



INDEPENDENT SCHOOLS INSPECTORATE

LEWES OLD GRAMMAR SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Lewes Old Grammar School

Full Name of School	Lewes Old Grammar School		
DfE Number	845/6032		
Registered Charity Number	801456		
Address	Lewes Old Grammar School 140 High Street Lewes East Sussex BN7 1XS		
Telephone Number	01273 472634		
Fax Number	01273 476948		
Email Address	headspa@logs.uk.com		
Head	Mr Robert Blewitt		
Acting Chair of Governors	Mr Roy Mead		
Age Range	3 to 18		
Total Number of Pupils	509		
Gender of Pupils	Mixed (313 and 196)		
Numbers by Age	3-5 (EYFS):	29	5-11: 106
	11-18:	374	
Number of Day Pupils	Total:	509	
Head of EYFS Setting	Mrs Sue Giles		
EYFS Gender	Mixed		
Inspection dates	08 November 2011 to 09 November 2011 05 December 2011 to 07 December 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 November 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

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

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

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 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 Lewes Old Grammar School is a co-educational day school for pupils aged from three to eighteen. The school aims to create a caring community within which pupils become well-adjusted individuals who respect other people and other cultures and develop strong moral and social values. The school aims for pupils to become independent thinkers and learners, who use their abilities successfully. The school was proprietorial until 1989 when an educational trust was founded. There are currently eight trustees who undertake the responsibilities of governance.
- 1.2 The school traces its history back to a foundation established by Agnes Morley in 1512. Morley House, the junior school, which includes the Early Years and Foundation Stage (EYFS), is situated in a residential suburb, in a house which has been updated and extended. The senior school occupies three listed houses in the High Street of Lewes which have been refurbished and extended. Recent improvements include a new sixth form building and a much-extended library. New science laboratories, currently under construction, are due to open in the spring of 2012. The school has a partnership with the local Young Men's Christian Association (YMCA), providing indoor sports facilities and music rooms in a building adjacent to the school. In addition, a number of sporting facilities in and around Lewes are used.
- 1.3 The school has 509 pupils on roll. Twenty-nine children attend the EYFS, including 20 part-time in the nursery. The junior school has 106 pupils and the senior school 374 pupils. The majority of pupils move through from the junior to the senior school and an increasing proportion join the sixth form. Leavers move on to local sixth form colleges and occasionally other independent schools.
- 1.4 The ability profile throughout the school, measured by standardised tests of ability is above the national average, with a fairly wide spread of abilities represented. Around two-thirds of pupils are of at least above average ability. Pupils come mainly from business and professional families.
- 1.5 The school community includes a small number of pupils from diverse ethnic, cultural and religious groups. No pupil has a statement of special educational needs. The school has identified 102 pupils as having Special Educational Needs and/or Disabilities (SEND) whose progress is monitored, and 52 pupils have specialist support from the school. Support for English as an Additional Language (EAL) is provided to any pupil who needs it.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings.

- 2.1 Pupils' learning and achievement is good throughout the school and is excellent in some areas of the senior school. Pupils have significant achievements in gaining places at their chosen university and in a wide range of activities at all ages. These standards are fostered by a good curriculum which gives pupils significant experience in a wide range of subjects. Pupils reach high standards and gain great enjoyment from a wide range of extra-curricular activities including drama, music and many sports, Pupils benefit from good teaching from highly committed and knowledgeable teachers. Pupil-teacher relationships are excellent.
- 2.2 The personal development of pupils is excellent as they progress through the school. Their spiritual, moral, social and cultural development is outstanding. Pupils develop as thoughtful, reflective, independent individuals who are able to make choices and moral decisions and to take responsibility. They develop high levels of cultural understanding. This development is supported by excellent pastoral care and high standards of welfare, health and safety. Pupils say that they feel safe and very well cared for. From the earliest age they understand that the staff know and care for them very well.
- 2.3 The governance of the school is good, fulfilling all the legal requirements, supporting the steady improvement of standards and backing significant developments in the school as a whole. Leadership and management are good; the leadership team has a clear vision for the school which has been realized in the very caring family atmosphere. In the junior school, management ensures that pupils learn well in this strong community. In the senior school, clear self-evaluation, followed by well-implemented plans, have resulted in consistently high standards and steady improvement. These standards of governance and management have enabled the school to now fully meet the regulatory requirements. Parents of pupils of all ages are highly supportive of the school and its family atmosphere. Many commented that their children love going to school. Pupils particularly mentioned the way teachers care for them.

2.(b) Action points

(i) Compliance with regulatory requirements

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

2.4 At the time of the initial visit, the school did not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it was required to:

- Provide appropriate facilities in the junior school for pupils who are ill, having regard to regulation 5 of the School Premises Regulations [Part 5, paragraph 23(k) under Premises and Accommodation]

At the time of the final team visit, the school had rectified the above shortcoming, as noted in the text of the report.

2.(b) Action points

(ii) Recommendations for further improvement

2.5 In addition to the above regulatory action point, the school is advised to make the following improvements.

1. Develop a co-ordinated system to collect and use assessment data, in order to support both planning and the tracking of pupils' progress as they move through the school.
2. In the junior school, strengthen senior and middle management roles with regard to monitoring of standards.
3. Improve the already high quality of the EYFS setting by extending the range of outdoor activities.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and their learning attitudes and skills is good at all levels; they are well educated in accordance with the aims of the school.

Junior School

- 3.2 As the pupils move through the junior school they read with increasing fluency and understanding, they listen well and follow instructions diligently. Pupils speak confidently, they can reason and argue coherently and are able to talk about their work with ease; they develop strong writing skills, seen in both factual and creative writing in books and displays throughout the school. They have good mathematical knowledge and skills and are able to use these in different contexts. Creative work in art is of a high standard. Pupils develop strong ICT skills which they use successfully across the curriculum, for example in a history lesson older pupils created a video news report on Henry VIII or independently researched the Mary Rose. Pupils have many opportunities to enjoy physical activities in games lessons and extra curricular activities. Individuals and teams have achieved notable sporting successes, and music is developing within the school with increasing numbers of pupils learning instruments and enjoying music activities. The majority of pupils move on to the senior school, a small proportion gain places in other independent or maintained schools of their choice.
- 3.3 Pupils' attainment cannot be measured in relation to average performance against a fixed national norm but, on the evidence available, it is judged to be good in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make good progress in relation to pupils of similar ability.

Senior school

- 3.4 Senior school pupils present arguments clearly during discussions and in writing: they think logically and independently, for example, in a PSHE lesson, younger pupils confidently discussed verbal responses as coping strategies in everyday life. Since the last inspection, the development of excellent library facilities now supports pupils' independent learning. The level of creativity is high, as seen in design and technology (DT) projects, displays of art work and in dance and drama lessons and clubs. Pupils have well-developed skills in mathematics and ICT, which they use in a wide variety of contexts. They enjoy their physical activities and display very good skills. In recent years, individuals and teams have been successful in many different activities, including mathematics challenges, chemistry and sixth form debating competitions. Pupils have played hockey at both county and national level.
- 3.5 The level of pupils' attainment is good. 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. Good attainment is seen by pupils in national examinations. At GCSE, results have been well above the national average for maintained schools and at A level, results are above the average for maintained schools and similar to the average for maintained selective schools. These standards have been maintained in results for 2011. Results at both GCSE and A level indicate that pupils make good progress in relation to pupils of similar ability

between Years 7 and 11 and through the sixth form, where successful applications are made to competitive degree course.

- 3.6 Throughout the school pupils demonstrate excellent attitudes to learning: good behaviour, positive values, enthusiasm, and excellent relationships, both with staff and between pupils, all make a significant contribution to their success. They settle readily to their work in lessons, respond well to questions, and ask many perceptive questions. They work well individually and co-operatively. They clearly enjoy learning and the challenge of different activities both in and out of lessons.

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

- 3.7 The quality of the curriculum and extra-curricular activities is good throughout the school and fully supports the school's aims.

Junior school

- 3.8 The junior school curriculum extends beyond the expectations of the national curriculum, with Spanish, German and French taught in Years 3 to 6. The curriculum areas of literacy, reading and mathematics have been well developed by the introduction of a new phonics programme from Reception to Year 2 and a new mathematics scheme for all ages. Experience in the areas of science, DT and home economics (HE) for older pupils is enhanced by the work of specialist teachers in designated facilities in the senior school and also helps to prepares pupils for transition to the senior school. Creative subjects are well represented. PSHE is taught from Reception onwards and fosters the personal development of pupils. Pupils with SEND are very well supported in individual lessons and in their classrooms. Trips and visits, including a visit to a mobile planetarium, a Shakespeare workshop and an overseas trip to France all enrich and support the curriculum.
- 3.9 Pupils greatly enjoy activities, including dance, netball, football and fitness clubs. Music is prominent, with a school choir, whole school productions and many pupils taking instrumental and singing lessons. The choir performs in the community, including a ceremony for the High Sherriff of East Sussex. School teams play successfully in regular fixtures with local schools and regional tournaments, such as the ISA South East Athletics Championships. Pupils' successes are celebrated in twice weekly assemblies, with commendations and badges being awarded.

Senior school

- 3.10 The curriculum in the senior school has significant strengths both in the range of subjects offered and in the way it is individualised to meet the needs of individual pupils. The fortnightly timetable allows great flexibility and breadth in the curriculum which includes the performing arts, technologies and humanities as well as the subjects of the national curriculum. Three modern foreign languages are taught throughout the school, as are three separate sciences. This range of subjects, small class sizes in all subjects, and careful use of setting, fosters good progress by pupils. The flexibility in the curriculum is particularly evident when GCSE choices are made as option blocks are constructed to reflect pupils' choices. A wide variety of subjects are offered at GCSE and A level.

- 3.11 Pupils with SEND are well supported by their individualised timetables and well-directed support lessons. Specialist teaching in EAL ensures that pupils joining the school with EAL are able to benefit fully from the curriculum. The enrichment programme provides great stimulus and challenge to gifted and talented pupils. A comprehensive careers programme, including work experience placements in Years 10 and 12, effectively prepares pupils for the next stage of their education. The curriculum is well supported by events and trips in all year groups. The annual performing arts festival showcases pupils' talents in art, music, dance and drama. Year 11-13 pupils studying French have recently spent five days immersed in French language and culture in Nimes. Links with the local community are good. For example, pupils have acted as working groups for restoration work in the town. Pupils are also successfully involved in charitable activities, such as fundraising for 'Fishaid'.

3.(c) The contribution of teaching

- 3.12 The quality of teaching is good throughout the school and enables pupils of all abilities to achieve a great deal.

Junior school

- 3.13 Teachers know their pupils very well and have excellent relationships with them, which ensures good support for pupils' learning. Teachers use varied teaching methods and make good use of up-to-date resources, including interactive white boards and new schemes for phonics and mathematics. The best lessons were thoroughly prepared and delivered at a brisk pace, resulting in very good learning and progress. A small number of lessons lacked this rigorous planning and pace, and occasionally limited the level of challenge to pupils' thinking, particularly for the most able. Long, medium and short term projections are generally of a good standard, although there is not always specific reference to meeting the needs of the full ability range.
- 3.14 The needs of pupils who have SEND are carefully identified, including regular dyslexia screening. Thorough individual education plans (IEPs) are prepared and all teachers are provided with detailed information on the particular needs of pupils to inform their lesson planning. Pupils who receive learning support make good progress across all year groups. In class, individual support is successfully provided by teaching assistants. Pupils' learning is very well supported by specialist teaching in some subjects including science and modern languages. The policy setting out provision for gifted and talented pupils has been prepared but implementation is at an early stage of development. The school has identified that marking does not always give pupils clear information on how to improve and marking has been included as a target in the junior school development plan. As yet, assessment data is not formally collated to provide detailed information to track pupils' progress or to support lesson planning, although work has begun to set up a system.

Senior school

- 3.15 Teaching is at least good in the senior school and is excellent in a significant number of lessons. Teachers have strong subject knowledge which is clearly articulated to all pupils and teaching style and lesson tasks are successfully planned to suit pupils' learning styles and needs, with varied tasks set to challenge the most able. Teachers have high expectations and pupils become well-focused, independent learners and thinkers. Teachers know their pupils well and take time to talk with

pupils individually and to offer extra help should this be needed. A wide range of up-to-date resources, including interactive whiteboard technology is used appropriately to engage pupils.

- 3.16 Pupils with SEND are well supported. Information is carefully passed from the junior school as pupils move up, ensuring a smooth transition. The needs of pupils with learning difficulties who join the senior school are quickly identified and carefully met. IEPs are very informative and circulated to all staff to help teachers plan appropriately. Gifted and talented pupils are very well challenged, both in class and through the enrichment programme which includes a wide range of visits, workshops and master classes.
- 3.17 Pupils' work is marked consistently in accordance with the school marking policy and the assessment criteria are known and clearly understood by pupils in all year groups, allowing them to monitor their own progress. Pupils find the often detailed and individualised marking comments helpful as a means of further improving their attainment. The use of regular, half termly individual subject targets motivates pupils to improve and promotes effective monitoring of their progress by both subject and form staff.
- 3.18 The progress of individual pupils throughout each year of the senior school is comprehensively recorded and tracked within subject departments. This approach, including the use of baseline data provided by standardised test scores, is also used for effective setting of pupils. As yet, the departmental assessment data is not available for central use in individual pupil profiles but work on a full tracking system has begun in conjunction with the junior school. Academic information is currently being collated into one central data base to further develop the monitoring process and inform planning.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

4.1 The personal development of pupils is excellent across the whole school contributing much to the school's caring family atmosphere and reflecting the aims of the school.

Junior school

4.2 The pupils' spiritual development is good. Pupils demonstrate increasing self-awareness and confidence, fostered by the recognition given in good work assemblies. Participation in music and drama productions enhances pupils' sense of wonder and awe as seen in the rehearsal for the Nativity play.

4.3 The pupils' moral awareness and development are excellent. Pupils bring to life one of the aims of the school, becoming "honest and trusting of other people'. Pupils are well behaved, they take responsibility for their own actions, they are considerate and supportive of each other and have a keen understanding of right and wrong, seen for instance when a Year 3 class discussed the need for "Golden Rules" for their class and democratically decided what they should be.

4.4 Pupils are very well developed socially. They feel part of the community; they are confident, articulate and welcoming to visitors. Year 6 prefects take their responsibilities seriously. Older pupils support the younger ones extremely well. The school council provides worthwhile opportunities for pupils of all ages to contribute to school life. The enrichment programme ensures that pupils contribute towards the wider community by supporting a range of charities.

4.5 Pupils have good cultural awareness. They develop a knowledge of their own and other faiths through their religious education lessons. They take part in Christian church services and celebrate the festivals of other cultures, encouraged by visiting speakers, including parents, and recently a Rabbi talked to pupils about the Jewish festival of Hanukkah. A visit to France widens their experience of different cultures.

Senior school

4.6 Pupils in the senior school clearly demonstrate excellent personal development. They show a commitment to the well-being of one another by taking on roles within the school, which they perceive as an active means of improving the whole school experience. They are keenly aware of the needs of others. Tutors encourage pupils' strong desire to participate and pupils involve themselves with pride and confidence.

4.7 The spiritual awareness of pupils is excellent. They reflect on different dimensions of their lives in tutor time, considering the themes for the week. They show a well-developed sense of their own identities and in religious studies (RS) and PSHE lessons pupils showed emotionally mature attitudes to learning and life.

4.8 The moral development of pupils is excellent. The curriculum at all levels allows for pupils to engage with challenging concepts and dilemmas, and they do so in mature and appropriate ways. An example of this was seen in an assembly about the Holocaust. The RS curriculum also develops pupils' understanding of how different cultures and peoples respond to universal concepts. Pupils are involved in fund raising so that they can actively support developmental projects, particularly in the

trips to South Africa and Morocco. The current production of 'Frankenstein' is being organised by sixth form pupils, with all proceeds going to charity. Pupils appreciate the value of working collaboratively and see this as the best way to achieve a common moral purpose.

- 4.9 Pupils' demonstrate excellent cultural development, in line with the school's aims to gain status as an International School. Exchanges and cultural trips to a variety of places ensure that pupils are continuously furthering their cultural awareness.

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

The arrangements for promoting the welfare, health and safety of pupils are excellent throughout the school. Pupils state how much they value the ethos of the school and the encouragement and support they receive

Junior School

- 4.10 The school fulfils its aims to produce well-adjusted pupils who respect other people, have a clear sense of right and wrong, are aware of their social responsibilities and are well prepared for the demands of the modern world.
- 4.11 Relationships between the staff and pupils and between pupils themselves are excellent and this is a significant feature of the school. Respect and support for each other are evident in all areas. The warm family atmosphere in the school and the form-based pastoral care system is appreciated by the pupils and their parents.
- 4.12 Successful and comprehensive procedures for promoting good behaviour are established in the school. Staff have high expectations of pupils. Pupils say they understand the need for school rules and sanctions and consider them fair. The anti-bullying policy sets out clear procedures to deal effectively with any incidents and there are good levels of supervision on the playgrounds and around the school. Pupils believe that bullying is rare and that any incidences are swiftly and appropriately dealt with.

Senior school

- 4.13 Excellent support and guidance equips senior school pupils to reach their potential and contribute fully to the world in which they grow up, in line with the first of the school's aims which is to create a caring community within which pupils become well-adjusted individuals who respect other people and other cultures and develop strong moral and social values.
- 4.14 Tutor groups are small and pupils are known well by their teachers. Staff are fully committed to helping all pupils to achieve the best of which they are capable, this commitment is well supported by the careers education and guidance pupils receive to help them move into further education, in line with the school's aims. Relationships between staff and pupils are very positive. Pupils are confident that they could turn to a teacher for help if necessary. The PSHE programme includes topics such as anti-bullying and pupils are confident that should any occur it will be dealt with constructively. Measures to prevent harassment are effective.
- 4.15 Effective measures are in place to promote good behaviour and rewards such as house points are keenly sought.

- 4.16 The school as a whole has a wide-ranging safeguarding policy in place; procedures are clear and known by all staff who are appropriately trained according to their responsibilities. The designated person for child protection receives appropriate training every two years. Appropriate fire policies are in place; fire precautions are checked regularly, fire drills are carried out and are well recorded. Comprehensive policies and procedures ensure high levels of health and safety, including all necessary risk assessments. An appropriate accessibility plan for pupils and adults with disabilities is in place in response to the Special Needs and Disability Act. At the time of the initial visit, the sick room in the junior school did not meet the regulatory requirements, this has been fully remedied and medical facilities on both sites now ensure that pupils' needs are catered for sensitively and effectively.
- 4.17 A healthy lifestyle is encouraged; pupils enjoy participating in the variety of sports available to them and are provided with an appetising, healthy and varied menu at lunchtime. The admissions and attendance registers are properly 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 trustees ensure effective oversight of educational standards in the school through regular reports from the head and their visits to the senior school which include visits to lessons and feedback to staff. Careful financial planning has enabled the trustees to invest well in staff and resources and to undertake ambitious building developments at the senior school to provide both more rooms and up to date facilities on the town centre site, meeting the recommendation made in the previous inspection report. Plans are in hand to further develop the accommodation at the junior school.
- 5.2 The trustees are very committed to the school and a number have been parents, pupils or staff at the school. The range of appropriate expertise available and the useful committee structure have ensured that the governing body has a good insight into the working of the school, although they have in general been more closely in touch with the senior, rather than the junior school. A trustee has recently been appointed with the responsibility of developing closer links with the junior school and representing the school at trustees' meetings. Good plans are in place for this to improve communication between the trustees and the junior school. The trustees provide well-directed support and challenge to the head and his team and taken in conjunction with the building programme this challenge has fully supported continuing improvement and the planned growth of the school. The trustees have undertaken appraisal for the head, which is further supportive of the work of the school.
- 5.3 The trustees successfully discharge their responsibilities for child protection, welfare, health and safety throughout the school. They receive an annual child protection report and undertake the appropriate review, and health and safety policies and procedures in the school is highly effective

5.(b) The quality of leadership and management

- 5.4 The overall quality of management and leadership through the school is good, and very supportive of the aims and ethos of the school. The leadership team has carefully developed its philosophy for the whole school and communicated this to pupils, staff and parents of the school, creating a committed community which shares these high values. The Lewes Old Grammar School (LOGS) family is greatly appreciated by all involved with the school.
- 5.5 In the junior school, the happy, family ethos of the school is very evident and careful management has supported good standards of education for its pupils in a caring and supportive environment which nurtures excellent standard of pupils' personal development. As yet, self-evaluation and monitoring systems are not formalised and this results in some inconsistencies of standards. The junior school development plan focuses on key areas of learning for the pupils and has been effective in identifying exciting new resources and is a support to maintaining standards. An effective appraisal system is in place which identifies areas for staff development and further training.

- 5.6 In the senior school the management team has achieved considerable well-thought-out change and improvement since the previous inspection. Careful evaluation of the needs of the school and the resulting development plan for the senior school provides a strong foundation for the continuing improvement of standards in many areas.
- 5.7 The school has been able to recruit well-qualified staff and to both welcome and challenge them to become first rate members of the team. All members of staff are suitably trained for their roles in meeting the needs of all pupils, and in safeguarding, welfare, health and safety. The school has thorough arrangements for checking the suitability of staff (including volunteers), supply staff and governors/proprietors.

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

- 5.8 The quality of links with parents is excellent. The school has built on the good relationships noted at the time of the last inspection fulfilling the aims of welcoming parents' contributions to school life and building good lines of communication. Parents are highly supportive of the school. One parent commented in the response to the questionnaire that it is a privilege to be a member of the LOGS family.
- 5.9 In the pre-inspection questionnaire parents of children in the junior school were confident that their children are well cared for, safe and happy. Parents of pupils of all ages strongly supported many other aspects of the school, especially the attitudes and views promoted. They highlighted key strengths as the range of subjects and activities, the high standard of pupils' behaviour, the quality of management and governance of the school, the ways their concerns are handled and the ease of communication with the school, with timely responses to questions: junior school parents have confidence that if they take their concerns to their children's form teacher or to the head they will be promptly dealt with.
- 5.10 Parents are welcomed into the junior house assemblies, to accompany school groups, visit classes and give talks and demonstrations. They appreciate the easy access to staff before and after school. There is a flourishing Parent-Teacher Association in both sections of the school which organises social events for parents and raise funds for the benefit of the pupils.
- 5.11 Three areas concerned a small proportion of parents: the information received relating to the progress made by their children, the provision of support for special educational needs or the gifted and talented, and work set to be done at home. During the inspection, no evidence was found to support these concerns. Reports are sent out at published intervals, SEND needs are carefully identified and provided for and the senior school provides challenging enrichment activities for the gifted and talented. Homework is regularly monitored by form tutors.
- 5.12 All the required information about the school is easily available on the school website and in parental handbooks. Weekly newsletters keep junior school parents well informed about school issues and procedures. They receive clear and useful reports on their child's work and progress on three occasions during the year and have the opportunity to meet formally with staff for discussion. The senior school sends one very informative full school report and one short report each year and at least one parental consultation is held annually for each year group. Parents' information evenings are arranged at key stages to support, for example, the choices of subject at GCSE and A Level.

5.13 The school publishes a clear and informative complaints procedure and parental concerns are dealt with promptly and appropriately.

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 effectiveness of the EYFS is outstanding. The needs of all children are met so well that they make excellent progress in their learning and development. The outstanding pastoral care that is shown by all the staff results in each child being valued highly. Continuous self-evaluation enables existing high standards to be maintained and identifies areas for improvement. Since the last inspection, home visits and provision of ICT have increased and individual learning journeys have been introduced.

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

6.2 Leadership and management are outstanding. Comprehensive policies are implemented rigorously and, consequently, children are safeguarded extremely effectively. Parents show strong support for the school. They appreciate the daily contact with staff, be it through the Day Sheet, the Communication Book or just an informal talk at the door. Contact with other settings to share expertise is used most effectively to contribute to children's welfare and development. A clear vision of the way forward is shared by all staff who regularly reflect upon current practice and plan further improvements. Staff use opportunities for further training. Application of effective policies ensure that each child has an equal opportunity to develop and learn, supported by a wide range of resources.

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

6.3 The quality of the provision is outstanding. The stimulating environment, together with a carefully planned child-centered curriculum, enables all children to learn and make rapid progress. Children develop their imagination and acquire problem solving skills through role play, learning to choose from a wide range of materials and toys. The 'Dark Den' in nursery is a particularly rich source of imaginative role play as is the 'Party Planning' area in Reception. Whilst the outdoor areas are well resourced, the school has identified a need to develop and extend the range of outdoor activities. Children are cared for extremely well and learn about keeping safe in many contexts. Regular checks of all equipment create a safe environment. Risk assessments are carried out thoroughly.

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

- 6.4 Outcomes for children are outstanding and they make substantial progress from their different starting points. By the end of reception, most children achieve high standards in all six areas of learning. They clearly enjoy their learning and are keen to take part and succeed in any activity, both individually and co-operatively. Children in Nursery settle well and soon make choices and gain independence. They can recognize letters and sounds of the alphabet and can order numbers up to ten. By the end of Reception, most children can write simple sentences, add and subtract simple numbers and are able to log on and use a computer. The range of pictures and models that are on display demonstrate children's excellent creative development. Children care for and respect each other, taking turns and offering to help. They develop a strong sense of safety. They understand that healthy eating, physical exercise and physical exercise are all prerequisites for a healthy lifestyle and learn careful personal hygiene. They are developing considerable skills for the future, displaying exemplary behaviour and relating extremely well to one another and to adults.

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 a governors' representative, 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 and other documentation made available by the school.

Inspectors

Mrs Gwen Caddock	Reporting Inspector
Mrs Valerie Clark	Assistant Reporting Inspector
Mr Huw Daniel	Deputy Head ISA school
Dr David Pacini	Deputy Headmaster (Academic) ISA school
Mr Gary Wright	Headmaster ISA school
Ms Olwen Wright	Head of Seniors ISA school
Mr Richard Balding	Early Years Co-ordinating Inspector formerly Science Co-ordinator IAPS school