



# **INDEPENDENT SCHOOLS INSPECTORATE**

**MANOR HOUSE SCHOOL**

**STANDARD INSPECTION**

**FINAL VISIT**

# INDEPENDENT SCHOOLS INSPECTORATE

## Manor House School

Full Name of School	<b>Manor House School</b>		
DCSF Number	<b>936/6068</b>		
EYFS Number	<b>EY291440</b>		
Registered Charity Number	<b>312063</b>		
Address	<b>Manor House School Manor House Lane Little Bookham Leatherhead Surrey KT23 4EN</b>		
Telephone Number	<b>01372 458538</b>		
Fax Number	<b>01372 450514</b>		
Email Address	<b>head@manorhouseschool.org</b>		
Headmistress	<b>Miss Z Axton</b>		
Chair of Governors	<b>Mr P J Barlow</b>		
Age Range	<b>2 to 16</b>		
Total Number of Pupils	<b>363</b>		
Gender of Pupils	<b>Girls</b>		
Numbers by Age	0-2 (EYFS):	<b>6</b>	5-11: <b>129</b>
	3-5 (EYFS):	<b>38</b>	11-16: <b>190</b>
Number of Day Pupils	<b>363</b>		
EYFS Gender	<b>Girls</b>		
Inspection date/EYFS	<b>01 Feb 2010 to 02 Feb 2010</b>		
Final (team) visit	<b>01 Mar 2010 to 03 Mar 2010</b>		

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. It 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 2006.

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.

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

- 1.1 Manor House School is a day school for girls from two to sixteen years. It was founded in 1920 in Sidmouth and moved to its present seventeen-acre site on the outskirts of Leatherhead in 1937. It has close links with the Church of England. It is a registered charity governed by a governing body. The headmistress has been in post since 2008. There are three main sections in the school: the Preparatory Department, incorporating the Early Years Foundation Stage (EYFS) and Years 1 and 2; the Junior Department for Years 3 to 6; and the Senior Department for Years 7 to 11 inclusive.
- 1.2 The school aims to provide a happy, supportive environment within which girls can achieve the very best academic results of which they are capable, and it seeks to provide a calm, well-ordered community with a family atmosphere based on shared moral values that are rooted in the Christian faith.
- 1.3 The school admits pupils of all faiths and of none. Currently, 363 girls are on roll, of whom 77 are in the Preparatory Department. Of these, 44 are under 5 and in the Early Years Foundation Stage (of whom 6 are under the age of 3), and 33 pupils are in Years 1 and 2. The Junior Department houses 96 pupils and 190 pupils are in the Senior Department. Most pupils live within a fifteen-mile radius of the school. Pupils come mainly from professional and business family backgrounds. Admission is by the school's own entrance examination, together with an interview. The ability profile of the junior school is in line with the national average. The ability profile of the senior school is above the national average. Two pupils have statements of special educational needs and sixty-one have been identified as having learning difficulties and disabilities. No pupils learn English as an additional language. When pupils leave at the age of sixteen, almost all go on to A-level courses in other independent and maintained schools and colleges.

- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

***Preparatory Department: Early Years Foundation Stage***

School	NC name
Baby Bees	Nursery (2 to 3 years)
Beehive	Nursery (3 to 4 years)
Transition	Reception

***Preparatory Department: Years 1 and 2***

School	NC name
P1	Year 1
P2	Year 2

***Junior Department***

School	NC name
J3	Year 3
J4	Year 4
J5	Year 5
J6	Year 6

***Senior Department***

School	NC name
S7	Year 7
S8	Year 8
S9	Year 9
S10	Year 10
S11	Year 11

## **2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS**

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

- 2.1 From their good start in the EYFS, pupils achieve well throughout the school. GCSE results are high when compared with girls' results in maintained schools nationally, and creative and sporting skills are well developed. Pupils' good progress is the result of generally competent and sometimes exceptional teaching that encourages pupils to think and learn for themselves. Assessment has improved since the last inspection, but a formalised and consistent programme of setting, sharing and reviewing pupils' learning targets is not in place and this leads to inconsistencies in the quality of teaching. The curriculum is vibrant and varied with a tapestry of enriching visits linked to pupils' studies, such as the five-day GCSE Spanish residential trip. These, and the good teaching, successfully promote pupils' achievement. The EYFS programme, although good, does not fully exploit the facilities available or offer enough child-initiated opportunities. Pupils' learning is enhanced by their highly positive and receptive attitudes. At all stages in the school, pupils work very well collaboratively. They show enjoyment, energetic application and perseverance.
- 2.2 Personal development is good. A sense of enjoyment and warmth pervades the school, based on effective pastoral care that is the foundation stone for pupils' excellent spiritual, moral, social and cultural awareness. The school promotes Christian principles that successfully encourage pupils to develop their confidence and self-esteem. A small proportion of responses to the pupils' pre-inspection questionnaire indicated that a few pupils feel their views are not taken account of and they do not feel they are given equal treatment. Most responses, however, were favourable, praising the care provided. In an improvement since the last inspection, the comprehensive range of health and safety procedures and policies is thoroughly implemented to secure a good standard of pupils' welfare.
- 2.3 Governance, leadership and management are good and support pupils' academic success and their excellent personal skills, thoroughly meeting the school's aims. Governors' monitoring of policies and procedures is meticulous, an improvement since the last inspection. Leaders successfully focus on raising pupils' achievement and supporting their personal development, but some aspects of monitoring are not systematic or recorded and this means a less clear view is obtained of teaching, of the use of information about pupils' progress and of practice in the EYFS. Parents are generally supportive and in their pre-inspection questionnaire, they praised especially the quality of education and care provided. A number of parents expressed concern, for instance about opportunities to be involved in school life and the way complaints are dealt with. Inspectors noted that good links exist and a number of opportunities are regularly provided for parents to be involved in school life. Records show that matters of concern brought to the school's attention are dealt with promptly and appropriately.

## **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 registered provision for childcare met the requirements of the Early Years Foundation Stage and the Childcare Act 2006 and no action was required.

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

- 2.6 The school is advised to make the following improvements:
1. improve the monitoring of teaching so that best practice can be shared and inconsistencies recognised and eliminated;
  2. ensure information about pupils' academic progress is used by teachers more fully to enable tasks in lessons to be matched more precisely to individual need;
  3. implement plans for the outdoor area, as set out in the school development plan, and develop use of the existing area by the Nursery;
  4. ensure that the balance of child-initiated and adult-led activities meets the developmental needs of the children in the Nursery.



### **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 achieve well, consolidating the standard noted at the last inspection. They make good progress over time in relation to their abilities, which in the junior school are in line with national expectation and in the senior school are above that norm. This enables the school to achieve its academic aims successfully. Progress in encouraging pupils to develop more reasoning skills and greater intellectual curiosity, a recommendation of the last inspection, has been good. Pupils demonstrated good reasoning skills in most lessons and also in discussions with inspectors.
- 3.2 Children enjoy a good start to their learning in the EYFS. Over time, pupils develop high levels of general knowledge and understanding compared with their age in a range of subjects, including academic, physical, creative and artistic pursuits. They can express their opinions cogently and organise information logically, such as in Year 6 geography, where independent work in their books on rivers was particularly well organised. They acquire well-developed literacy, numeracy, and information and communication technology (ICT) skills. They become highly articulate. They collaborate effectively with each other and take pride in their work, which demonstrates the effort they put into it. For instance, their written work in mathematics at all ages is presented clearly and neatly. Pupils apply their mathematical skills well in a number of situations depending on their point of development. For instance, junior pupils handle calculation well and deal confidently with shape, space and measures problems, and senior pupils use algebra and geometry competently.
- 3.3 Standards are good in relation to ability at all levels. In Year 6, inspection evidence shows that standards in lessons and in books scrutinised are above average, and good in relation to pupils' ability at this stage. Pupils continue to achieve well throughout the senior school. GCSE results over the last three years show that standards attained are high, which is good in relation to pupils' above average starting points. Standards in creative and sporting pursuits are also high. Pupils have been chosen to compete for their county in swimming and in cross country, and standards of drama performance are high.
- 3.4 Pupils' good achievement is rooted in their highly positive and receptive attitudes to learning, resulting in good recall and understanding of work studied. Behaviour is good. At all stages in the school, pupils work very well collaboratively and show enjoyment, energetic application and perseverance.

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

- 3.5 The curriculum contributes effectively to the pupils' academic development, whatever their background. Pupils gain worthwhile experience in all the necessary subjects, including scientific, creative, human and social, aesthetic and practical areas, and technological pursuits such as design technology and ICT. A good range of languages enhances linguistic skills. Sport is included for all pupils. Provision for religious studies plays a significant part in supporting the school's aims and in setting its Christian ethos, and this underpins the pupils' excellent personal skills. Throughout the curriculum, coverage is broad and effective.
- 3.6 Pupils follow a broad National Curriculum programme that is suitable for all abilities and needs, and it supports the school in meeting its academic aims with considerable success. The development of speaking, listening, literacy and numeracy is given a high profile for all ages and abilities but the timetabling for some juniors is not ideal, as provision for numeracy and literacy is unevenly spread through the week. The timetabling of these two subjects together in order to teach in ability groups does not provide the best backdrop for learning for those who have differing abilities in each subject. Personal, social and health education is suitably promoted throughout the school and includes citizenship, so that pupils learn how society functions. The programme also pervades other subjects. For instance, excellent work on the topic of discrimination was evident in the English work, in which Year 9 pupils studied colour discrimination in the United States at the time of Martin Luther King.
- 3.7 The school makes suitable provision for pupils with additional learning needs through a mixture of one-to-one additional tuition and support from the subject teacher within the classroom. The arrangements for preparations that are made for new pupils to settle in are under review and consultation is taking place among pupils to devise new approaches. Leaving pupils are provided with good advice and support in order for them to be ready for their next school.
- 3.8 After-school care offers good additional support for learning and includes a suitable range of extra-curricular clubs and activities that offer good links with the community. Residential visits, to various European countries and in the United Kingdom, for instance a regular Year 9 visit to an activity centre, enrich and extend learning. Day visits add valuable experiences that pupils then apply in the classroom, for instance the Year 5 trip to Brighton that supported pupils' Victorian history studies, and the Year 10 fieldwork trip to the local town to support geographical studies.

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

- 3.9 A key strength of the good teaching evident is that it encourages pupils to think and learn for themselves, a good response to the recommendation of the last inspection to encourage reasoning and the development of intellectual curiosity. This fosters pupils' independence and the benefits of this are seen in their good academic progress and their confident personal skills, which assists the school to fulfil its aims successfully.
- 3.10 Skilful use of questioning enables teachers to clarify pupils' understanding, and teachers show a competent understanding of their subjects. Detailed information is available to assist teachers' awareness of pupils' needs and aptitudes. Lesson planning is satisfactory but sometimes, too little account is taken of this assessment

information to help plan for differing needs within the class. Effort is encouraged in a variety of ways. A calm working atmosphere pervades in the classrooms because teachers successfully promote good behaviour. Resources are adequate and put to good use to help pupils develop their learning. In their questionnaire, pupils commented that teachers' expectations vary and inspectors agree. For instance, teachers' marking of written work, whilst often effective, summarising achievement and pointing the way forward, is sometimes cursory. Regular standardised measures of progress enable the school to evaluate pupils' performance against national norms. However, whilst ongoing assessment processes successfully underpin the consistently good teaching, such as the use of standardised measures of progress, a formalised and consistent programme of setting, sharing and reviewing pupils' learning targets is not in place.

- 3.11 Progress since the last inspection has been good. For instance, the school was recommended to improve opportunities for pupils to develop independent and logical thinking skills and these are now plentiful. It was also asked to improve the use of ICT to support learning and good use is now evident.

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

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

- 4.1 The quality of the pupils' personal development is good overall and their personal skills are excellent, promoted by the school's emphasis on Christian teaching and good pastoral care, meeting the aims of the school. Pupils' responses to the questionnaire were mostly very supportive of the school.
- 4.2 The pupils' excellent spiritual awareness shows in their self-esteem and confidence, developed not only through the aesthetic experiences they enjoy in the creative elements of the curriculum, but also through religious activities such as the regular church assemblies. They enjoy performing on musical instruments, singing in choirs and taking part in competitive sport. The junior work on poetry shows evidence of a finely honed spiritual awareness.
- 4.3 Pupils show excellent moral development. Older pupils articulate their ideas clearly and with conviction. Pupils live harmoniously together in mutual support. The youngest share well and are considerate towards each other. They know right from wrong and understand the need for rules in any society. In addition, they learn the importance of responding to wider world issues, such as the environment, through lessons and charity fundraising. Good behaviour is consistently promoted through the school's clear moral code. As a result, pupils learn to take responsibility for, and readily accept the consequences of, their actions.
- 4.4 The pupils' social development is excellent and they contribute fully to the life of their school. They show high levels of co-operation and respect. Through the opportunities they are given, they develop excellent social skills. The older girls act as 'Supportive Friends', providing a strong sense of nurture for the younger ones. They promote a sense of community where most pupils feel valued. The pupils' social development is supported by their understanding of the role of institutions and the role of democracy. This is strengthened by the personal, social and health education programme and by regular democratic processes. For instance, pupils offering themselves for positions of responsibility present a speech and undergo an election process. Commensurate with their age, pupils show an increasingly good awareness of community concerns and current affairs, such as the recent Haiti earthquake.
- 4.5 Pupils have an extremely clear sense of their cultural identity, and they understand and respect the cultures of others. They learn about their own and other cultures in lessons and assemblies. They value different ideas and traditions. This prepares them well for life in the wider community. They also develop their gifts and talents, through learning and participation in drama, music and art.

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

- 4.6 The arrangements for pupils' welfare and their health and safety are good. Staff provide good levels of care. The policies and procedures have recently been reviewed and new policies are in the process of being implemented. This was a recommendation of the last inspection. The current detailed written pastoral arrangements support the staff in their care of the pupils and underpin the school's pastoral aims. Good relationships throughout the school and high levels of mutual respect, between teachers and pupils and among the pupils themselves, support the warm ethos.
- 4.7 Pupils appreciate the clear arrangements for promoting good behaviour and guarding against harassment and bullying. They recognise that they always have a member of staff or even an older girl to whom they can turn, and they say that incidents of bullying or of other unacceptable behaviour are extremely rare. Pupils indicate they are sure that such incidents would be dealt with promptly. Pupils respond well to the school's encouragement to care for others and show respect towards them.
- 4.8 The headmistress is the designated child protection officer. Training in this area is up to date and all staff are aware of the content of the policy that explains procedures. Arrangements for promoting the pupils' health and well-being are well established and successful. They are monitored by a committee headed by a governor. All reasonable measures to reduce risk from fire and other hazards have been taken, and appropriate training is undertaken. Fire protection includes regular fire drills, which are logged. Risk assessment arrangements operate well for school outings and residential trips, and for hazards on site. A number of staff are trained in first aid and suitable arrangements are made for pupils who are ill during the course of the day. Admission and attendance registers are completed accurately and kept appropriately. Prompt action is taken to follow up unexplained absence. In line with current legislation, the school has produced a suitable plan for increasing accessibility for those with disabilities.
- 4.9 Healthy living is promoted through a range of physical activities that offer suitable opportunity to pursue a healthy lifestyle. The school's catering service is well regarded and successfully promotes pupils' health and nutrition.

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

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

- 5.1 Governance is good. A range of expertise and an efficient committee structure ensure that governors maintain a good overview of the school and its educational standards. Financial planning and investment in staff, accommodation and resources are well organised and controlled. Governors receive regular reports from the headmistress which enable them to make informed decisions concerning human and material resources. Governors are committed to the school's success and have recently extended their role in order to get to know at first hand what it is like to be a pupil at Manor House. In this way they are enhancing their overview of the work of the school, developing greater insight, which helps secure the school's aims, and supports pupils' all-round development. This enhanced knowledge of the school enables them to provide effective stimulus for growth and to understand the workings of the school.
- 5.2 Governors discharge their responsibilities conscientiously and effectively, for instance for child protection, welfare, health and safety throughout the school. A governor chairs the school's health and safety committee and this enables speedy response to any identified need.

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

- 5.3 Leadership, management and governance are all good, both in the EYFS and for the rest of the school. The school's academic and pastoral aims are given a suitable emphasis, reflected in the pupils' success. Since the last inspection, in response to its recommendations, the management structure has been reviewed and modified, and teaching has been successfully adjusted to provide for pupils to develop reasoning skills. Some elements of the structural changes are recent and the full impact of new roles is not yet evident.
- 5.4 The leaders' vision is portrayed in the school development plan, shared with staff, and in the review and development of a range of policies. Some of these, such as the pastoral policy, are undergoing review, and because of this, the impact of proposed changes, on pupils' development, is not fully evident.
- 5.5 Leaders and managers, especially senior leaders, understand the school's strengths and weaknesses, and share a range of information on academic and pastoral matters among staff. The focus on pupils' academic achievement and their personal development reaps benefits in their success, but some aspects of monitoring have not been systematic or recorded and this means a less clear view is obtained, for instance of the quality of teaching. Improving monitoring was a recommendation of the last inspection. The involvement of middle managers in such monitoring is at an early stage.
- 5.6 Recruitment procedures are robust. Staffing levels are suitable and staff are deployed effectively, contributing well to pupils' learning and welfare. Non-teaching staff make an important contribution to pupils' personal and academic development through their support roles within the school community. The system of appraisal works effectively to identify training needs. Safeguarding is given a high priority and checks on staff, supply staff, volunteers and governors are recorded suitably on a

single centralised register. Suitable staff training has been undertaken, for instance in safer recruitment, in order to promote pupils' welfare, health and safety effectively.

- 5.7 The well-maintained and very attractive grounds form a backdrop for facilities and resources that support pupils' good achievement and meet the aims of the school, to provide a happy and supportive environment for learning, to great effect.

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

- 5.8 Links with parents are good throughout the school, maintaining the standard noted during the last inspection. Parents are largely supportive and agree that the school meets its aims successfully. About a third of parents responded to the pre-inspection questionnaire. Their responses were highly positive about most aspects of the school's work, especially the guidance given to their children and the values promoted. Some parents expressed concern about the manner in which their concerns had been handled, the availability of information and provision for pupils with learning needs. A few feel that extra-curricular provision is insufficient, and that there is too much homework.

- 5.9 Inspectors' investigations and examination of records show that parents and prospective parents are well informed about the school and its activities. Parents of current pupils receive regular information about their children's work and progress, and are given suitable opportunities to be involved in the life and work of the school. Regular parents' meetings are held and good written reports are regularly sent out. These contain useful information and show that teachers know their pupils very well. Parents are invited to participate in a number of school activities. The school has a suitable complaints procedure for formal complaints but there is some evidence that occasional comments from parents are not acknowledged or followed up in a timely manner. However, examination of documentation and correspondence indicates that most concerns are dealt with promptly and thoroughly. The range of extra-curricular activities is adequate and records of homework show that the amount given is reasonable. Provision for pupils with additional learning needs is well organised and effective. Overall, parents provided many positive comments about the school, for instance: "Manor House offers our children a secure, positive and happy learning experience." Inspectors agree.

**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**

### **(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage**

6.1 The overall effectiveness of the EYFS is good. Provision for children's learning and for their daily welfare is good, so that their needs are well met. The quality of relationships in the EYFS is outstanding, and this helps children of all backgrounds and abilities to settle and thrive. Leaders and managers have a clear understanding of how young children learn and develop. Good work has taken place on improving the provision since the last inspection, although the management of the setting recognises that there is more to be done on developing and using the outdoor provision. This is seen as a priority, and exciting plans have been drawn up to create stimulating and imaginative outdoor provision in the Nursery garden. The setting has a good capacity for sustained improvement.

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

6.2 Leadership and management of the EYFS are good. There is a strong sense of teamwork throughout the setting. Staff are well trained and directed, and carry out their roles competently. Safeguarding arrangements are robust, and statutory requirements are fully met. The setting has fostered very positive relationships with parents, who are happy with what it offers their children. Self-evaluation is accurate, leading to appropriate priorities for development. The setting applies its policies and procedures well to ensure that all children have an equal opportunity to succeed.

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

6.3 The quality of provision in the EYFS is good. All three classes offer a bright and lively environment for learning. Staff use their assessments carefully to plan to meet children's needs. This is particularly successful in the Reception class, where the balance of indoor and outdoor provision, and of child-initiated and adult-led learning, is well matched to the children's stages of development. Specialist teaching is well used here. In both Nursery classes there is a good range of activities indoors to cover all the areas of learning. Staff carry out excellent work with children on a one-to-one or small group basis. Occasionally, however, children are required to take part in whole-class activities where it may be more appropriate for them to work independently. In the Nursery classes, children do not have ready access to the outdoor areas, but use them at times chosen by adults, often for playtime rather than structured learning. In all classes, staff are vigilant in their care for the children, helping them to develop safe and healthy habits and promoting independence. Behaviour is consistently well managed, and children are encouraged to consider others and be kind to them.



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

- 6.4 Outcomes for children in the EYFS are good. All are happy and settled, irrespective of when they joined the setting, and they are keen to apply themselves to their activities and to get involved. They make good progress during the time in the EYFS. From broadly average starting points they enter Year 1 with a range of skills that is above average. They feel safe and secure in the setting, and readily approach known adults if they need help. They enjoy a healthy diet and are encouraged to look after themselves as far as possible. Older children in Reception and Nursery work well together, help one another and share resources without fuss, while the youngest ones in the Nursery play happily alongside one another. They are developing very good literacy and numeracy skills and enjoy using ICT. Children leave Reception confident and eager to face the challenges of Year 1.

**Complaints since the last inspection**

- 6.5 There have been no complaints since the last inspection.

**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. 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 Ruth McFarlane	Reporting Inspector
Mr Tony Blackhurst	Junior Team Inspector (Head, IAPS)
Mr Gareth Davies	Junior Team Inspector (Head, IAPS/ISA)
Mrs Christine Edmundson	Senior Team Inspector (Head, GSA)
Mrs Caroline Ansell	Senior Team Inspector (former Director of Studies, ISA)
Mrs Jane Chesterfield	Early Years Lead Inspector