



# **INDEPENDENT SCHOOLS INSPECTORATE**

**HERNE HILL SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Herne Hill School

Full Name of School/College	<b>Herne Hill School</b>
DfE Number	<b>210/6375</b>
Address	<b>Herne Hill School The Old Vicarage 127 Herne Hill Herne Hill London SE24 9LY</b>
Telephone Number	<b>020 72746336</b>
Fax Number	<b>020 79249510</b>
Email Address	<b>enquiries@hernehillschool.co.uk</b>
Headteacher	<b>Mrs Jane Beales</b>
Director	<b>Mr Dominik Magyar</b>
Age Range	<b>2 to 7</b>
Total Number of Pupils	<b>274</b>
Gender of Pupils	<b>Mixed (120 boys; 154 girls;)</b>
Numbers by Age	<b>3-5 EYFS:       162 5-11:            112</b>
Head of EYFS Setting	<b>Mrs Ngaire Telford</b>
EYFS Gender	<b>(Mixed)</b>
Inspection dates	<b>24 May to 25 May 2011 22 June 2011 to 24 June 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 June 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

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.

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</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) Recommendation(s) for further improvement	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	6
<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>10</b>
(a) The quality of governance	10
(b) The quality of leadership and management	10
(c) The quality of links with parents, carers and guardians	11
<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 Herne Hill School is an independent day nursery and pre-preparatory school situated in South London. The school began as a private nursery in 1976 and became an independent day school for girls and boys aged 2 to 7 in 1986. The school is independently owned, with the sole director overseeing the direction of the school since 2002. The school is led and managed by the director and the headteacher, with the two previous owners and head as advisors. The present premises are a former vicarage in the London borough of Southwark, with purpose-built additions. The school also has the use of the adjacent church hall.
- 1.2 The school aims are embodied in the statement 'Herne Hill School for love, care and an excellent education.' The school aims for excellence by providing a broad and balanced curriculum within a nurturing environment. Furthermore, it seeks to develop its pupils into good citizens of the world by fostering awareness of other cultures and caring for the environment. Since the previous inspection in June 2005 there has been a full refurbishment of the two main buildings with inclusion of interactive whiteboards in all classrooms. Provision has been made for a dedicated library, music room and nature area and trail. The headteacher was appointed in 2007, having been on the staff since 1991. Middle management roles have also been extended to include a Head of Early Years and an assessment co-ordinator.
- 1.3 The school caters for 274 pupils between the ages of 3 and 7, including 162 in the Early Years Foundation Stage (EYFS). Pupils are admitted to nursery and kindergarten on a first-come, first-served basis and into reception after an informal assessment. The local nature of the catchment area means that the vast majority of pupils, from mainly professional family backgrounds, walk to school or travel by car. At the age of 7, most transfer to local selective independent schools.
- 1.4 At the time of the inspection no pupil had a statement of special educational need, and 20 pupils were receiving help for mostly mild learning difficulties and/or disabilities (LDD). The school benefits from a rich cultural diversity. Of 37 children with English as an additional language (EAL) only one requires extra support to benefit from the full curriculum. The results of standardised tests indicate overall ability is above that of the national average
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the EYFS and its National Curriculum (NC) equivalence are shown in the following table.

### ***Early Years Foundation Stage Setting***

School	NC name
Nursery	Nursery
Kindergarten	Nursery
Reception	Reception

## **2. THE SUCCESS OF THE SCHOOL**

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

- 2.1 Overall achievement is excellent. From the EYFS onwards, pupils are very well educated and achieve very high standards in both their learning and personal development. The school meets its aims well. The pupils' progress is excellent in relation to their above average ability. Pupils enjoy high levels of success in their activities. Teaching is excellent overall, and is characterised by thorough subject knowledge, knowledge of individual pupils and their needs, and the positive use of praise and encouragement. Assessment and marking are thorough, useful and appropriate to the age of the children. The overall success of the pupils is also a result of a wide-ranging and appropriate curriculum, enhanced by a good extra-curricular programme, and the pupils' own highly positive attitudes to learning. The provision for pupils with LDD and for gifted and talented pupils is well managed and effective.
- 2.2 Excellent pastoral care, effective welfare arrangements and secure health and safety procedures underpin the outstanding personal development of the pupils. They are confident, articulate and eager to play an active role in their own learning. They approach their lessons with enjoyment and enthusiasm. The pupils care for each other well; this is an integral part of school life. They show tolerance and respect for each other's differences and collaborate well when working together. Older pupils are supportive of the younger children and enjoy taking on responsibilities. All staff provide excellent guidance and support, with pupils commenting that there is always someone to talk to. The pupils' interest in and awareness of being responsible citizens is developed through their charitable fund raising and links with the local and international communities.
- 2.3 Governance of the school is outstanding. The ethos and aims of the school are overseen exceptionally well by the director and senior leadership team, who provide strong support to ensure that the school fulfils its aims. Procedures for the monitoring of teaching and learning are strong. The school has fulfilled the recommendations of the previous inspection. Links with parents and carers are excellent. Parents are happy with the educational and welfare provision for their children, as indicated by responses to the pre-inspection questionnaires, where the majority of responses were positive about most aspects of school life. A significant number of parents expressed concern about provision for children with LDD and for the most able, but inspectors felt that provision was highly effective and appropriate for both groups.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

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

### **(ii) Recommendation(s) for further improvement**

2.5 The school is advised to make the following improvement(s).

1. Provide more opportunities for pupils to use information and communication technology (ICT) to develop their skills and support independent research.
2. Within the EYFS, date individual children's achievements when tracking progress against the Early Learning Goals.

### **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 pupils' overall achievement is excellent. The school's aim of providing an excellent education in an atmosphere of care and love is met effectively. Pupils display high levels of skill in literacy throughout all areas of the school, reading, speaking and writing confidently for a variety of purposes in different genres. For example, pupils in literacy planned and prepared well-constructed fact files during their French week. Mature speaking and listening skills were evident in interviews with pupils and in lessons observed. Pupils of all ages, including those in the EYFS, are articulate, listen carefully to the views of others and treat their contributions with respect. The presentation of work is of a high standard and reflects the focus and effort they put into it. They work well in groups and individually.
- 3.2 Pupils have strong numeracy skills used across the curriculum and display commendable levels of understanding of number, calculations and problem solving. They are able to apply knowledge as shown in a lesson where the children manipulated data and displayed it in different ways. The pupils' ICT skills are well developed in subject-specific lessons although opportunities to use these skills across the curriculum are less evident, limiting opportunities for independent research. They achieve high levels of creativity, which is encouraged from an early age through music, art and drama. Excellent displays around the school covering a wide range of their creative work demonstrate high standards and individuality. The quality of singing in assemblies and productions is of an exceptionally high standard.
- 3.3 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 available. In national tests at the end of Year 2, the results are far above the national average for maintained primary schools. This, together with the evidence seen during the inspection, shows that the pupils are making excellent progress. Pupils who have LDD or EAL make excellent progress. This is shown through their very high standards of writing and consistently high results in spelling and mathematics. Gifted and talented pupils also make excellent progress. Their thinking, writing and reading skills are well advanced.
- 3.4 Pupils demonstrate excellent attitudes to their work, together with exemplary behaviour. Achievements of all kinds are strongly encouraged and recognised by them. Pupils show that they can work collaboratively or individually in lessons and when presenting during assemblies or regular productions, where they showcase their singing, dancing and acting talents.



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

- 3.5 The school offers an excellent curriculum and a good extra-curricular programme that fulfils its aim to provide an excellent education in an environment which conveys achievement, respect and discipline. The curriculum is broad and carefully reflects the aims of the school. It includes a good range of subjects with an appropriate amount of time dedicated to each and this has a positive impact on pupils' academic and personal development. In addition to all National Curriculum subjects, it includes French and personal, social and health education (PSHE). The pupils' learning is further enhanced by specialist teaching in music, physical education (PE), and dance. Pupils are encouraged to understand the need to look after their environment by supporting the school's eco-friendly ethos.
- 3.6 Learning is enhanced by the use of cross-curricular themes and there is a strong emphasis on creativity in all subjects. The high quality displays around the school are testimony to the breadth of the curriculum and to the pupils' enthusiasm and success in their learning, both in the classroom and in extra-curricular visits and activities. Resources for ICT are good, but opportunities for pupils to use these skills across the range of subjects, is more limited. Themed occasions, such as French week and science week enrich experiences further. The pupils' musical abilities are fostered particularly well through many opportunities provided to learn to play a musical instrument, use their musical skills in assemblies, take an active part in productions, and participate in local musical festivals.
- 3.7 The school provides a good range of extra-curricular activities which are well supported by pupils and provides opportunities for them to pursue and extend their interests in drama, art, sport, gardening, cooking and science. The wide range of trips and visitors to the school provides an excellent enhancement to the pupils' experience. Pupils benefit from strong links with the local community including visits to Westminster Abbey, the Science Museum and a range of theatre and cinema trips. They have a strong link with the local church and other local schools. The pupils' horizons are extended, and their understanding of the needs of others developed, by their established links to a school in Africa and by their collections to support a number of other national and international charities.

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

- 3.8 Teaching is excellent. Well planned and knowledgeable teaching enables pupils to develop their learning skills fulfilling the school's aim to develop learning and teaching opportunities around each pupil's needs. The teachers' subject knowledge and understanding of the needs of the pupils are invariably strong, and praise is used effectively which promotes the pupils' enjoyment of the lessons. In a PE lesson all pupils, including those less skilled were praised and encouraged, enabling all participants to enjoy the session and have a clear sense of achievement. Teachers use the new outside green space creatively to provide an extra element to the pupils learning. As a result of positive encouragement, pupils remain focussed and develop excellent behaviour.
- 3.9 The best lessons showed pace, enthusiastic teaching and effective planning and questioning, enabling the pupils to achieve exceptionally well. Well-targeted support for pupils with LDD and EAL, together with good deployment of classroom assistants, ensures that pupils make excellent progress. Children identified as gifted or talented are supported extremely well in the classroom where they are extended and challenged through specific sessions with the special needs co-ordinator who tailors their learning to meet their needs.
- 3.10 A recently introduced assessment process has provided a thorough means by which teachers compile data to check on the pupils' progress and plan for their needs in literacy. The school plans to extend this to mathematics in the coming year. Marking across the school is excellent. It is encouraging and appropriate to the age of the pupils. Most feedback takes place with the pupil and includes an agreement of targets for the future, enabling the pupils to understand what they need to do to improve.
- 3.11 The quality and provision of resources across the school are excellent. Interactive whiteboards support teaching in all classrooms and, in those lessons where they are used effectively, these help to enable stimulating lessons and develop pupils' interest and enjoyment. For example, in a literacy lesson during French week the children were able to enjoy clips of life in France and develop a better understanding of the topic as a result.

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

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

- 4.1 The pupils' personal development is excellent. They are articulate, self-confident and proud of their achievements. They appreciate that others deserve to be praised for their qualities and can share in their successes too. The aim of the school to offer a loving and caring environment is very effectively met. Assemblies acknowledge children's achievements in personal and social development. Children are proud of their work and know that their best efforts are recognised and rewarded. In an atmosphere of mutual respect, highly positive relationships develop, resulting in a truly warm and diverse community where everyone works together to maintain the school's aims and ethos.
- 4.2 The school fosters excellent spiritual awareness. Through high quality assemblies, the detailed PSHE programme and clearly understood rules, pupils develop their understanding of the needs of others and of the non-material aspects of life. They are caring and considerate, alert to their own strengths and weaknesses and in discussion were able to understand how perceived failings could be put right. In school assemblies pupils reflect on a range of planned personal and social themes delivered through stories. Birthdays and celebrations of special achievements make assembly time both uplifting and enjoyable for pupils. A special candle can be lit in the school office and a prayer intention written down in cases where children need support in dealing with difficult personal challenges such as a family illness or bereavement. The excellent creative programme in the school, offering as it does, such wide opportunities in music and drama, lift children's spirits. The pupils are self-confident and have high levels of self-esteem, these qualities being well supported by the many reward systems such as team points, stamps and stickers. Working together and encouraging each other makes the children good team players.
- 4.3 The moral development of children is excellent: they have a keen understanding of right and wrong. These skills are developed through The Golden Rules which the pupils understand and in interviews pupils thought they were fair and largely adhered to. Their manners are excellent and behaviour throughout the school is exemplary. Pupils are very aware that others in Britain and the wider world are less fortunate than they and show how they can help in practical ways such as running in the recent sponsored fun run in aid of a medical charity. Children are well organised and move around the school in a safe and orderly way.
- 4.4 The children's social development is outstanding. Pupils are always courteous using polite conventions such as 'excuse me' and 'after you'. They are highly supportive of each other and recently appointed school councillors take pride in supporting younger children at play time. They enjoy responsibility and one of the school council commented that her badge showed that she was the person that other children should come to with a problem. Daily line leaders in Year 1 enjoy helping the teacher throughout the day. Through the PSHE programme and cultural education themes taught in assemblies and followed up in class, pupils learn about people who work to help the wider community. The pupils have enjoyed visits from the police, fire service and road safety officers. Voting in the election of school councillors supported their understanding of the democratic process. Re-cycling throughout the school and the monitoring of electricity produced by solar energy ensures that pupils understand the need to be environmentally aware.

4.5 The pupils' development of an understanding of other cultures is excellent. Awareness of other faiths and cultures is promoted effectively through parent visitors who speak to the children about their own cultures and faith systems such as Islam and Hinduism. They react positively towards one another, developing friendships within the diverse range of children within the school. Across the curriculum, teaching enables pupils to develop a good awareness of other countries and cultures. The school's strong supportive links with a school in Africa and the time spent by its deputy head teacher at the school have enriched this even further. Children in Year 2 have explored Africa, making many creative interpretations of its culture which they have displayed in their classrooms. Visits to museums and art galleries, together with the outstanding programme of music and drama available in the school have enriched the pupils' experience.

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

4.6 The pastoral care provided and the level of attention to welfare, health and safety are excellent. In their responses in discussions, pupils make it clear that they greatly appreciate the support and guidance given by all staff. This promotion of a caring, happy and secure environment, so evident across the school including the EYFS, is one of the school's aims and is fully achieved.

4.7 Excellent, positive relationships between staff and pupils and amongst the pupils themselves provides an environment in which pupils thrive. Regular staff meetings are held to discuss the welfare and development of the pupils. Teachers and support staff are exceptionally good role models and excellent induction procedures ensure that all staff are encouraged to reflect on how they relate to the pupils. Pupils state that they always know who to talk to and feel safe and very well cared for. Through a highly creative programme of assemblies, lessons and activities, the staff promote pupils' self-confidence and self-esteem.

4.8 Strong procedures are in place to promote exemplary behaviour among the pupils and to prevent bullying. Through the pupil pre-inspection questionnaire and discussions, pupils reported that bullying was rare and that they were confident that, if it did occur, the matter would be dealt with promptly. A high proportion of parents responding to the parental pre-inspection questionnaire praised the high expectations and excellent standards of behaviour achieved by pupils. Pupils are clear about how rewards and sanctions are applied and were supportive of the system.

4.9 Thorough policies and procedures support the welfare, health and safety of pupils throughout the school, including the EYFS. The safeguarding policy is clear, is in line with requirements and is implemented effectively. The training for inter-agency working for designated training officers is up-to-date and all members of staff receive regular training in matters of child protection, welfare and health and safety.

4.10 Comprehensive fire prevention measures are in place and there are regular documented fire practices. The school has undertaken thorough fire risk assessments and carries out the required checks on fire safety equipment. Health and safety procedures are robust and risk assessments are in place for all areas of the school and identified hazards dealt with promptly. The school has an appropriate plan designed to improve the educational provision for those pupils with disabilities.

- 4.11 Suitable provision is made for pupils who are ill and appropriate first aid training has been undertaken including provision for paediatric first-aid relevant to the EYFS. Records of admission and attendance are appropriately maintained.
- 4.12 Pupils bring a packed lunch from home, but are encouraged to develop healthy eating habits and make good choices. They understand the need to stay safe and take regular exercise as part of their weekly timetable.

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

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

- 5.1 The governance of the school is excellent, and is highly successful in upholding the ethos and promoting the aims of the school and providing an excellent quality of education. The director, headteacher and a management advisory panel, work together to provide a high level of expertise, which ensures that the children receive an excellent education in an atmosphere of love and care. In the pre-inspection questionnaire most parents who responded were fully satisfied with the governance of the school.
- 5.2 The management advisory panel is established to provide guidance to the school on key issues. When necessary, outside expert advice is sought in areas such as safer recruitment and health and safety. Working in almost daily partnership with the headteacher, the director is able to monitor standards closely and understand the requirements of children, staff and parents. His attention to detail and total commitment through providing the best environment in which the children and staff can thrive is remarkable. His passion for high standards is promptly translated into action. As a result the school has successfully acted upon all recommendations from the previous report and has well-advanced plans to provide more resources to further improve facilities and opportunities for the whole school community.
- 5.3 The director discharges his duties and responsibilities concerning child protection, safeguarding and the welfare, health and safety of pupils effectively. His oversight of the systematic review, evaluation and updating of policies and procedures enables him to monitor progress in those areas. He attends a wide range of training which supports his knowledge of, and support for, all regulatory matters. Development planning is thorough and helps to provide, improve and maintain the high standard of accommodation. It also ensures that material and human resources are used to best advantage to meet the needs of the pupils.

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

- 5.4 The excellent quality of leadership and management throughout the school, including in the EYFS, is reflected in the excellent personal development of pupils and their strong academic achievements. Leadership and management fulfil the school's aims to provide an excellent education in an atmosphere of love and care. The headteacher has a clear vision for the school and has overall responsibility, with the senior leadership team, to ensure effective day-to-day management. Teaching, non-teaching, welfare and administrative staff effectively support the ethos of the school, working together to create a strong sense of community.
- 5.5 The highly effective process of self-evaluation and outstanding programme of training within the school shows that senior leadership is aware of the next steps needed to continue to develop the excellent quality of education. Teaching and learning have been strengthened recently by the introduction of more rigorous assessment procedures, and co-ordinators work closely together to monitor the outcomes for the children. Appraisal is thorough, undertaken annually and is linked carefully to the identification of training needs and continuous professional development for all staff. In conjunction with the staff, the leadership team have put together their own set of standards for teaching and support staff, against which the appraisals are monitored.

- 5.6 Appropriate care is taken over all aspects of safer recruitment, such as checks on suitability and the recording of these checks, as well as provision of a highly effective staff induction and training programme. All other necessary policies, procedures and risk assessments are in place and reviewed regularly.

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

- 5.7 The school enjoys an excellent partnership with its parents, who have many opportunities to be involved in the life and work of the school through concerts and assemblies. The thriving 'Friends of Herne Hill School' is actively involved in events to raise money for the school charities such as Medicin sans Frontieres and 'Wear it Pink' day, both of which have particular relevance to the school. Children benefit from these charitable fundraising events by developing an understanding of the needs of others and finding out how they can help
- 5.8 Systems such as the active and up-to-date school website, a weekly newsletter, a text messaging service and an annual parent satisfaction questionnaire ensure that communication between school and parents and carers is thorough and effective and that parents feel that their voice is heard. All necessary information, including policies and procedures, is posted on the school website, providing parents of current and prospective pupils with a good range of relevant material about the school. Parents are well supported through a range of workshops held in the autumn term. They help parents to become familiar with the curriculum and build confidence in the ways that they can assist their children at home.
- 5.9 Parents generally receive detailed feedback on their children's achievement and progress and comprehensive reports give a strong indication of their children's strengths and weaknesses, and most contain meaningful targets for improvement. Parents of pupils in Year 2 are supported effectively in their children's transition to the next stage of their education. In the pre-inspection questionnaires a number of parents expressed concern about the level of communication regarding their children's progress. The inspectors felt that communication with parents is extensive and appropriate.
- 5.10 The school operates an 'open door' policy and the headteacher and teaching staff are available daily for informal feedback and to discuss any problems. As a result, most concerns or queries are dealt with swiftly and informally. There are clear procedures for dealing with parental complaints and these are dealt with sensitively, in line with the school policy.

**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 setting is outstanding. The school provides an outstanding start to the children's education. Since the previous inspection the school has successfully implemented the Early Years framework. Children are valued and cared for very well. Their individual needs are met through an interesting curriculum and broad range of activities. The capacity for sustained improvement and the ability to maintain the high standards is excellent.

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

6.2 Leadership and management of the EYFS is outstanding and clearly meets the school's aims of love, care and an excellent education. There is a clear vision to maintain and improve what are already high standards. Self-evaluation is accurate. The needs of the children are at the heart of all that the school does. Their well-being and safeguarding are paramount and these are enhanced by good risk assessments. Policies and documentation are clear, accessible to all and meet all requirements, promoting well equal opportunities and freedom from discrimination. Partnership with parents is outstanding; their views are listened to and acted upon. They are actively encouraged to be involved in their children's learning, for example through sending in information to go on the 'wow' displays. Adults regularly make observations of children's learning, achievements and understanding and record these against their progress towards the Early Learning Goals. These records of achievement are not dated, however the school has plans to refine their system. Next steps for learning are clearly identified. Resources are used well; in particular the outside environment enhances children's learning and development and reflects classroom teaching.

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

6.3 The provision is outstanding with caring, involved adults who support learning and development well. The ratio of adults to children is excellent and children receive a lot of individual attention. The grounds are used very well and enhance the quality of provision. Resources throughout are excellent and there is evidence in planning that these are regularly changed to ensure that the children are encouraged to initiate their own learning and become confident learners. Lessons are enhanced by specialist teaching. This is available even for the youngest children in the school. Welfare requirements are met well.



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

- 6.4 The outcomes for the EYFS are outstanding. All children achieve well. They reach, and in most instances exceed, the Early Learning Goals. Children are encouraged to become independent learners, right from when they first start at school and they make excellent progress in developing their personal skills. This was seen for example in the Nursery class when they made independent decisions about how to build a train out of boxes. Basic skills are taught well and prepare them very well for the next stage of their education. Children are excellent listeners and articulate speakers. By the time they leave Reception many of them can read and write simple sentences, and can add and take away in simple sums. Children feel safe and secure. A healthy life style is encouraged and there are excellent opportunities for developing their physical well-being. Outstanding behaviour and active participation in the wide range of activities on offer enhances the progress that children make. There are good arrangements and support for transition from the Reception classes into Year 1.

**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 director, 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 Diane Gardiner

Miss Linda Hunter

Mrs Maureen Martin

Ms Susan Vale

Reporting Inspector

Deputy Head of Junior School , ISA school

Principal , ISA school

Early Years Coordinating Inspector