



# **INDEPENDENT SCHOOLS INSPECTORATE**

**RED HOUSE SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Red House School

Full Name of School	<b>Red House School</b>
DfE Number	<b>808/6000</b>
Registered Charity Number	<b>312473</b>
Address	<b>Red House School 36 The Green Norton Stockton-on-Tees Durham TS20 1DX</b>
Telephone Number	<b>01642 553370</b>
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Email Address	<b>info@redhouseschool.co.uk</b>
Head	<b>Mr Alex R W Taylor</b>
Chair of Governors	<b>Mr Vinay Bedi</b>
Age Range	<b>3 to 17</b>
Total Number of Pupils	<b>418</b>
Gender of Pupils	<b>Mixed (214 boys; 204 girls)</b>
Numbers by Age	<b>0-2 (EYFS): 2      5-11: 167 3-5 (EYFS): 58      11-18: 191</b>
Head of EYFS Setting	<b>Miss Jo Everington</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>04 Oct 2011 to 05 Oct 2011 02 Nov 2011 to 04 Nov 2011</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 December 2005.

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 2010\*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, 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 of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will 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.

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

- 1.1 Parents founded Red House School in 1929 to provide an independent school in the Stockton area. Initially a school for pupils aged from four to thirteen it now has pupils from the Early Years Foundation Stage (EYFS) through to age sixteen. The EYFS has children from “rising-threes” to four year olds in Reception. The school operates under a governing body, the members of which, according to tradition, are almost all parents.
- 1.2 The school aims to provide a high quality, inclusive education, at modest cost, within a civilised environment based on Christian values. Within a well-disciplined environment it endeavours to develop each pupil’s self-esteem so that they reach their full potential and strive for excellence in all areas of school life. It aims to develop the skills of communication, analysis and independent thinking so that its pupils are equipped to be lifelong learners prepared for a rapidly changing society. It also strives to develop a positive partnership between staff, parents, pupils and the wider community. The school is currently planning a move to a new site which will allow further expansion including the introduction of a sixth form.
- 1.3 There are 60 children in the EYFS and a total of 358 pupils in the rest of the school; 167 in Years 1 to 6 and 191 pupils in the senior school (Years 7 to 11). Years 1 to 3 are accommodated in the same building as the EYFS and Years 4 to 6 in the same building as senior pupils. These two parts of the school are referred to as the Nursery and Infant School and the Preparatory and Senior School respectively.
- 1.4 The ability profile of pupils in Years 1 to 6 is slightly above the national average, but includes a fairly wide range of abilities. The ability profile of those in Years 7 to 11 is above the national average, with some having ability that is far above average and few pupils being of below average ability.
- 1.5 There are no pupils with statements of special educational needs. The school identifies 47 pupils as having learning difficulties because of special educational needs and/or disabilities (SEND) of whom fourteen receive specialist learning support. There are four pupils for whom English is an additional language (EAL), of whom two receive specialist support.
- 1.6 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 pupils are well educated from the EYFS to Year 11 and the good quality of their achievements successfully fulfils the school's aim of providing a high quality inclusive education. In academic work and in public tests and examinations they make good and sometimes exceptional progress in relation to their ability. The standards of primary age pupils in reading, writing and numeracy are well above national expectations. Across the school and with its support, individual pupils are successful in regional and national events. Attitudes in the classroom and the laboratory are good and this helps learning. Pupils are supported by a wide-ranging curriculum which meets their needs. They benefit from teachers who have good subject knowledge. Information and communication technology (ICT) is insufficiently used and the practice of independent learning is insufficiently widespread.
- 2.2 Pupils' personal development is good and in the case of primary age pupils it is excellent. The school achieves its aims of developing pupils' self-esteem and skills of communication and promoting a civilised environment. Younger pupils, in particular, display an outstanding spiritual and moral awareness for their age. Pupils at all ages have very good social skills and are at their ease in welcoming visitors to the school and engaging them in discussion. Pupils' development is supported by good pastoral and welfare arrangements. As a result, pupils of all abilities develop good inner strengths and achieve.
- 2.3 The school council (governing body) provides strong strategic direction. The leadership and management of the school are good and in some aspects excellent. The school responded appropriately to the recommendations of the 2005 inspection. The leadership, supported by a committed academic and support staff, has enabled the school to move forward over recent years with a number of important and timely initiatives. Shortcomings in the implementation of the school's risk assessment policy for visits were identified at the time of the initial visit but have now been rectified. The partnership with parents, a special feature of the school going back to its foundation, is a particular strength of the school. Parents are highly satisfied with the quality of teaching and the individual support given to their children.

### **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 did not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it was required to:
- implement fully its policy on the risk assessments for the health and safety of pupils on educational visits [Part 3, paragraph 12 under Welfare, health and safety].
- 2.5 At the time of the final team visit, the school had rectified the above shortcoming, as noted in the text of the report.

**(ii) Recommendations for further improvement**

2.6 The school is advised to make the following improvements.

1. Extend the Years 10 and 11 system of mentoring and the regular tracking of pupil progress to other year groups.
2. Develop procedures to more systematically record and disseminate across the staff academic and pastoral information about pupils.
3. Further improve the quality of teaching with a focus on increasing the use of ICT and developing the pupils' opportunities for independent learning.
4. Further develop the outdoor area of the EYFS to enable more problem solving activities.

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

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

- 3.1 The overall achievements of the pupils are good and in many cases they are excellent. Pupils are well educated in accordance with the school's aims of providing a high quality, inclusive education.
- 3.2 Pupils achieve well across the curriculum. They reason well and follow instructions with diligence. They have strong capabilities in reading and writing. Their handwriting is good and they take pride in the presentation of their work. They are able to think logically and creatively. In science they carry out simple investigations and independently generate solutions to problems. They also work on their own in preparing presentations. However, in other subjects independent work is less evident. They are competent in the use of ICT and sometimes use it to produce work at home.
- 3.3 Pupils participate successfully either as individuals or in teams in a range of extra-curricular activities, where they are supported by the school, and which promote their critical thinking, sporting, creative and artistic skills. Pupils have achieved a number of individual successes notably in essay writing competitions and sporting events. Pupils successfully represent the region at national or international events in athletics, hockey and netball.
- 3.4 The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are currently available. The school entered pupils for national tests at ages seven and eleven until 2008. The 2008 results for those aged seven were far above the national average for maintained primary schools. The results at age eleven were above the national average for maintained primary schools with results in English being far above average. Overall, GCSE performance has been above the national average for maintained schools and similar to the national average for maintained selective schools. The results in 2010 were far above the national average for maintained schools.
- 3.5 The 2008 test results indicate that pupils in Years 1 to 6 made exceptional progress at that time compared with the national average. Standardised measures of progress in subsequent years show that their progress is good relative to pupils of similar abilities. The GCSE results and nationally standardised measures of progress indicate that pupils in the senior school make good progress relative to the average for pupils of similar ability. Exceptional progress was made by pupils who took GCSE examinations in 2010. On the basis of work seen in the inspection and discussions with teachers and pupils, pupils in general make good progress. The gifted and talented and the small number with EAL also make good progress as do those identified with SEND, with some of these overcoming significant problems with dyslexia.
- 3.6 Pupils of all ages have extremely positive attitudes to learning and this is a strength of the school. Pupils are able to settle well and apply themselves wholeheartedly to their tasks. They work co-operatively with others. Pupils show perseverance and are enthusiastic in all activities. Pupils spoke freely of their enjoyment of poetry, for example, and readily supported one another when using presentation software in science lessons.



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

- 3.7 The contribution of the curriculum and extra-curricular activities to pupils' achievement is good, and excellent in some areas. The broad and balanced curriculum is highly effective in covering all the requisite areas of learning, and is suitable for all ages and abilities. It supports the aims of the school. This judgement is supported by the parental responses to the pre-inspection questionnaire and pupil interviews carried out during the inspection. Parents and pupils express a high level of satisfaction with both the curriculum and extra-curricular activities.
- 3.8 In Years 1 to 6 recent reviews of numeracy and literacy have resulted in the effective use of new schemes of work. The outstanding organisation within the EYFS has extended to Years 1 to 3 bringing greater cross-curricular thematic elements and creativity to an already robust system. The exemplary enrichment of the curriculum that is evident within the Nursery and Infant School has been extended to Years 4 to 6, taking the school beyond the recommendations of the previous inspection. Examples include storyteller visits leading to excellent creative writing and history themed workshops. ICT is insufficiently embedded as a cross-curricular element, a point recognised by the school.
- 3.9 The senior school curriculum includes a wide range of subjects providing appropriate choices for pupils of different abilities. These include the availability of three modern foreign languages and the option of studying two of them, and the triple or double option in science at GCSE. Additional mathematics is also offered to the most able following successful completion of GCSE in Year 10. GCSE geology is offered as an out of school activity. Links with Durham University have enabled some pupils from Years 4 to 11 to study Russian and the Latin club is popular in Years 4 and 5.
- 3.10 The school provides appropriate curricular provision for pupils with additional learning needs, including those pupils with SEND and EAL. In the senior school additional lessons in numeracy and literacy are provided for such pupils instead of a second modern foreign language. In Years 1 to 6 special provision is made for pupils identified as gifted or talented or having SEND: this is made clear in lesson planning and is provided with the assistance of teaching assistants. In the senior school all staff are made aware of each pupils' difficulties by the special needs co-ordinator, and in some subjects a system of arranging pupils into sets by ability is successfully used. Pupils requiring support are identified in lesson plans and given individual help as the need arises. Pupils with identified literacy problems are withdrawn from mainstream lessons for individual tuition.
- 3.11 The scheme of work for personal, social and health education (PSHE) is well-planned and helps pupils to develop self-awareness, adopt healthy lifestyles and value their relationships with one another.
- 3.12 Pupils are actively involved in the creation of the activity programme which has been enhanced since the previous inspection to provide a wider range. Parents welcome the many choices, which include drama, the Duke of Edinburgh's Award scheme, and numerous sports for pupils of all ages. Displays around the school celebrate the success of pupils in many activities and competitions. The school expects all pupils to participate in activities, encouraging them to develop new interests. Enrichment activities and frequent school trips broaden the pupils' experience and learning.

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

- 3.13 The quality of teaching is good overall with some excellent practice seen, notably in the Nursery and Infant School. Teaching fosters in pupils the application of intellectual, physical and creative effort. The overall quality of teaching has improved since the previous inspection. However, the teaching still does not sufficiently promote independent learning.
- 3.14 Both long- and medium-term planning are of good quality, and the planning of individual lessons is excellent throughout the school. In the most successful lessons expectations were high and the pace was brisk with the result that the pupils were fully engaged and made excellent progress. Pupils' behaviour is well managed through thorough lesson planning which ensures engagement.
- 3.15 Throughout the school teachers thoroughly understand the needs of their pupils and plan well to provide for these needs. This is supported by their excellent subject knowledge. The teaching of younger pupils is child-centred and, with the support of teaching assistants, provision to meet individual needs is embedded in daily practice. Team teaching was observed in Years 3 to 6 to great effect, as was individual teachers' passion for their subject.
- 3.16 In some lessons, careful thought is given as to how best to employ the various resources available and interactive whiteboards were used to great effect by staff and pupils alike. The potential for this technology to add interest and challenge in lessons was underused elsewhere. Resources for ICT are available in some classrooms, as well as in specialist ICT rooms, but they are not used to best advantage in all areas of the curriculum.
- 3.17 Throughout the school, assessment is carried out regularly and thoroughly in line with the school's revised policy. Pupils understand the marking systems used and what the comments mean, and find the marking helpful. Pupils all said that they would have no hesitation in asking for help, and that their teachers would always help them if they had a problem with their work. Many had benefitted from extra sessions outside lessons to help them consolidate their learning. They spoke with gratitude and genuine warmth about the guidance they receive from their teachers.
- 3.18 In Years 3 to 11 the available assessment data is used to track progress. Results from standardised tests and school assessments are monitored to ensure that pupils are progressing well; however, this is less well developed in the senior school.

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

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

- 4.1 Overall, the pupils' spiritual, moral, social and cultural development is good, with some excellent features. This fulfils the school's aim to develop each pupil's self-esteem. In particular, the younger pupils display an outstanding spiritual and moral awareness for their age.
- 4.2 Pupils' spiritual development is good. They display a tolerance and openness and a readiness to reflect. They listen carefully and attentively and respect and value the opinions of their peers. Their good behaviour comes from within rather than from keeping to rules set by teachers. Pupils in the senior years of the school who take advantage of sporting, creative and community-based opportunities experience high levels of personal satisfaction and increased confidence. The annual Year 9 Outward Bound weekend, for example, is valued highly by the pupils for the sense of confidence which it generates. Spiritual awareness of a more overt religious kind is particularly evident amongst the younger pupils and is evident in such pupils' attendance at assemblies, weekly church services and special events. They consider the plight of those trapped in poverty both in the locality and abroad. This consideration of others is developed as a habit of mind that has been introduced from an early age.
- 4.3 Pupils clearly understand the difference between right and wrong. Their moral sense is strengthened in the upper part of the school by the work that they do in PSHE on topics such as the dangers of drugs and the attitudes of society in the 21st century. They have respectful relationships with their teachers and are courteous, polite and well-mannered. As a result they flourish in a calm and disciplined environment.
- 4.4 Pupils' social development is frequently excellent. Pupils make productive use of opportunities to take responsibility throughout the school as form prefects and student council representatives. Similarly, senior pupils help out in the junior part of the school, reading to younger pupils. For pupils new to the school a buddy system operates, although some senior pupils expressed uncertainty about how it worked. Pupils expressed their enjoyment at sharing ideas and debating current affairs during form-time and in preparing for assemblies, for example, in a discussion focused on the causes and effects of the recent riots. The younger pupils' social development is outstanding in relation to their age. They are courteous, welcoming and willing to share their views and engage with visitors. Pupils described their school as a friendly place where visitors, especially new ones, are made to feel welcome.
- 4.5 Pupils are aware of the wider society in which they live through the PSHE programme, and through their active involvement in the support of charities, for example, the local hospice, Water Aid in Sierra Leone, and a school in Uganda. They gain awareness of other cultures through assemblies and lessons. In the Nursery and Infant School an extensive and imaginative range of activities includes participation in dance and music workshops, museum visits and a celebration of different faiths and cultures in assemblies. In the senior school pupils benefit from trips organised to France, Spain and Germany, which enhance their cultural and linguistic understanding.

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

- 4.6 The school has good arrangements for the welfare, health and safety of pupils. The staff provide high-quality support and guidance for pupils in accordance with the school's aims. Parents are very happy with the school's pastoral support.
- 4.7 Relationships between pupils and staff, as well as amongst pupils, are excellent and there is a calm and purposeful atmosphere in the school at all times. Pupils are courteous to others and are supportive of each other in various ways.
- 4.8 The pastoral structure and the positive relationships in the school ensure that all pupils know to whom to turn for help. They also know that this help is always forthcoming. There are clear lines of communication between school and home. In the Nursery and Infant School pastoral support is overseen by an exemplary system of weekly meetings. In Years 10 and 11 a system of mentoring has been adopted which allows the monitoring of pupils' academic progress, the offering of feedback and the addressing of pastoral issues. There is a co-ordinator to oversee those staff who volunteer to be mentors. Between Year 4 and Year 11 the pastoral team leaders and senior tutor co-ordinate the work of the form tutors, but the level of monitoring of all pupils in these years is undeveloped. A formal system to record incidents, the response to them and to transmit the information to the senior management team does not exist.
- 4.9 Pastoral work in different parts of the school helps to prepare pupils for the next stage of their education and pupils appreciate the concern and dedication demonstrated by the staff. The procedures for helping pupils with their choices at both GCSE and in terms of further education are clearly laid out and successfully implemented; however, the help given to the small number who wish to enter the workplace after GCSE is more restricted and informal.
- 4.10 The school has effective policies and procedures to promote good behaviour, to guard against harassment and bullying and to deal with any unacceptable behaviour. The school has suitable procedures in place for the supervision of pupils which involve both duty staff and prefects. "Wrap-around" care in the form of Breakfast Club and Session 6 is well organised and follows school procedures and practice. Activities are well planned and evidence is collected and shared with the class teacher. This is an excellent service for parents and pupils alike.
- 4.11 The school's safeguarding policy meets requirements and is implemented successfully, with all staff receiving appropriate child-protection training. The necessary measures have been taken to reduce risk from fire and other hazards.
- 4.12 Arrangements to ensure health and safety are effective and include good provision for pupils who are ill. The school has a suitable plan to improve educational access for pupils with disabilities. During the initial visit some inconsistencies in the application of the school's policy on risk assessments for educational visits were identified but the school has now strengthened and reviewed its practice.
- 4.13 Pupils are encouraged to learn to eat healthily, and the daily menu includes healthy choices. Pupils enjoy the meals. Pupils of all ages take exercise, both in and out of doors, in lessons and free time; games practices and sports clubs are greatly enjoyed.
- 4.14 The admission and attendance registers are properly maintained and correctly stored.

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

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

- 5.1 The governance of the school is good. The governing body, known as the school council, meets regularly and has a suitable committee structure to provide it with an oversight of the school and to enable it to discharge its academic, staffing, financial and accommodation responsibilities. It has recently formed a strategic planning committee in order to improve its planning for the future. The council, traditionally made up entirely of parents, has appropriately revised its membership in order to broaden its composition. It acknowledges that its expertise is still very largely in the legal, medical, financial and commercial worlds, which, whilst crucial in addressing some of its current strategic challenges, leaves it less strong in educational matters. The council has enjoyed strong and pro-active leadership in grappling with a number of delicate planning issues.
- 5.2 Because nearly all are parents, the governors have a good insight from this perspective into the working of the school. More than half the governors, however, regularly make other visits to the school, which include the observation of classes, in order to broaden their awareness of what the school does. Attendance at meetings is good. Governors receive and use published data on the performance of the school. Although the main point of staff contact with the school is the headmaster, the academic committee also liaises with the school's senior management team.
- 5.3 The council monitors school policies very carefully and draws on external legal and other professional advice in order to meet its responsibilities for child protection, welfare, health and safety throughout the school. Council members are given specific responsibilities and two focus on the special requirements of the EYFS. This system works well. The council reviews aspects of its functioning from time to time and its moves to widen its composition are a result of such review.

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

- 5.4 Overall, leadership and management at all levels throughout the school are good with some excellent features. The leadership is effective in enabling the aims of the school to be generally well met. The school responded well to the recommendations made in the previous inspection regarding the management, implementation and teaching of the curriculum in Years 4 to 6.
- 5.5 The leadership, supported by the well-qualified and experienced senior management team, is outstanding. An excellent strategic awareness is imparted to the school. Senior managers have a strong vision for the school. The leadership is pro-active and offers a clear sense of purpose and direction. Since the previous inspection a number of timely initiatives have been successfully implemented. Key amongst them is the emphasis on the value and importance of the sharing of good professional practice and greater collegiality between staff. Peer mentoring has been introduced and staff appraisal is well established. Staff feel very well supported by heads of faculty, heads of department and senior management. They feel valued and that they can put forward recommendations. The leadership and management of the Nursery and Infant School are excellent in every aspect.
- 5.6 The school enjoys a robust management structure with areas of responsibility clearly delineated. Since the previous inspection, the senior management team has been

strengthened and has improved its oversight of staff professional development and support. In the senior school, the links between heads of department and those with responsibility for subjects generally work well. Heads of department meet regularly and liaise effectively with the team managing Years 3 to 6.

- 5.7 The school secures well-qualified and dedicated staff who contribute much to the sense of community. This is a strong factor in enabling the pastoral needs of the pupils to be well met. The school's sense of community is further enhanced by the effective work of administrative, secretarial, and other non-teaching staff who demonstrate a concern for and interest in the pupils.
- 5.8 Arrangements for checking the suitability of staff, volunteers and governors to work with children are robust, and a central register is maintained effectively. Staff are appropriately trained for their roles in safeguarding, welfare and health and safety.

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

- 5.9 The quality of links with parents, carers and guardians is excellent. Deriving from its foundation as a school established by parents, the school has long had a very good partnership with parents, carers and guardians. Nevertheless, it has worked hard since the previous inspection to develop the ways in which it communicates with parents. The changes, all small in themselves, have speeded up and improved the quality and flow of information. In particular the school has improved its electronic systems of communication.
- 5.10 Parents are exceedingly satisfied with the education and support provided for their children. The parental questionnaire had a relatively high response rate and there were no significant concerns.
- 5.11 The overwhelming majority of parents consider that they are encouraged to be involved in the school's life and work. The Parent-Teacher Association is a vibrant and active organisation.
- 5.12 Parents of pupils and prospective pupils are provided with the required information about the school. Parents of all year groups receive outstandingly clear and useful reports on their children's work and progress. There are no issues concerning the school's complaints handling procedures all of which meet regulatory requirements.

**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 setting is outstanding: the school meets the needs of all children and fully appreciates their individuality. An excellent system of review and self-evaluation ensures the school's aims of encouraging each child to reach their full potential and develop their individual talents, skills and knowledge. Staff sustain existing high standards by regularly identifying areas for improvement, creating a stimulating environment, where children feel valued and safe. Since the previous inspection appropriate facilities for pupils who are ill have been provided.

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

6.2 Leadership and management are outstanding. Excellent and carefully monitored policies and practice ensure that children are effectively safeguarded. All staff have been suitably checked, are well qualified and appropriately trained. All records, policies and procedures necessary are in place and are well implemented. The capacity for sustained improvement is excellent, and is reflected in the setting's perceptive and detailed self-evaluation. Risk assessments ensure safety and are effectively implemented. Great importance is placed on building strong relationships with parents, and the school operates a welcoming open door policy. Parents are kept well informed of their children's progress and all planning is posted on the parent noticeboards. The school is seeking to improve further the strong relationships with parents by offering information sessions linked to the EYFS curriculum. The effective use and good management of resources, including those outdoors, lead to successful outcomes for all children.

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

6.3 The quality of provision is outstanding. All children learn and develop extremely well through stimulating play and valuable first-hand experiences. A well-judged balance is maintained between adult-led and child-initiated activities and children regularly benefit from both indoor and outdoor play. The outdoor area, however, is relatively underdeveloped in terms of problem solving activities. Excellent identification of individual needs, and efficient use of information gathered from continuous assessments, result in children making rapid progress. Children are observant and inquisitive, and staff ask challenging questions to develop thinking skills. Their work and interests are valued and are reflected in the many colourful displays around the setting. Staff promote welfare, health and safety extremely well and children are encouraged to eat healthy meals. The behaviour policy is implemented well, resulting in a happy and busy atmosphere, where children benefit fully from all the opportunities provided.

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

- 6.4 Outcomes for children are outstanding. They make rapid progress and meet all of the Early Learning Goals by the end of their Reception year. Nursery children carefully count bowls and spoons and can write numbers on a chart. In physical education they travel in a variety of ways and respond to music through dance. Reception children recognise sounds and letter names. They can follow a Bear Hunt trail of letters and are able to construct simple words. All children co-operate well, enjoy their learning and are able to make choices and decisions. They respect and trust their teachers and relate well to each other. They feel safe, enjoy their healthy lunches and snacks and understand the importance of staying healthy. They are provided with secure foundations for their future well-being in all aspects of their learning.

**Section 2 includes what the Early Years Foundation Stage should do to improve its provision**



## **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 and other 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**

Dr Stephen Grounds

Mr Stephen Jolly

Mrs Deborah Northin

Mrs Marilyn Fenn

Mrs Val Barnes

Mrs Lynda Boden

Reporting Inspector

Deputy Headmaster: ISA school

Head of Infant and Nursery: HMC school

Former Head of Juniors: IAPS school

Former Headmistress: ISA school

Early Years Co-ordinating Inspector