



INDEPENDENT SCHOOLS INSPECTORATE

CRACKLEY HALL SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Crackley Hall School

Full Name of School	Crackley Hall School
DfE Number	937/6001
EYFS Number	EY307903
Registered Charity Number	1087124
Address	Crackley Hall School St Joseph's Park Kenilworth Warwickshire CV8 2FT
Telephone Number	01926 514444
Fax Number	01926 514455
Email Address	post@crackleyhall.co.uk
Head	Mr Robert Duigan
Chair of Governors	Mrs Mary O'Farrell
Age Range	2 to 11
Total Number of Pupils	183
Gender of Pupils	Mixed (98 boys; 85 girls)
Numbers by Age	0-2 (EYFS): 0 5-11: 134 3-5 (EYFS): 49 11-18: 0
Number of Day Pupils	Total: 183 Capacity for flexi-boarding:
Number of Boarders	Total: 0 Full: Weekly:
Head of EYFS Setting	Mrs Julie Habaoui
EYFS Gender	Mixed
Inspection dates	11th Oct 2011 to 12th Oct 2011 09th Nov 2011 to 11th Nov 2011

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 April 2008.

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 31st 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 Crackley Hall School was originally founded as a convent of mercy in the 1860s. In 2001, the school, merged with Princethorpe College in Rugby, now part of the Princethorpe Foundation. In 2010 Crackley Hall merged with Abbotsford School and 45 children moved from Abbotsford to Crackley Hall along with some staff. The Foundation is a lay trust with charitable status, administered by a governing body of fifteen members. It accepts pupils of all denominations and provides co-educational, independent day schooling within the Catholic tradition for children aged between two and eighteen. Crackley Hall aims to help pupils gain the very best start in life within an environment in which Christian values, including love and forgiveness, are central.
- 1.2 Crackley Hall School, together with Little Crackers Nursery, occupies a former country house at St Joseph's Park, on the outskirts of Kenilworth in Warwickshire. It has its own playing fields close by. At the time of the inspection there were 183 pupils on roll, of whom 98 were boys and 85 were girls. One full-time and eleven part-time children were under three in the Nursery, fourteen full-time and 23 part-time in the Foundation Stage, 37 in Years 1 and 2 and 97 in Years 3 to 6. About one-third of the pupils and staff are baptised Catholics. Most pupils come from local business and professional families, although a few come from the surrounding areas of Rugby, Coventry and Warwick. There is no selection on entry to the Nursery or Early Years, but pupils who join later will be assessed to ensure that they will benefit from the school's curriculum. In Year 6 most pupils sit the entrance examination for the senior school of the Foundation or for other independent senior schools in the area.
- 1.3 The ability profile of the school is above the national average. Pupils demonstrate a wide range of abilities but with most being of at least above average ability. The school has identified 33 pupils as being in need of particular learning support, of whom 21 receive additional tuition. There are 21 pupils who have English as an additional language, of whom none receive additional support in English.
- 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 Crackley Hall fulfils its aims to provide a wide range of learning experiences that challenge, stimulate and promote thinking and learning. Throughout the school, the quality of pupils' overall achievements and of their learning, attitudes and skills including their achievement in literacy and numeracy is good, whilst the outcomes in the EYFS are outstanding. In academic work they make good progress in relation to their ability and they achieve well in a wide range of curricular and extra-curricular activities. The provision for pupils with special educational needs and/or disabilities (SEND) is strong and opportunities for stretching the gifted and talented are being increased in both mathematics and English. Pupils are supported by a well-balanced curriculum and good planning by the teachers who have a good knowledge and clear understanding of their pupils and their needs. The use of information and communication technology (ICT) which is evident in most lessons is not being used fully to benefit the pupils. Creative arts flourish and the displays around the school enhance and help learning.
- 2.2 The personal development of the pupils is outstanding and is supported by excellent pastoral care, welfare arrangements and health and safety procedures. Pupils are unfailingly polite to visitors and treat their peers and staff with friendliness and respect. The strong Catholic ethos of the school creates a spiritual starting point that is strengthened by the pupils' awareness of other faiths. Pupils' social development is strong. They support one another and enjoy helping those less fortunate. Relationships across the year groups are strong. Older pupils respond with enthusiasm to many opportunities to take responsibilities. Charitable giving is a strong feature and this is assisted by the supportive help of the parents and teachers association (PTA).
- 2.3 The aims of the school are fulfilled and promoted by the governing body. The governors have a clear oversight of the school informed by reports from the head and by regular visits to the school. The strong leadership of the head and the senior management team have created a clear vision for the future, as seen in the school's current development plan. An ambitious building programme has been agreed by the governors. School policies are excellent aids for the staff and are stored electronically. A good system of assessment assists teaching and is being further strengthened by the introduction of nationally based tests. Staff appraisal is focused on stimulating both school and personal development. Recruitment procedures are robust. Checks on staff and visitors are undertaken and recorded correctly. Links with parents are excellent, and parents are positive about the school's educational and pastoral provision. A few were concerned at the level of help for pupils with SEND but the inspectors found this provision to be excellent. The pupils are particularly positive about the range of extra-curricular activities and the care given to them by the staff.
- 2.4 The school has responded to the recommendations of the previous report giving pupils more time in the library and providing increased opportunities for pupils to plan and present their work with less teacher direction.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.5 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.

1. Further develop the use of ICT within the curriculum.
2. Ensure that only current policies are stored in the virtual staffroom.
3. Introduce more standardised testing throughout the school to aid planning.
4. Develop opportunities for the EYFS to become a cohesive unit.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Pupils are well educated. Throughout the school, from Early Years onwards, pupils of all abilities achieve high standards in their lessons and activities. The school meets fully its aim to provide a wide range of learning experiences that challenge, stimulate and promote thinking and learning.
- 3.2 The pupils have good levels of knowledge, understanding and skills across the curriculum. Their writing skills are well developed and from the youngest pupil in Early Years learning letter formation to Year 6 pupils producing lengthy essays, progression is clear. The quality of the pupils' presentation in their books is good and often excellent. Pupils are able to think logically; their numeracy skills are good. Mental arithmetic is practised regularly and there was some evidence of investigative work. Pupils have achieved success in national mathematical challenges. Pupils read well and are articulate when speaking. The pupils' skills in ICT are developing, but their use is inconsistent throughout both the curriculum and the age ranges. Although most classrooms have interactive whiteboards, during the inspection, little interactive use was seen. The libraries, which are well stocked and maintained, are used both independently by the pupils and for group activities. Last year, all pupils were accepted into their first choice school with some gaining entry to selective grammar schools and others gaining scholarships to senior independent schools.
- 3.3 The pupils' creative and physical skills are strong. They achieve well in sporting competitions both in team and individual sports although the number of after-school fixtures is limited and pupils sometimes miss curriculum time to attend tournaments. In recent years pupils have gained success in national cross country, swimming and hockey events being the only school to retain the Independent Schools Association hockey trophy for three years. The high standard of art displays around the school enhance the learning environment, whilst both music and drama are popular and of a high standard. They have achieved well at regional art competitions and the school is known for the quality of its singing. Many pupils gain examination success in drama and music.
- 3.4 The pupils' attainment cannot be measured in relation to performance against a fixed national average. The school entered pupils for national standardised tests at the age of eleven until 2009. Results from these tests were above the national average for maintained primary schools. Inspection evidence indicates that the pupils make good progress in relation to pupils of similar ability. Pupils with SEND also make good progress as indicated by the improvement in their writing and numeracy skills whilst the more able pupils are stretched with additional challenges.
- 3.5 The pupils' attitude to work is good. They are enthusiastic in lessons, contributing well in question and answer sessions, and cooperating well both with each other in group or paired work.
- 3.6 At the time of the previous inspection progress in physical education was limited by the size of the sports hall. This is still the case but the school now has planning approval for a bigger hall.

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

- 3.7 The curriculum provides good breadth and balance for all pupils in line with the school's aims. It is appropriate to their age and abilities and covers the requisite areas of learning effectively. A well-planned timetable ensures that the core subjects are taught in the morning. In addition to National Curriculum subjects, all pupils study French from Nursery and Latin from Year 4. Detailed policies are in place for each academic subject and subject co-ordinators oversee their delivery. Pupils benefit from the expertise of specialist teachers; particularly in French, music, drama and physical education. The religious education (RE) programme helps them develop understanding of their own and other faiths. There are strong links with the local Catholic Church and other religious communities. The school libraries have been updated and are now used to facilitate both individual and group learning. A good range of fiction and non-fiction books is used to help independent reading and research meeting the recommendation from the previous report.
- 3.8 Day and residential visits and visitors to the school enrich the curriculum and extend the pupils' learning. The residential visits presently include outdoor pursuits for Year 4, a retreat to Alton Castle for Year 5, whilst Year 6 spends a week in France helping both their linguistic ability and cultural awareness. Day trips are organised for all year groups to support the curriculum and these are enjoyed by the pupils. These include trips to visit local businesses, places of worship and local history which help create and maintain links with the local community.
- 3.9 Concern was raised in the parents' questionnaire about the provision for pupils with SEND. The inspection team found no evidence to support these concerns. An effective, high quality, focused learning provision was seen and is successful in meeting the needs of both individuals and small groups. There is a planning book for each child, home school notebook, reports and parent evenings. This provision is further enhanced by specialist help for speech and language development. Close links with Princethorpe assists these identified pupils with their transfer. There is a register for the gifted and talented pupils and a range of extra activities is being developed for them.
- 3.10 The curriculum is supported by an excellent range of extra-curricular activities, particularly in music, art, drama and sport. Staff give freely of their time to offer activities both before and after school and during lunchtimes. These include chess, knitting and the Crackley Chronicle, the pupils' own newspaper. Some activities run seasonally such as First Holy Communion and The Carnival Club. The activities are a major factor in the promotion of personal qualities.

3.(c) The contribution of teaching

- 3.11 The overall quality of teaching is good. This contributes to meeting the school's aim to provide a wide range of learning experiences that challenge, stimulate and promote thinking and learning. Work in books and results from external exams show that lessons are effective. The relationship between staff and pupils is one of mutual respect; the teachers encourage and nurture the pupils and the pupils respond well to the regular positive praise. Good use is made of the classroom assistants which allows individuals, particularly those with SEND, to gain substantial help where necessary. Lessons are well planned, differentiated and the teachers display good subject knowledge.
- 3.12 In the best lessons, the structure of the lesson is well managed, the pace is set to challenge and pupils are excited by their learning. In the small number of lessons where teaching was less effective, in particular where there is an over-reliance on work sheets or where individuals interrupt the teacher, the pupils were easily distracted and the pace slowed.
- 3.13 The classrooms are well resourced and good use is made of them, although in some lessons observed interactive whiteboards were not being used to their full capacity. The artwork in the corridors is vivid and eye-catching and supports pupils' learning. Marking, in all cases, is clear and includes positive and supportive comments. Targets are set and attention is drawn to incorrect spellings. Homework is set daily in either English or maths and the non-core subjects where appropriate. In the pupils' questionnaire some pupils felt that homework was not helpful but this view was not borne out during discussions with pupils during the inspection.
- 3.14 Use of assessment is good. The tracking of literacy and maths using nationally standardised criteria ensures that teachers have an awareness of levels in relation to expectation. Internal assessment is strong and ensures that there is good progression in the pupil's work. At the time of inspection assessment procedures were under review to include further standardised testing. Assessment is integral to the yearly cycle and data is used to track pupil progress effectively and to identify where intervention is needed. The special educational needs department assists the teachers with individual education plans for those who need support, setting out clear targets and strategies for improvement.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils' personal development is excellent. The school fully achieves its aims to create a school family where everyone feels valued and respected, supporting those who are less fortunate. The pupils are happy, self-confident and considerate and well aware of their responsibilities to the community. They respect others and have a strong sense of right and wrong.
- 4.2 The pupils' spiritual development is excellent. The strong Catholic ethos within the school provides a framework for the pupils' understanding of the world and they are tolerant of others, recognising and celebrating differences of both belief and ability. This is seen particularly in assemblies, RE and personal, social and health education (PSHE) lessons. Pupils show awareness and enjoyment of the non-material elements of life in their creative subjects such as music, drama and art.
- 4.3 The pupils' excellent moral development is demonstrated by the pride that they show in other pupils' successes and the responsible attitudes they adopt within the school. They are keenly aware of ecological issues and determined to play their part in maintaining the planet for future generations. An Eco day and a shared assembly with Princethorpe College supported this. Pupils have a clear understanding of right and wrong, valuing the school's rules and the reasons for them. Throughout the school there is a desire to help others and much fundraising is completed for charities such as Alton Castle, the air ambulance and Macmillan nurses.
- 4.4 Pupils' excellent social development and awareness are demonstrated by the way older pupils assist younger ones during break times. Pupils look out for others who appear unhappy in the playground and offer a friendly presence. Pupils are equally at ease speaking with adults as they are with their peers. Posts of responsibility throughout the school are sought after and valued. The election for house captains last year allowed for a mock election at the same time as the general election. The school council is active and has effected changes within the school. The creation of an outside quiet area serves as an example.
- 4.5 The pupils' cultural awareness is strong. Music, drama and art are important within the school and these are used to give pupils greater awareness of the different cultures in the world. Excellent displays around the school reinforce this, and outside speakers, including parents, enhance the cultural experiences of the pupils. The strong Catholic links around the world are similarly used to highlight and celebrate differences between cultures.

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

- 4.6 The provision for pupils' welfare, health and safety is excellent. The school achieves its aim of being happy, expressing joy, laughter and excitement. The staff know the children well and monitor their progress carefully. If a concern arises appropriate steps are taken to ensure the well-being of the pupil. Pupils stated that they were confident that they had an adult to turn to in all situations. The relationships between staff and pupils are excellent as are those amongst the pupils themselves. Mutual respect is evident. The school encourages good behaviour and the policies have recently been updated and reinforced as this was an area of concern. In the inspection most behaviour seen was exemplary.
- 4.7 A house system operates and pupils understand that their good behaviour helps their house. Rewards are highly valued whilst sanctions are fair but rarely used. Robust anti-bullying arrangements are in place and the pupils are confident that should any bullying occur it will be dealt with quickly and effectively.
- 4.8 The school is thorough in its attention to safeguarding issues and provides high-quality training in child protection for all staff and designated governors. Comprehensive safer recruitment procedures are followed and the central register of staff is complete. Risk assessments for all areas of the school, including educational visits, are thorough and updated where necessary whilst measures to reduce the risk of fire and other hazards are in place.
- 4.9 The provision for pupils who are ill is adequate and the staff are suitably trained including paediatric first aid. Medicines are properly stored, dispensed and recorded. The school has a suitable plan to improve access for those with disabilities. School meals are excellent and children are carefully monitored to ensure that they eat a suitable meal. The pupils are very aware of healthy eating habits and this is part of their PSHE programme. There is plenty of opportunity for the pupils to exercise both within their physical education programme and the extra-curricular provision. Break times are correctly supervised and the pupils are outside whenever practicable. The admission and attendance registers are correctly maintained and 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 chair has a good understanding of the school and has created committees to oversee all aspects of the school's business. These include health and safety, finance and educational matters. The governors are fully supportive of the school's ethos and a majority must be practising Catholics in accordance with the school's charter. The board members are carefully chosen to give a wide range of expertise and currently include business, marketing, finance and education. Although the governing body serves all the schools within the Princethorpe Foundation, the board is careful to include members with relevant experience for Crackley hall. Two governors have experience of Nursery education and one governor is knowledgeable about pupils with special needs. Since the previous inspection the school has merged with Abbotsford School and two governors from there have joined the board.
- 5.2 The governors have good oversight of the school and have recently drawn up a five year development plan for the school which includes an extensive building plan to meet the needs of the school following its merger with Abbotsford and the subsequent increase in numbers. The need for a new sports hall identified during the previous two inspections is included in this plan. At present meetings cannot be held at Crackley Hall due to the lack of space but the chair regularly attends school functions including the weekly celebration assembly. Other governors also attend events whenever possible. They are aware of the special ethos of the school and senior members of staff are carefully selected to maintain this. Governors are aware of their responsibilities relating to child protection and the chair has undergone relevant training in this matter. They are aware of the need for all governors to receive regular training and a good induction process is in place for all new members of the board.

5.(b) The quality of leadership and management

- 5.3 Leadership and management are good, fulfilling the aims and ethos of the school. The main priority of the team is the happiness of the children and in this they are extremely successful. Since the previous inspection, a new head has been appointed and the school has grown through the merger with Abbotsford. This has meant that a priority of the senior management team has been to re-allocate space resulting in the loss of dedicated art and music rooms. This has been successfully completed without damage to these two departments. The head of the infant department has increased her responsibilities with the opening of the Nursery school during the holidays. At present subject co-ordinators oversee their subject areas and are an integral part of the review to create greater rigour within the curriculum taking advantage of best practice from both merged schools. Educational guidance is provided by the leadership and management and this helps the staff with their planning and takes advantage of the happy environment and the pupils' obvious desire to learn. Encouragement and praise are liberally used throughout the school and the direction from the leadership promotes this. The management team, supported by an enthusiastic and able staff, has a good understanding of the school's strengths and its areas for improvement and have initiated strategies to maintain and build on those strengths. The weekly staff meetings clearly tackle individual areas for development and discussion.

- 5.4 Comprehensive policies for the whole Foundation are kept on a virtual staffroom but at the time of the inspection older policies which had been superseded were still on the site and the possibility of people reading the wrong policy was evident.
- 5.5 Staff receive regular training for their roles with regard to safeguarding, welfare and health and safety. The school has rigorous arrangements for checking the suitability of staff, supply staff and governors. All new staff benefit from careful induction programmes and there is a thorough appraisal system which is now linked to school development as well as individual improvement. Funding is available for continued staff development and each department is well resourced and regularly reviewed to identify development priorities and budgetary requirements. The school premises are well maintained.

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

- 5.6 The school has excellent links with parents. The results of the parental questionnaires were overwhelmingly positive although a small minority were concerned about the provision for pupils with SEND. However, provision viewed during the inspection was of a very high standard.
- 5.7 Many opportunities exist for parents to become involved in the school community. Volunteers help with swimming, the library and listen to readers. Some give talks about their jobs, others go out on educational visits and all are welcome to attend the weekly celebration assembly. There is a weekly stay and play arrangement for Nursery-aged children which is well attended with parents encouraged to remain and take part. Coffee and tea is always available for visiting parents. The supportive PTA raises funds for the school and many charities chosen annually in consultation with the school. It organises events for the children such as the very successful Crackley's Got Talent afternoon and a "Steve Irwin" Day promoting animal welfare.
- 5.8 Parents value highly their children's reports. These include much individual detail about their child's work and progress demonstrating clearly that the staff know their pupils well. Parents can communicate easily with the school and staff are always readily available to answer questions. The open-door policy of the head is appreciated as is his daily welcome at the start of school. The collection of children at the end of school is managed well by staff who show great care and attention. The parents' handbook is clear and the regular newsletters are full of information.
- 5.9 Concerns raised by parents are handled sympathetically, and any complaints are dealt with in line with the school's comprehensive policies.

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 overall effectiveness of the EYFS is good with many outstanding features. A high adult/child ratio ensures that children's needs are well met within a caring, happy and stimulating environment. Every child is treated as a valued individual and the strong partnership with parents provide children with a secure start. Staff are extremely conscientious and work hard to sustain high standards and improve their setting which is not yet fully integrated as a single unit. The Nursery has recently become an all year round setting whilst still retaining the facility for term-time only provision.

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

6.2 Leadership and management are good with outstanding aspects. The setting ensures a secure environment where safeguarding procedures are thorough and effective. Policies to promote equality and eliminate discrimination are strongly implemented. Well-qualified and committed staff understand the children's needs. An outstanding strength of the setting is its ambitious vision; the staff have worked extremely hard as a team to effect many recent and innovative changes, for example introducing the 'Reggio Emilia philosophy' and altering the setting to reflect this, and organising a weekly 'Stay and Play' session for the community within the Nursery. However, the setting is not run as a single unit; although Nursery and Reception play outside together, there is no regular opportunity to share free-flow play activities within the indoor setting. The Nursery noticeboard gives excellent information about the EYFS but Reception shares a board with Years 1 and 2. Links with parents are very good and they are happy with the education their children are receiving, although opportunities to involve parents in their children's carefully presented learning journeys are limited. Reporting to parents is thorough and detailed, giving targets for improvement in every area of learning. Good links with the local authority provide training opportunities and assist staff to evaluate their setting and move it forward. Appraisal systems are in place although under review.

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

6.3 The quality of the provision is good with outstanding features. The creative, sensory and colourful environment is a particular strength of the setting. Displays are exceptional. A well-planned balance of child and adult initiated activities provides children with challenging and exciting experiences throughout every area of learning. Staff have a good understanding of their children's needs and interests and celebrate their achievements. A wide range of excellent indoor and outdoor resources is easily accessible to children. Staff are reviewing their system of planning and assessment which, at present, is inconsistent throughout the setting. Assessment is thorough but next steps for individual children are not routinely written into plans. An excellent tracking system of children's progress operates in the Nursery. Risk assessment is thorough and on-going. Key persons promote the health and welfare of pupils and teach them to keep safe. Staff are skilled and sensitive in their management and understanding of children and reward their good

behaviour with positive comments. Relationships between children and adults are excellent.

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

- 6.4 Outcomes for children are outstanding, particularly with regard to their confidence, application and behaviour. They are enthusiastic, happy and independent learners who progress well in relation to their starting points and begin to develop skills for the future. Pupils speak confidently, they learn to listen to each other and follow instructions. They are kind to their friends. They make decisions when choosing their activities. Reception children attempt to write their own sentences and spell words independently using their phonic skills, they can count backwards from twenty to ten, they use language such as one less than, they use the icons confidently when using the laptop, and they learn listening and rhythmic skills in music. Nursery children use scissors to make collage pictures independently, sing their favourite songs confidently in front of their peer group, are able to name shapes, such as hexagon and octagon, and recognise their names when self-registering. They take turns while playing with the train track. Nursery and Reception children in the outdoor area enjoy being cooks and waitresses in their outdoor cafe role play. Their understanding of the wider world and other religions is clearly demonstrated through play, visits and visitors. They understand about keeping safe, eating healthily and maintaining good hygiene. Behaviour and manners are exemplary because they know what is expected of them.

Compliance with statutory requirements for children under three

- 6.5 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Complaints since the last inspection

- 6.6 Since the last inspection there have been no complaints made to Ofsted that required any action to meet national requirements.

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, the chair of governors and the chair of the PTA, 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 Stuart Thackrah

Mr John Connor

Miss Kate Mitchell

Mrs Bridget Forrest

Reporting Inspector

Former Head, ISA school

Head, GSA Junior School

Early Years Lead Inspector