



# **INDEPENDENT SCHOOLS INSPECTORATE**

**ETON END PNEU SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Eton End PNEU School

Full Name of School/College	<b>Eton End PNEU School</b>		
DfE Number	<b>868/6017</b>		
Registered Charity Number	<b>310644</b>		
Address	<b>Eton End PNEU School 35 Eton Road Datchet Slough Berkshire SL3 9AX</b>		
Telephone Number	<b>01753 541075</b>		
Fax Number	<b>01753 541123</b>		
Email Address	<b>headmistress@etonend.org</b>		
Headmistress	<b>Mrs V M Pilgerstorfer</b>		
Chair of Governors	<b>Mr Dieter Losse</b>		
Age Range	<b>3 to 11</b>		
Total Number of Pupils	<b>193</b>		
Gender of Pupils	<b>Mixed (36 boys; 157 girls)</b>		
Numbers by Age	0-2 (EYFS):	<b>7</b>	5-11: <b>116</b>
	3-5 (EYFS):	<b>70</b>	11-18: <b>0</b>
Number of Day Pupils	<b>193</b>	Capacity for flexi-boarding:	<b>N/A</b>
Number of Boarders	Total:	<b>0</b>	
	Full:	<b>0</b>	Weekly: <b>0</b>
EYFS Gender	<b>Mixed</b>		
Inspection date/EYFS	<b>04 May 2010 to 05 May 2010</b>		
Final (team) visit	<b>07 June 2010 to 09 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 March 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.

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL AND ACTION POINTS</b>	<b>2</b>
<b>(a) Main findings</b>	<b>2</b>
<b>(b) Action points</b>	<b>3</b>
(i) Compliance with regulatory requirements	3
(ii) Recommended action	3
<b>3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS</b>	<b>4</b>
(a) The quality of the pupils' achievements and their learning, attitudes and skills	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	5
<b>4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT</b>	<b>7</b>
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>9</b>
(a) The quality of governance	9
(b) The quality of leadership and management	9
(c) The quality of links with parents, carers and guardians	10
<b>6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE</b>	<b>12</b>
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	12
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	12
(c) The quality of the provision in the Early Years Foundation Stage	12
(d) Outcomes for children in the Early Years Foundation Stage	13
<b>INSPECTION EVIDENCE</b>	<b>14</b>

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

- 1.1 The school's aims and ethos follow the philosophy of the Parents' National Educational Union (PNEU) through its motto 'I am, I can, I ought, I will'. The school seeks to provide a rich learning environment where each child feels safe, valued and happy and can grow in confidence and self-esteem. Working in partnership with parents and the wider community it aims to nurture pupils' all-round development by addressing individual needs and by encouraging them to be enthusiastic, independent learners prepared for the future. The school is governed by a board of eleven members and educates boys from the age of three to seven and girls from the age of three to eleven. The present headmistress has been in post since 2005.
- 1.2 Situated in six acres of semi-wooded surroundings in Datchet, near Windsor, Eton End School was founded in 1936 to offer education to the children of masters who taught at Eton College and close links are retained to this day. Of the 193 pupils on roll, 40 attend the co-educational Nursery. Another six boys and twenty-two girls are in the Reception class, as part of the Early Years Foundation Stage (EYFS). Extended day care is provided from 8.00 am until 5.30 pm from Nursery upwards.
- 1.3 With the appointment of a new head since the last inspection in March 2004, the management structure has been reorganised to include a new leadership team and a bursar. Significant investment has been made in resources, including information and communication technology (ICT), the library and dining facilities.
- 1.4 Results of standardised tests indicate that the ability profile of the school is above the national average. If pupils perform in line with their abilities, their results in national tests at the ages of seven and eleven will be above the average for all maintained primary schools. Boys leave at the end of Year 2 to join other preparatory schools, and girls at age eleven gain places in independent and maintained secondary schools.
- 1.5 Pupils are mostly drawn from professional or business families living within a ten-mile radius of the school, reflecting the diversity of ethnic and cultural backgrounds in the area. Eleven pupils have English as an additional language (EAL) and thirty-two pupils have been identified as having learning difficulties and/or disabilities (LDD). No pupil has a statement of special educational need.
- 1.6 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 Throughout this happy, caring and flourishing community, pupils from the EYFS onwards receive a high standard of education and are extremely well cared for. The school fulfils its aim to prepare its pupils for the next stage of their education within a nurturing, stimulating environment. Pupils achieve high academic standards enabling their success in entering a range of senior schools and many are awarded scholarships. Consistently good teaching, a rich curriculum and the pupils' excellent attitudes and obvious enthusiasm for learning make a strong contribution to this success. Pupils with LDD or EAL are well supported, both in the classroom, and when necessary with one-to-one specialist help. Occasionally some teaching does not provide sufficient challenge for pupils to take intellectual risk. Activities both within and outside the curriculum engage the pupils' interest and encourage them to extend their experiences and apply their skills effectively.
- 2.2 The high priority given to the pupils' personal development has a major impact upon their confidence, high self-esteem, love of their school and eagerness to contribute. Pupils benefit from being part of a small school where the strong sense of family and community, underpinned by warm supportive relationships and mutual respect, ensures that all pupils are valued and given the opportunity to succeed. Excellent pastoral care, together with high quality welfare arrangements and health and safety procedures underpin the strong personal development of pupils. Significant features are the pupils' tolerance of and respect for each other's differences and their collaboration when working together.
- 2.3 The school's unique ethos is carefully fostered by the excellent leadership and management team who, with strong support from the governors, are deeply committed to the academic and personal progress of each pupil. Together they are highly successful in ensuring that pupils are well prepared for the next stage of their lives and their future well-being. The annual school development plan is a key element in school improvement but the plan for the longer term has not yet been formalised. Close parental contact helps to foster a family atmosphere. Parents' replies to the pre-inspection questionnaires were highly favourable throughout the school. A small number indicated that they have insufficient information about their child's progress and similarly their child's particular learning needs. Inspection evidence did not support these views. The school has progressed well since the previous inspection and has been vigorous in fulfilling its recommendations. Library provision has been significantly improved and dedicated space has been allocated to the learning support department. The use of ICT across the curriculum is increasingly successful.

## **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.

Since the Early Years Foundation Stage provision is inspected under a different system of regulation, within a two-day limit, the report cannot mention any regulatory deficiencies which are remedied by the end of the standard inspection.

### **(ii) Recommended action**

- 2.6 The school is advised to make the following improvements.
1. Formalise strategic planning to establish the longer term vision and within this identify overarching priorities for the school's development.
  2. Strengthen further the standard of teaching and learning to ensure that pupils are consistently challenged to take intellectual risk.
  3. Continue to enhance the outdoor play area of the EYFS to facilitate its use in all weathers.

### **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, including in the EYFS, and the good success in their achievements and learning fulfils well the school's aim of promoting a pupil's all-round development and personal academic excellence by encouraging them to be enthusiastic learners prepared for the future.
- 3.2 Pupils achieve high standards in relation to national norms and make consistently good and often rapid progress in relation to their ability, which is above the national average. Results in national tests at the age of eleven over the last three years for which national comparative data is available have been excellent when compared with the results for all maintained primary schools. No significant difference is apparent in the relative achievement of pupils in different subjects. Pupils with LDD or EAL make comparable progress and achieve well. By the end of the EYFS, all pupils are achieving or exceeding the Early Learning Goals.
- 3.3 Across the curriculum and in all age groups, pupils gain a strong grounding in knowledge and understanding and skills. This is particularly evident in language development where pupils quickly learn the basic skills of reading and writing, build effectively on these in later years and become fluent and confident in all aspects of literacy. Pupils develop good mathematical understanding and secure numeracy skills which they apply well to problem solving. They use ICT competently to support their work in a variety of subjects, and are given appropriate opportunities to exercise these skills in projects and independent research. This demonstrates a significant improvement since the previous inspection. Encouraged and guided through some effective questioning by teachers and through practical investigations pupils learn how to express their own opinions and become increasingly adept at thinking critically and creatively. At all stages high standards are achieved in relation to the physical and aesthetic areas of the curriculum. The vigour and individuality of art in many parts of the school are notable features.
- 3.4 Achievements are evident in a wide range of accomplishments. Pupils achieve high levels of success in their entry examinations to independent and selective maintained senior schools often gaining scholarships and exhibitions. Good results are achieved in external music examinations, with many pupils gaining merits or distinctions. Sporting success is well established in a wide range of activities including netball, swimming, athletics and Tae Kwon Do.
- 3.5 Pupils approach learning with evident enjoyment and enthusiasm. Their achievements owe much to their extremely positive attitudes, the opportunities provided by the curriculum and the quality of the teaching they receive. From the very youngest age they settle easily to work at the beginning of lessons and have excellent application to the end. They listen attentively, and work with considerable purpose both independently and collaboratively. Their conduct and manners are exemplary and they enjoy excellent relationships among themselves and with the teachers and other staff.



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

- 3.6 From the EYFS onwards, the school provides an excellent curriculum which enables pupils to reach high standards across a wide range of subjects and activities; this is commensurate with the school's aims to develop pupils' intellectual skills and to ensure that they enjoy learning.
- 3.7 The education provided is suitable for all ages and abilities and meets the needs of the pupils. The broad range of subjects covers all areas of learning and provision for those with particular needs is well organised. A particular feature is the emphasis on languages: French is taught from Reception and German introduced in Year 4. Drama, art and music are combined in school productions and all pupils throughout the school are given ample opportunities to perform, which helps their oral competence and self-confidence. Pupils with learning difficulties are supported well by individual learning plans and specialist help. Throughout the curriculum, good provision is made in the lesson planning for pupils who require extra help including those for whom English is not their principal language. Setting for mathematics and English from Year 3 provides the opportunity for work to be planned appropriately according to the ability level of the group. As pupils move through the school increased specialist teaching in a range of subjects is effective in helping them to achieve high standards.
- 3.8 The curriculum is further enhanced by external visits and visitors to the school. Parents talk to pupils about their professions; one father shared his experiences of climbing Kilimanjaro. The pupils' cultural education is extended by visits to local places of historical and artistic interest. Pupils benefit from links with the local community ranging from participation in local church events and inter-school fixtures to maintaining links with Eton College. Pupils from Years 5 and 6 experience residential trips to Germany and France giving them the opportunity to learn new skills and gain greater independence. All pupils from Reception upwards are encouraged to participate in the wide range of extra-curricular activities. Clubs are well attended and the Boyzone club, catering for the boys, is particularly popular. Personal, social and health education (PSHE) covers a wide range of topics which are explored as part of dedicated PSHE lessons and further supported in many ways throughout the school.

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

- 3.9 Good quality teaching is a significant factor in helping pupils to develop their academic potential in line with the school's aims. From the EYFS onwards, pupils are enabled to acquire new knowledge, make progress according to their ability, increase their understanding and develop effective skills.
- 3.10 Teachers have a good knowledge of pupils' strengths and weaker areas. They are effective at recognising the next steps in pupils' learning and plan accordingly. This is underpinned by the head of learning support who provides valuable information about pupils requiring extra support with their learning.
- 3.11 Teachers have secure subject knowledge and this, coupled with their enthusiasm, fosters in the pupils a keen interest and a desire to learn. The opportunities for subject specialism capitalises on teachers' strengths which, together with high expectations in most cases, contributes to the pupils' good and often rapid progress. In a few lessons a lack of pace in the teaching and insufficient challenge mean that

pupils do not make the progress of which they are capable. Teachers make good use of time, vary their teaching styles and use a wide variety of resources, including ICT to capture the pupils' interest. On occasions too much reliance is placed on the use of worksheets, which limits the pupils' own ideas. This was also mentioned by some of the pupils. Pupils have a range of opportunities to learn independently and to develop their creative and critical thinking. Particularly good examples were seen in the pupils' research projects where they had used both the internet and books to find information for themselves. Since the last inspection the opportunities for pupils' use of ICT have increased significantly and are now firmly integrated across the curriculum. Excellent displays of the pupils' work around all areas of the school enhance a stimulating working environment.

- 3.12 Marking is thorough. Constructive comments are made so that pupils understand how they can improve the quality of their work. Encouraging comments, house points, and certificates for good work are all received favourably by the pupils. As some pupils commented, 'a star or a sticker by itself is ok but a star and a sticker together is really good'. Teaching is well informed by standardised tests and regular assessments. Pupils' individual abilities are supported well. Contributions from all pupils are encouraged and valued and their own perceptive self-evaluations help them take responsibility for their learning.

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

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

- 4.1 Pupils' spiritual, moral, social and cultural development is outstanding across all ages. Pupils are confident and friendly; they clearly understand and respect the needs of others and respond well to them. The school successfully meets its aims of promoting pupils' all-round development in an environment where each child feels safe and valued.
- 4.2 Throughout the school pupils' spiritual sense is well developed. They show an excellent understanding of their own and other peoples' beliefs and values. Pupils demonstrate concern for, and empathy with, those of different cultures and backgrounds. Older pupils discuss confidently how faith and beliefs may be expressed through the arts. Pupils' spirituality is fostered well through reflective assemblies, religious services and musical performances. Pupils' self-awareness and self-esteem are high as a result of the strong relationships throughout the school. Members of staff set excellent examples and are positive role models.
- 4.3 Pupils have outstanding moral attitudes. From a very young age they recognise the importance of right and wrong and can distinguish between them. They are fully aware of the significance outlined within the codes of conduct displayed in all classrooms and work hard to support them. Pupils have a strong awareness of those less fortunate than themselves and instigate opportunities for raising funds for a variety of charities.
- 4.4 Pupils are extremely well developed socially; they take responsibility for their behaviour, show initiative and understand how they can contribute both to the school and the wider community. They enjoy taking responsibility and willingly act as monitors and house captains or represent their class on the school council. Older pupils help younger pupils through the Playground Leaders' Scheme initiative. Pupils enthusiastically take part in many activities, successfully demonstrating their social awareness and commitment. They demonstrate an appropriate knowledge of English public institutions through their citizenship studies. Of particular note was their enthusiasm about the General Election taking place during the initial inspection visit.
- 4.5 Pupils develop a strong understanding of their own culture and that of others. This knowledge is strengthened by visits to other countries and their study of subjects such as art, music, humanities and their involvement in the performing arts. They demonstrate a high degree of respect towards pupils of different cultural backgrounds. Christian and other religious festivals are celebrated and opportunities for visiting different places of worship are appreciated. Younger pupils enjoy bringing in 'special treasures' reflecting their cultural diversity to share with their peers.

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

- 4.6 Pupils throughout the school, including in the EYFS, are supported by excellent arrangements for their safeguarding, welfare, health and safety in keeping with the aims of the school.
- 4.7 The staff provide highly effective support and guidance for the pupils. Teachers are accessible and responsive to pupils' concerns. Form teachers are responsible for the welfare of the pupils in their class. They know their pupils well and, as such, pupils respond to the encouragement they receive and feel supported and confident. Teachers are rigorous in ensuring that academic and pastoral matters are recorded and maintained well to provide a complete overview of each pupil. The strong relationships amongst pupils and between pupils and teachers ensure a harmonious and calm atmosphere throughout the school.
- 4.8 All members of the school community actively promote good behaviour. Consequently pupils are well mannered, courteous and considerate of others. Pupils feel safe and secure and have confidence that any instances of bullying or unacceptable behaviour will be dealt with quickly and sensitively. They have a clear understanding of the school's procedures for rewards and sanctions. They are encouraged to perform well and enjoy receiving certificates and awards for their efforts. Any minor misdemeanours are dealt with in the first instance by the form teacher and thereafter by a senior member of staff if necessary, although this is rare.
- 4.9 The school has clear policies to ensure the welfare, health and safety of pupils and is vigilant about the well-being of its pupils. The safeguarding policy is robust and is implemented successfully. All staff receive regular training sessions to ensure that awareness of child protection is kept at an appropriately high level. The designated child protection officers have received training in inter-agency working.
- 4.10 All necessary measures are in place to minimise the risk from fire and other hazards. Comprehensive fire prevention measures are in place and regular fire practices are evaluated and reviewed for their effectiveness. The school has undertaken thorough fire risk assessments and carries out the required checks on fire safety equipment. Risk assessments are well conducted for all areas of the school. They are meticulously prepared for educational trips and visits. Suitable provision is made for pupils who are ill, first aid training is carried out and records are maintained with care. The school has an appropriate plan to improve educational access for pupils with learning or physical disabilities. The quality of food is nutritious and pupils understand the importance of choosing a healthy diet and participating in physical exercise. The admission and attendance registers have been maintained accurately.

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

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

- 5.1 The quality of governance is good. The governing body works effectively to fulfil the school's aims from the EYFS onwards and is successful in upholding the ethos of the school underpinned by the PNEU philosophy. Governors have the school's best interests at heart and demonstrate a high level of commitment.
- 5.2 The governing body is well defined with appropriate structures that provide effective oversight of the school in line with its aims. Through careful financial management governors are effective in making appropriate, high quality provision for the school's accommodation and human and material resources in order to meet pupils' educational needs. The success with which they discharge their responsibilities is reflected in the safeguarding and care provided for the pupils and the high standards achieved.
- 5.3 Governors have a wide range of expertise and experience and several members have long standing links with the school. They provide essential stimulus and informed support for the growth and improvement of the school. Reports from the headmistress and bursar and the governors' own close links with the school all give a good insight into its working. Governors take their responsibility for raising educational standards extremely seriously and they fully support the school's initiatives in this area. The recently formed academic sub-committee is providing governors with further information about the educational side of school life.
- 5.4 When completing each cycle of the school development plan, governors rely on and value the input of the staff so that there is a shared understanding of the key issues facing the school and of actions that need to be taken. Governors have a clear recognition of their strategic role and regularly evaluate present and future needs including building programmes and the effective provision of resources. They are aware that this is not yet articulated into a longer term plan for the development of the school.
- 5.5 The governing body are effective in discharging their responsibilities for child protection, welfare, health and safety throughout the school. One governor has responsibility for overseeing the area of child protection. Health and safety matters are given close consideration and where issues may arise these are speedily remedied.

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

- 5.6 The quality of all levels of leadership and management throughout the school, including in the EYFS, is excellent and ensures that the declared ethos and aims of the school are consistently put into effect by the whole school community. This is a result of clear and effective leadership and also of high quality and motivated staff that has ensured the character of the educational experience provided for the pupils.
- 5.7 The underlying ethos of the school is reflected in all that it does, ensuring that it achieves its objectives to provide a high quality of education and personal development for all pupils. Clear educational direction is provided by those in management positions. Senior managers have well-defined roles and ensure that the analysis and evaluation of all procedures and systems are regular and effective.

- 5.8 Leadership and management are highly effective in their approach to self-evaluation. Their evaluation of the school's current position shows they are fully aware of the next steps needed to develop even further the present high quality of education. All teachers are involved in the school's development initiatives and in detailed and effective planning. A careful analysis of the school's needs has resulted in a well-conceived annual school development plan. Whilst this identifies areas for development in most aspects of school life it does not clearly identify the overarching priorities for the school or the budgetary implications. Comprehensive assessment systems and comparison with national norms provide good information on pupils' attainment to guide planning, direct teaching and raise standards.
- 5.9 The school is very effective at recruiting, retaining and motivating high quality, dedicated staff. Teaching staff are deployed effectively and enable strong support to be given to all pupils including those with LDD and EAL. Their enthusiasm and motivation and excellent relationships with their pupils contribute significantly to pupils' learning and welfare. Induction procedures for those new to the school support them well. Staff are valued. Many in-service opportunities are available and a well-targeted staff appraisal is in place for all staff although the process for the headmistress has not yet been formalised. Safe recruitment procedures conduct the necessary checks and record these on a single central register as required. Arrangements for the training of staff in safeguarding, welfare and health and safety issues are secure and well established.
- 5.10 Effective communication systems ensure that the school community is kept well informed. Non-teaching staff are deployed effectively and make an important contribution to the well-being of the pupils and the fulfilment of the school's aims.

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

- 5.11 The school has an effective, close and co-operative relationship with parents, in line with its aims and PNEU philosophy. The school takes good care to keep parents informed and to develop purposeful and productive links with them from the EYFS onwards.
- 5.12 The responses by parents to the pre-inspection questionnaire indicate that the overwhelming majority are very pleased with what the school achieves on behalf of their children. They particularly endorsed the quality of teaching, the curriculum and pastoral care. Additionally, they mentioned the approachable staff and happy environment. A small number of concerns referred to the help provided for pupils with learning needs and information on the progress made by the pupils. Inspection findings show that pupils with particular learning needs are given good support and that the school provides sufficient information on the progress made by individual pupils.
- 5.13 The school provides parents of pupils and prospective pupils with a wide range of information relevant to their particular child and to the life of the school as a whole. Parents appreciate the helpful information evenings. Through the prospectus, newsletters and handbooks the school offers detailed guidance about its every-day life to parents. The officially required information, including policies and procedures is posted on the school website for parents of current and prospective pupils.
- 5.14 Consultation evenings, formal reports and interim report cards keep parents well informed about their child's progress and personal development. Parents are encouraged to make appointments at other times to discuss any concerns they may

have. Reports to parents, including those for children in EYFS, are full, contain helpful and constructive comments and target areas for improvement.

- 5.15 Parents are given many worthwhile opportunities to be involved in the work and progress of their children and in the activities of the school. Homework diaries provide a valuable two-way communication between the school and home. Parents support the school in a number of ways. They attend many events including shows, concerts, productions, presentations, sports events, team matches and special celebrations. Many are enthusiastically involved with the 'Friends of Eton End', organising social and fund-raising events.
- 5.16 The school has clearly established procedures for handling complaints at both formal and informal levels. Staff make themselves readily available to handle any concerns raised by parents and deal with them sensitively and effectively.

**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 This good setting has many outstanding features. The calm, welcoming, family atmosphere is conducive to enabling children to make significant progress in their learning and development. Children's needs are very well met through a broad range of activities. Excellent assessment ensures that no child or group is disadvantaged. Staff sustain existing good standards by accurately identifying areas to improve. Relationships with parents are extremely positive and reflected in their comments in the recent parent questionnaire. Almost all the recommendations of the last inspection have been met; however, that to enhance the outdoor play area to facilitate its use in all weathers is still on-going. Robust procedures strongly promote children's welfare.

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

6.2 Leadership and management are excellent. The children are safeguarded effectively due to the efficient implementation of policies and risk assessments. The strong partnership with parents, other agencies and providers contributes significantly to the children's achievements and ensures that their welfare needs are met. High aspirations and clear vision are communicated well by the managers; consequently staff work together as a happy, caring and effective team. They regularly reflect upon their practice and plan for improvement; they constantly seek to further their own development through many opportunities for staff training. Policies and procedures are implemented consistently to promote a positive and inclusive atmosphere in which children thrive, supported by accessible, stimulating and exciting resources.

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

6.3 Provision is outstanding. Assessment through observation is rigorous and is used effectively to guide planning and target next steps. Adults provide children with a stimulating experience in all areas. Challenging, purposeful play is balanced effectively between teacher-directed and child-initiated learning activities. Children's work and interests are valued and reflected well in the colourful and stimulating learning environment. Outdoor provision is good for Reception, although despite much supervised access enjoyed by Nursery children, they are not able to enjoy free access due to the constraints of the building. Parents are well informed of their children's learning and achievements through an excellent range of information. Children's safety is accounted for well and the care for their overall well-being is excellent. They develop a thorough understanding of safety and good attitudes to health and personal hygiene because of the established systems followed by their key person and teachers, who know each child extremely well.



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

- 6.4 Children make good and sometimes rapid progress in relation to their starting points and abilities. They are confident and independent learners who respond to school life with great enthusiasm and enjoyment. They co-operate well in their learning and begin to make choices and decisions. They are eager to contribute and listen to each others' views and respond well to adults. They learn to care for each other and relationships at all levels are excellent as children make friends easily. Nursery children relate exceptionally well to their key person. Reception children respect and trust their teachers. The children feel safe, enjoy choosing their lunch and fruit snacks and understand about staying healthy. Children are provided with secure foundations for their future well-being in all aspects of their learning.

**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**

Mrs Gail Purt

Reporting Inspector

Mr Thomas Mylne

Deputy Head (ISA school)

Mrs Niki Gan

Head (IAPS school)

Mrs Lynda Boden

Early Years Coordinating Inspector