



INDEPENDENT SCHOOLS INSPECTORATE

ROSSALL SCHOOL

**EARLY YEARS FOUNDATION STAGE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Rossall School

Full Name of School	Rossall School
DfE Number	888/6044
EYFS Number	EY346639
Registered Charity Number	526685
Address	Rossall School Broadway Fleetwood Lancashire FY7 8JW
Telephone Number	01253 774201
Fax Number	01253 772052
Email Address	headmaster@rossall.org.uk
Head	Dr Stephen Winkley
Chair of Governors	Mr Steve James
Age Range	2 to 19
Total Number of Pupils	679
Gender of Pupils	Mixed (393 boys; 286 girls)
Numbers by Age	2-3 (EYFS): 25 3-5 (EYFS): 31
Head of EYFS Setting	Mrs Katie Lee
EYFS Gender	Mixed
Inspection dates	10 Oct 2012 to 11 Oct 2012

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the school. The previous ISI inspection was in May 2010.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted informal discussions with children and examined samples of 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. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Ms Sheila Boyle

Early Years Lead Inspector

Mrs Frances Willacy (Head of Junior
Department, IAPS school)

Team Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 SUMMARY	2
(i) Compliance with regulatory requirements	2
(ii) Recommendations for further improvement	2
3 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	3
(a) How well the early years provision meets the needs of the range of children who attend	3
(b) The contribution of the early years provision to children's well-being	3
(c) The leadership and management of the early years provision	4
(d) The overall quality and standards of the early years provision	4

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Rossall School is a co-educational boarding and day school. Founded in 1844, it is situated at the top of the Fylde peninsula in north-west Lancashire. Incorporated by Royal Charter, the school is a registered charity. Responsibility for the school lies with the Council of 'the Corporation of Rossall School'. The school governors comprise the Council.
- 1.2 The school seeks to be a caring community where every pupil is valued and encouraged to explore all of his or her talents. Its central objective is to provide academic and social education for young people in preparation for adult life. In addition, it aims to contribute to the lasting achievements of Rossall School and its future, building upon its partnership with the local community.
- 1.3 There are 679 pupils in the school, of whom 56 are in the Early Years Foundation Stage: 26 boys and 30 girls. Of these, 25 are under the age of three, 22 children are aged three to four years and 9 children are aged four to five years. Forty-six attend part-time. Six of the children have English as an additional language (EAL).
- 1.4 The EYFS provision operates from a separate building within the school grounds. Before- and after-school care is provided so that these children can be cared for from 8.00 am until 6.00 pm. The children are taught in three distinct groups: two Nursery classes and one Reception class. The leadership of the EYFS has changed since the last inspection: the head of the Junior School is now in charge of the setting. Changes to the accommodation include the relocation of the Reception class closer to the Nursery, the creation of an outdoor classroom, an indoor area for physical activities and a shared library area. Extra security systems have been installed. Most children attend from the local area but some come from further afield.
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the senior school. The year group nomenclature used by the school for the EYFS and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Rainbow	Pre-Nursery (age 2 to 3)
Pre-School	Nursery (age 3 to 4)
Reception	Reception(age 4 to 5)

2. SUMMARY

(i) Compliance with statutory requirements

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

(ii) Recommendations for further improvement

- 2.2 The school is advised to make the following improvements:
1. provide opportunities for parents to contribute information from home to the record of their children's progress;
 2. ensure the views of all interested parties are reflected in future plans to develop the provision.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

3.(a) How well the early years provision meets the needs of the range of children who attend.

3.1 The setting makes good provision in meeting the needs of the range of children who attend. Staff provide interesting and challenging experiences for them which are effective in promoting their language, communication, social, physical, emotional and personal development. Children are eager to learn both indoors and in the outdoor setting, where they engage in purposeful play, investigations, and problem solving, developing their knowledge and understanding of the world and using good resources. 'Key workers' encourage children to pursue their own interests; such the mini-beasts in the garden and stories about pirates and dinosaurs. They have high expectations of all children and their planning provides an effective balance of adult-led and child-initiated learning which takes account of the language levels of individual children, including those with English as an additional Language (EAL). Regular assessment of progress enables staff to identify children's needs and plan effectively for their future learning. Those with EAL are supported well. Focused daily learning in the areas of reading, writing and number is an important feature of provision for the older children and helps prepare them for the next stage of learning. Arrangements for reporting at age two are well established. In the pre-inspection questionnaires, parents are highly complementary about staff and the provision, and greatly appreciate the feedback they receive. These views accord with the inspectors' evidence. Parents and carers contribute to their children's learning and provide valuable initial information through the 'All about me' booklets and they contribute to reading records. However, opportunities for parents to contribute to evidence of children's wider learning are not emphasised. Good systems keep parents informed about their children's learning and development. Staff regularly assess children's progress and informative written reports are sent to parents each term.

3.(b) The contribution of the early years provision to children's well-being

3.2 Provision for children's well-being is good. 'Key workers' support learning and development enthusiastically so that the children are happy and enjoy their activities. Young children quickly form appropriate bonds and emotional attachments. Children under school age develop firm foundations for learning and personal development because of the close links and co-operation between the three classes. They have many opportunities to interact with one another and with older children of school age at playtimes, assemblies and services in the school chapel. Sensitively, the staff promote independence, tolerance, co-operation, personal hygiene, appropriate behaviour, healthy eating and regular exercise. As a result all children are well prepared for the next stage of their learning. Creative use of the extensive school's grounds, including the new outdoor class, contributes well to children's physical and social development, their confidence and their imagination. The pre-school sessions provide suitable care and activities for children who arrive before the start of the school day.

3.(c) The leadership and management of the early years provision

- 3.3 Leadership and management are good overall. Governors take an interest in the provision and receive regular feedback from staff. Suitable policies and procedures for safeguarding children, including risk assessments of premises, equipment and arrangements for trips, are implemented consistently by staff. As a result, children are well cared for in a stimulating and safe environment. All adults have been carefully checked for their suitability to work with children. They are well qualified, suitably trained, and their performance is regularly monitored. Strong partnerships with parents and good links with local agencies contribute to the comprehensive understanding that adults have of each child. Staff regularly assess children's progress and informative written reports are sent to parents each term. Regular self-evaluation and monitoring of priorities is undertaken within the setting at all levels. Strong partnerships with parents and good links with local agencies contribute to the comprehensive understanding that adults have of each child.

3.(d) The overall quality and standards of the early years provision

- 3.4 The overall quality and standards of the early years provision are good. Children, including those under the age of three, and those with EAL make good progress in relation to their starting points. They reach consistently good levels of achievement. Most of the children who are under three make choices, take turns, feed themselves independently and express their wishes clearly. Pre-school children recognise letters in their names and are beginning to identify patterns and form letters on paper. They count to five and recognise primary colours and some shapes, including squares, triangles and ovals. Older children develop good reading and spelling skills supported by regular phonic activities. Reception children read well and enthusiastically. Their writing skills develop well and they can write short sentences. They are familiar with addition and subtraction and can count forwards and backwards in twos, fives and tens. They confidently access information on a computer using a mouse. By the end of the EYFS, most children achieve and many exceed the Early Learning Goals in all required areas of learning. Staff actively promote equality and respect diversity. The children's good personal and emotional development is apparent. Exemplary behaviour is the norm and children quickly absorb the school's culture of respect and co-operation. They learn to share, take turns, play together harmoniously and show care and respect for each other. The management gives high priority to ensuring that children are safe and well cared for and that all policies and procedures are kept under review. As a result, the children feel safe, know how to remain so and how to keep healthy. The management has a clear vision for the future development of the provision, and this is shared by staff. Although the views of all other interested parties are not necessarily sought, the effective use of plentiful and high quality resources leads to successful outcomes for all children, and the recommendations from the last report have been implemented, greatly to the benefit of the children.