and regular assistants and visitors are applied fully in accordance with requirements. Procedures for professional review have been established. Induction arrangements for staff new to the school, although largely informal, work well and are effective. In this small school, teaching and non-teaching staff are deployed effectively and are used to the pupils' best advantage. Support staff play a significant role in the pupils' learning and well-being. The atmosphere in the school office is warm and welcoming towards visitors, staff, parents and pupils. Management at all levels values the contribution of teaching and non-teaching staff. Communication within the school is highly efficient.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.9 The school has developed an excellent partnership with parents and strong links with the community, which make valuable contributions to the pupils' learning and personal development. This maintains the high standard seen at the time of the previous inspection.
- 5.10 The responses to the pre-inspection questionnaire completed by about one third of the parents indicate that they are very satisfied with the school. They were particularly pleased with the teaching, their child's progress and achievement, the range of subjects taught, the worthwhile attitudes and values the school promotes and the standard of behaviour. Parents and pupils are pleased with the quality of education and care provided by the school. The inspectors find these views fully justified.
- 5.11 Communication with parents is strong. Provision of information to parents is helpful and informative and includes a parent's handbook. There is a full written report in the autumn and summer terms and a grade report in the spring term. However, reports do not always provide sufficient guidance as to how pupils might improve their work. Formal parents' evenings are held twice a year for each year group with additional curriculum evenings for specific year groups at other times. Parents are kept fully informed through the pupils' homework diaries, regular information letters, update letters and a termly newsletter. The school website has an open area on which all officially required information, including policies and procedures, is posted and is available to parents. The school handles the concerns of parents carefully and sensitively. Close communication between home and school and an open door policy ensure that most difficulties are resolved informally and speedily. A formal complaints procedure is in place. No formal complaints have been received during the past academic year.
- 5.12 Parents give generously of their time and support the children well. Parents' association events, both social and fund raising, further support all activities at the school. Recent projects have allowed for the purchase of a minibus and playground equipment. Parents of prospective pupils receive detailed information about the school together with a colourful and helpful prospectus.

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

## **6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

### **6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage**

6.1 The effectiveness of the setting is outstanding. The uniqueness of every child is recognised and supported, ensuring success in their learning. They thoroughly enjoy school and make excellent progress. Committed leadership and staff identify new areas for development to continually provide highly effective learning, with good links with outside agencies and the rest of the school. Recent improvements to indoor facilities and purpose-built outdoor play areas combine with the excellent main school facilities and specialist teachers to extend children's physical and creative experiences. Parents, as partners in their children's learning, are expected to contribute to their progress. Responses to the pre-inspection parents' questionnaires were unanimous in support for the school. Parents regularly help with changing for swimming and on visits out of school. Assessment, planning and development of the outdoor areas have been improved since the previous inspection.

### **6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage**

6.2 Leadership and management are good. A highly effective staff team ensure that every child has the opportunity to reach their full potential. Good quality resources are widely used. Outside areas provide a valuable location for physical development and problem solving. Processes and procedures, including safeguarding, are robust, compliant and inclusive. Children's welfare is important to staff, who at all times ensure children's safety. The high ratio of adults to children ensures much individual support and attention, assisting progress. Regular meetings are held with parents to discuss children's needs. Notebooks support the recording of the monitoring and evaluation of work for each child's profile.

### **6.(c) The quality of the provision in the Early Years Foundation Stage**

6.3 Provision is outstanding. The children's well-being and welfare are paramount. Effective planning ensures that all children's needs are met. Children benefit from a broad curriculum which includes visits to places of interest, the local shopping area and swimming, and visitors from the emergency services. Independence is actively promoted, with good opportunities for the children to lead their own learning. Regular observations and assessment of children's learning helps to inform planning. Positive relationships are promoted at every opportunity and behaviour management is exemplary. Good use of space provides a bright, stimulating indoor and outdoor learning environment. At the point of entry, the skills and preferences questionnaire completed by parents acts as a baseline to support the EYFS profiles and Learning Journey folders as each child progresses through the setting.

**6.(d) Outcomes for children in the Early Years Foundation Stage**

- 6.4 Outcomes for children are outstanding. In this non-selective setting, children make considerable progress towards the Early Learning Goals in relation to their starting points and capabilities. Skills for life are developed at every opportunity. Children demonstrate confidence and consideration for others. They take turns, share willingly and respond well to praise and encouragement. Children develop a good awareness of personal safety and display well-developed self-help skills and good hygiene practices. Highly nutritious lunches encourage healthy food choices. Children are very keen to learn. They persevere well and enjoy the wealth of challenges offered them. Exceptionally high levels of literacy are promoted and high levels of skilfully managed teaching tackle any weakness effectively. Pupils' numeracy skills are practised at every opportunity and their Learning Journey files show a wide range of planned and child-initiated activities.

**What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.**



## 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 the chair of 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 and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### Inspectors

Mr Frank Skipwith

Mr Lance Andrews

Mrs Susan Webb

Mrs Debbie Buckenham

Reporting Inspector

Head of Department (IAPS school)

Headmistress (ISA school)

Early Years Lead Inspector