



INDEPENDENT SCHOOLS INSPECTORATE

SARUM HALL SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Sarum Hall School

Full Name of School	Sarum Hall School
DfE Number	202/6016
Registered Charity Number	312721
Address	Sarum Hall School 15 Eton Avenue London NW3 3EL
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Fax Number	020 7431 7501
Email Address	office@sarumhallschool.co.uk
Headmistress	Mrs Christine Smith
Chairman of Governors	Mr Blake Gorst
Age Range	3 to 11
Total Number of Pupils	168
Gender of Pupils	Girls
Numbers by Age	3-5 (EYFS): 47 5-11: 121
Number of Day Pupils	168
Head of EYFS Setting	Miss Sophie Brookes
EYFS Gender	Girls
Inspection date/EYFS	04 May 2010 to 05 May 2010
Final (team) visit	07 Jun 2010 to 09 Jun 2010

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 May 2004.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

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

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 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 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 Sarum Hall School is a preparatory school for girls, founded in 1929 at 51 Eton Avenue, Belsize Park by Miss V E Webb, the first headmistress. On her retirement in 1960 the school became a charitable trust. In 1995 the school moved to purpose-built premises at 15 Eton Avenue, which have since been extended. The school has a board of nine governors, whose aim is to provide a high standard of education for girls.
- 1.2 The school's mission is to identify and develop to the full the natural talents and potential of each individual girl and to prepare her for a full, happy and productive life. The aims of the school are to provide knowledge, skills and experience, and to teach literacy and numeracy to the highest possible standard, developing in pupils an appreciation of art, drama and music, while providing creative opportunities and performances of a high standard. The school seeks to develop the pupils' knowledge and understanding of the world, to enhance their knowledge of the environment and its conservation, to develop the desire and ability to contribute to the community, respecting and appreciating cultural differences and beliefs, and to develop the confidence to lead full and independent lives. The school seeks to achieve this within the context of the culture, ethics and values of the Christian faith, emphasising strong moral and spiritual tenets shared with other faiths.
- 1.3 Currently 168 girls aged 3 to 11 attend the school, including 47 in the Early Years Foundation Stage (EYFS) aged 3 to 5, who are taught in nursery and Reception classes. Pupils with faiths other than Christianity are welcomed, so the school community consists of a broad mix of culture and ethnicity, reflecting the diversity of this part of London. Most parents work in London in a variety of professions, and the majority of families live relatively near the school.
- 1.4 Although the school is non-selective on entry, the ability profile is above the national average, with most pupils in the above or far-above average bandings. The school has identified 28 pupils who receive specialist support for learning difficulties, but none has a statement of special educational needs. Currently no pupil requires support for English as an additional language, but provision is made from time to time to help those who join the school without English as their first language.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 Very positive attitudes to learning and a determination to succeed, combined with good teaching in a stimulating environment, enable pupils to reach high standards, to make swift progress and then to go on to a senior school of their choice. A broad curriculum, generally excellent resources and careful planning are further factors leading to the school's success. Pupils benefit from the cultural opportunities available in London, and visits to France and other parts of England further enhance their educational experiences.
- 2.2 The personal development of the pupils is given the utmost importance, enabling the girls to develop into rounded and confident citizens. The five outcomes of the government's 'Every Child Matters' programme underpin much of the school's approach. The caring ethos encourages behaviour of the highest calibre, and relationships within the school are excellent at all levels. Health and safety is treated with equal seriousness, and pupils say that they feel safe at school.
- 2.3 The good support of the governors helps the senior staff to exercise excellent leadership, and to enable middle managers to carry out their responsibilities most successfully. The school has established good links with parents, most of whom are supportive of all that the school achieves for their daughters. 'The school manages to keep the girls engaged, and most importantly, happy and confident' was a typical comment in the pre-inspection questionnaire. Pupils are equally supportive of their school. All the recommendations made at the time of the previous inspection have received due attention, and no further action is required. At the time of the initial visit, one regulatory requirement was not met, but this had been resolved well by the time of the final visit.

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 2003, as subsequently amended, and therefore it was required to:
- provide accommodation for the care of sick pupils during school hours that contains a washbasin and is reasonably near a WC [Regulation 5.(l) in accordance with the Education (School Premises) Regulations 1999 , under Premises and accommodation at schools];
- 2.5 At the time of the final team visit, the school had rectified the above shortcoming, as noted in the text of the report.
- 2.6 In order to comply with the welfare requirements of the Early Years Foundation Stage, the school was required to:
- request written parental permission at the time of the child's admission to the provision to seek any necessary emergency medical advice or treatment in the future;
 - implement an effective policy on administering medicines, to include effective management systems to support individual children with medical needs;
 - keep written records of all medicines administered to children, and inform parents;
 - obtain prior written permission for each and every medicine from parents before any medication is given.

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

(ii) Recommended action

- 2.7 The school is advised to make the following improvements.
1. Develop existing good practice, to enable all teaching to meet individual pupils' needs and to provide sufficient challenge for the most able pupils.
 2. Review the use of the library, to encourage independent learning and research.
 3. Improve ventilation in some rooms, to provide a comfortable working environment at all times.
 4. For the Reception class, increase teaching time and improve opportunities for creative and physical development, including use of the outside environment.
 5. Include in all EYFS planning specific extension activities for the most able children, and promote more child-initiated learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Standards are excellent, and pupils make good progress in relation to their ability, in accordance with the school's aim to provide its pupils with knowledge and experience appropriate to their age. Attainment at the age of 11 is excellent when compared with the national average for maintained primary schools. All girls are able to go on to a senior school of their choice, including highly academic schools where places are in great demand. The school no longer uses national tests at age 7 or 11 as these were considered to place too many constraints on the curriculum, but a selection of reliable commercially available assessment schemes are used very effectively to track the progress of individual pupils and year groups.
- 3.2 Pupils have well-developed skills in speaking, listening and reading, as observed in a Year 5 dramatic and musical assembly presentation based on the Tudors, and in a Year 4 speech and drama lesson, where pupils articulated positive comments about expression and the use of laughter. Skills in numeracy and logical and independent thought are put to good effect, for example in a Year 6 mathematics lesson, where groups of pupils worked co-operatively to apply principles of algebra to solve problems based on the relative wealth of three fictional families. In a Year 1 English lesson, pupils worked well together in pairs, making up sentences with words they had learnt for a spelling test. In another part of their work on the Tudors, all the girls in Year 5 worked collaboratively all day to build a model Tudor house sufficiently big for them all to get inside.
- 3.3 Creativity is evident from frequent musical performances of outstanding quality, and from an excellent assortment of artefacts made and displayed, for example the puppets produced by girls in Year 4 to accompany their presentation in French of the story of Cinderella. Pupils of all ages use information and communication technology (ICT) with great confidence, and in a variety of subject areas. Year 6 pupils had created mock historic newspapers, Year 3 pupils used computers to make audio recordings of poems, and those in Year 2 used the internet to develop their own animal quiz books.
- 3.4 Pupils are successful in individual music examinations, in science awards, national general knowledge contests, and the Primary Mathematics Challenge, where in 2009 five girls reached the national finals. The English Speaking Board examinations were taken for the first time in 2009, when all pupils in Year 4 achieved distinction or merit plus.
- 3.5 The lack of any grass pitches and restricted play areas at the school site limits participation in team games, but despite this, girls are successful in such sports as soccer and cricket, and during the final inspection visit were keenly preparing for a rounders fixture against another school.
- 3.6 Attitudes to learning are very positive and pupils of all ages sustain concentration well for long periods. They show determination to succeed, for example in Year 5 physical education (PE), where over a series of lessons, they were developing dance routines with the unusual ingredient of kitchen utensils used as part of the performance.

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

- 3.7 The school's curricular provision is good overall with many excellent features. The curriculum is broad, and suitable for different abilities and ages, and is in line with the school's aims. In addition to all the National Curriculum subjects, the curriculum includes French, religious education (RE) and personal, social, health and citizenship education (PSHCE). Pupils in Year 6 enjoy their Mandarin lessons and the insight this gives into Chinese culture. Art, drama and music feature prominently in the curriculum, in line with the school's aims, and these experiences contribute very effectively to the pupils' levels of achievement and their personal development. Design and technology is not taught as a discrete subject, but pupils receive some experience of it elsewhere in the curriculum.
- 3.8 The timetable has been improved to ensure optimum learning in accordance with a recommendation from the previous inspection. Curriculum planning throughout the school is thorough, and at its best gives detail on how differing needs will be met. However, it sometimes neglects the needs of the most able, as when all pupils undertake the same work, and reduces the opportunities for some pupils by offering them limited challenges. Good progress is made by pupils with learning difficulties. The school has identified pupils who receive effective one-to-one or group support, and useful help in the classroom.
- 3.9 The school's range of extra-curricular activities is good. Musical activities have a very strong emphasis, catering for all who wish to sing in a choir or play in an ensemble, and also to prepare pupils for music theory examinations. Pupils in Year 2 enthusiastically made fruit salad in their cookery club. Football and cricket clubs are popular, but opportunities are limited for some year groups on certain days of the week. A range of trips is organised, which supports curriculum content and enhances the pupils' aesthetic and intellectual development. Visiting speakers provide further breadth to the curriculum. Residential trips to France for Year 6 and Flatford Mill for Year 5 make a significant contribution to their personal development.
- 3.10 Links with the community are good. In addition to fund-raising for national and international causes, charity links include Kentish Town Homeless, Noah's Ark Children's Hospice and Kentish Town City Farm, all of which benefit from funds raised by activities organised by and for the pupils.

3.(c) The contribution of teaching

- 3.11 The overall quality of teaching is good, and fulfils the school's aims. Many of the lessons observed were excellent and none was unsatisfactory. As a result of the good teaching, pupils acquire knowledge, make good progress and increase their skills. In the best lessons, pupils are supported when necessary and the most able are challenged. However, in some lessons, where all pupils do the same work regardless of their ability, work lacks rigour or stimulation. In the best lessons, support staff are deployed well to ensure maximum progress for the pupils.
- 3.12 Subject teachers are highly knowledgeable and enthusiastic about their subject areas, thereby enabling pupils to achieve more and to become more adventurous and independent in their learning. Examples of a varied and creative approach underpinned by excellent subject knowledge were seen in a Year 2 English lesson on parts of speech and in a Year 5 science lesson where the complex concept of photosynthesis was introduced by practical activities that maximised understanding.
- 3.13 Teaching encourages all pupils to behave highly responsibly and considerately, and to enjoy learning. The capabilities of individual pupils are well known, and expectations are high. Assessment is carried out regularly to record levels of achievement and rates of progress, and to enable targets to be set. Pupils also evaluate their own work and that of their peers, for example in a Year 6 English lesson where pupils gave constructive criticism of each other in a lesson on epic poems. Self-assessment was evident in written evaluation of mock examination papers and in pupils' written responses to their reports.
- 3.14 Marking is generally effective and informative, containing positive messages and suggestions for improvement. Pupils say that mostly they know how to improve and that they value the comments provided by their teachers. However, the style of marking varies. Sometimes grades are given, whereas other work contains marks combined with comments. This causes confusion for pupils in trying to understand what they have achieved and what they need to do to improve.
- 3.15 A generally excellent range of resources is used effectively throughout the school. Traditional and technological resources are sometimes combined to excellent effect. In a Year 5 French lesson, flash cards were used in combination with highly imaginative use of the interactive whiteboard to reinforce sentence construction and vocabulary. However, the library is underused for developing the pupils' skills of independent learning or research. Some reference books are considerably out of date, and girls rarely visit the library in lessons.

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' spiritual, moral, social and cultural development is excellent; it fulfils the school's aim to develop in the pupils the desire and ability to contribute to the community at large, respecting and appreciating others for their differences and beliefs. Pupils are thoroughly responsible and highly supportive of their school.
- 4.2 Spiritual awareness is well developed. Pupils appreciate the skills and abilities of their peers, as shown by their encouraging responses to musical performances in an assembly. They celebrate the achievement of others with great enthusiasm, for example when certificates are awarded for good work. The exquisite singing by the senior choir on the staircase during rehearsals and performances and appreciation of the extensive art work displayed throughout the school further enhance the development of spirituality.
- 4.3 The moral understanding of pupils is extremely strong. They are confident and outgoing, courteous and considerate, and have a clear sense of right and wrong, reinforced by the positive atmosphere throughout the school, where rewards have much greater emphasis than sanctions. In the questionnaire, a few pupils felt that the systems of rewards and sanctions were not always fair, but the inspection findings showed that pupils were overwhelmingly certain that fairness always prevails. Pupils are aware of the need to keep themselves and others safe, for instance acting responsibly when using the internet.
- 4.4 Pupils are very well developed socially, and they enjoy taking responsibility and the chance to help others within the school community. They have high levels of self-esteem, and the confidence to allow others their say and to listen with interest. The newly-formed school council is one way in which the girls are able to be decision makers who can have a direct impact on their school environment. They have a very strong sense of loyalty, and in interviews were clear about the importance of 'looking out' for one another.
- 4.5 Cultural development is strong. Pupils understand their own and other cultures and increase this knowledge through many visits to the museums and art galleries of London. They spoke with interest about the significance of major religious and cultural festivals, their knowledge enhanced by visits to places of worship, for example the Hindu Temple in Neasden. Parents also enrich the cultural life of the school by speaking at assemblies about their own religious practices and traditions. A recent African drum workshop and associated cross-curricular links augmented the cultural richness of the school. Year 6 pupils spoke most enthusiastically about their trip to France, from which they had returned just before the final inspection visit.

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

- 4.6 The school provides excellent support and guidance for its pupils, in accordance with its mission. The Government's 'Every Child Matters' programme is used extensively in the school as a basis for promoting the well-being of the pupils.
- 4.7 Relationships between pupils are highly caring and positive, and girls relish opportunities to assist others. Those in Year 6 with responsibilities to help care for younger pupils take these tasks very seriously, and are much appreciated by those they help. Relationships between pupils and staff are based on mutual respect and support. Adults have a good rapport with each other, and some enjoy such opportunities as participating in the staff recorder group, which meets after school and which also took part in the Year 5 Tudor performance, portraying the staff as excellent role models.
- 4.8 All necessary procedures are in place to promote good behaviour and to guard against harassment and bullying. Unacceptable behaviour is a very rare occurrence, and is dealt with speedily and effectively. Girls in Year 3 were adamant that there is no bullying at the school, and those in Year 6 spoke of the occasional disagreement, but nothing of any significance or concern. Pupils said that they feel safe at school.
- 4.9 The policy and procedures to safeguard pupils meet requirements, and are well known to staff, who are trained appropriately. All necessary measures have been taken to reduce the risk of fire and other hazards, and records of all health and safety checks are scrupulously kept. Admission and attendance registers are properly maintained and correctly stored.
- 4.10 At the time of the initial visit, the school's provision for pupils who become ill during the school day or who require first aid did not meet all the necessary statutory requirements. By the time of the final visit, not only had these requirements been met, but the newly-provided facilities are of the highest possible quality, providing an excellent, comfortable and reassuring environment. The school has in place the required plan to improve educational access for pupils with disabilities.
- 4.11 A healthy lifestyle is encouraged, through a curriculum with plenty of PE, the provision of a range of imaginative equipment to promote exercise during free time, and such measures as the local authority's 'Bikeability' training. Lunches are nutritious, with plenty of healthy choices, and lunch is a pleasant, unrushed social occasion.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governors' oversight of the school is good, with their commitment and support contributing to the successful implementation of the school's aims. The governors have vision for the strategic development of the school. Committees are effective as they monitor educational standards, oversee the school's finances, and invest in high-calibre staff, and generally suitable accommodation and resources. The governing body is successful in discharging its responsibilities for child protection, welfare, health and safety throughout the school.
- 5.2 Recently, some long-standing governors have retired, and new appointments have been made with the intention of strengthening the range of professional expertise amongst the governors. The appointment of a full-time, on-site bursar, as recommended in the previous inspection report, has already had a positive impact on the efficient administration of the school and its finances.
- 5.3 The school's building is designed, maintained and cleaned to a very high standard. However, it was apparent during the final visit that some rooms lack sufficient ventilation to maintain a comfortable working environment in all weather conditions. Pupils commented about particular rooms with few opening windows and that are often too hot, where sometimes it is difficult to sustain concentration, particularly in the afternoon.
- 5.4 Some individual governors are well known to staff, and by frequent attendance at school events and visits to lessons have a good insight into the working of the school, helping the governors to provide support and stimulus for growth and improvement. Social events help to establish a good working relationship between governors and staff.

5.(b) The quality of leadership and management

- 5.5 The quality of leadership and management of the school is excellent at all levels of responsibility. The members of the senior leadership team work very well together, providing a strong sense of purpose and enabling the smooth and efficient day-to-day organisation of the school, helping it to fulfil its mission statement and aims. The school has an ambiance of calm but purposeful work, in an attractive environment where high-quality displays of the pupils' work are always evident, along with a sense of space. Small personal touches, such as the fresh flowers in the central atrium, further enhance the educational experience.
- 5.6 Clear educational direction is provided, as is reflected in the high standards of the pupils' education and their excellent personal development. Staff morale is high, and all are committed to the ongoing success of the school. The school's self-evaluation is effective, and realistic plans are in place for future development, with due identification of priorities.
- 5.7 Subject co-ordinators oversee their curriculum areas effectively throughout the school, motivating and giving guidance to colleagues as necessary, and monitoring efficiently the standards of teaching and learning. A helpful system of appraisal is in place for teaching staff, with a three-year cycle, including annual formal lesson observation and target-setting. Support staff appraisal is equally rigorous.

- 5.8 All staff have received the necessary training for their responsibilities of safeguarding, welfare, health and safety. Arrangements for checking the suitability of staff, volunteers and governors are robust, and all details of all appointments are correctly recorded in a central register. High-quality staff are recruited, and several have been at the school for many years.
- 5.9 The recommendation from the previous inspection to improve standards in mathematics through better co-ordination and more effective teaching has been fully resolved, and there is no longer any disparity in outcomes between mathematics and other subject areas.

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

- 5.10 Links between the school and parents are good. A high proportion of parents completed the pre-inspection questionnaire, and the responses were mostly positive, indicating a good degree of support for the school. Parents were particularly positive about teaching, the high standards of behaviour, and the worthwhile attitudes and views that the school promotes. Most parents said that they can communicate easily with the school, and that policies are readily available. However, some parents were less satisfied with the information they receive and suggested that they would appreciate an additional parent-teacher interview in order to gain information about their daughters' progress earlier in the year. The inspection findings support this suggestion.
- 5.11 Parents currently receive two comprehensive and four interim reports a year. These all give clear, helpful information. Parents and their daughters have recently been enabled to complete a simple report response form and many have taken this opportunity, with girls and their parents pledging their intentions for the future. Most communications are sent electronically, including a very informative weekly newsletter, with a variety of content including menus for the week ahead, news about the achievements of pupils and reminders about matches and trips. Parents are invited to watch their daughters perform whenever possible. The Year 5 Tudor performance during the final inspection visit was well attended by parents.
- 5.12 The school's website contains basic information about the school, and includes copies of policies and the complaints procedure, but no formal complaints have been made in the last two years. Currently the website is more effective as a marketing tool than as a means of communication with parents, as noted by some parents in the questionnaire. Parents are encouraged to come into school at once to discuss any concerns with the appropriate adult depending on the nature of the problem. Matters are handled promptly and with due care.
- 5.13 The parents' association works hard for the school to organise social and fund-raising events, and recently arranged for a specialist speaker to talk about internet safety. Parents also lend their skills for such tasks as painting scenery for school productions.

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 setting is good overall, fulfilling the aim to provide an environment which encourages independence and enjoyment of learning. Each child can discover and develop unique talents and abilities. Self-evaluation demonstrates vision for future development and the capacity for sustained improvement, while maintaining existing standards.

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

6.2 Leadership and management are good, and provide a clear vision for the setting. Effective policies promote equality and help eliminate discrimination. Well-being and the safeguarding of children are of paramount importance, and thorough risk assessments are in place. The setting works well in partnership with parents. In the questionnaire, most parents said that they value the work of the setting.

6.3 Close collaboration by staff provides clear priorities for improvement. Continual assessments and practical recording systems monitor the progress made by the children, enabling extensive and informative EYFS profiles to be completed. However, staff sometimes lack the time to complete every task, for example recording reading progress. Resources are put to good effect, especially in the nursery where access to the outdoor environment is more readily accessible than from Reception. This has a negative impact on the creative and physical development of children in the Reception year. Beneficial use is made of the hall, library, music room and ICT room.

6.4 The only recommendation from the 2005 Ofsted inspection was to improve guidance to staff to improve classroom management, and this has been implemented. At the time of this inspection some legal requirements were not met with regard to consent for emergency medical treatment and routine administering of medicines. The school took immediate action to remedy these shortcomings.

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

6.5 Provision overall is good. Priority is given to communication, language and literacy and problem solving, reasoning and numeracy, but less time is allocated for personal, social and emotional development, knowledge and understanding of the world and physical and creative development, limiting progress in these areas. Reception children are scheduled for less than twenty hours each week for learning activities, finishing at lunchtime on Fridays; this considerably restricts their learning opportunities. Teachers manage behaviour sensitively, rewarding good work and behaviour and providing a warm and secure emotional environment.

- 6.6 Most teaching challenges children and recognises different levels of maturity. For example, in a French lesson, Reception children participated enthusiastically and confidently in speaking and listening games to learn the names of fruit. Knowledge of shapes featured in an enjoyable music lesson with songs and actions. Well-chosen teacher-led activities motivate children, but opportunities are limited for children to initiate activities themselves or to participate in purposeful play. As a result, they cannot always develop fully their personal interests and ideas. The most able children are not always fully challenged, restricting their progress.

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

- 6.7 Achievement and progress are generally good in relation to the children's capabilities and excellent in personal and social development. Children enjoy taking responsibility for important tasks such as returning the register to the office. They care for one another and show respect. They enjoy learning and are keen to participate. They listen carefully, are highly articulate and respond clearly. They know how to stay safe when using scissors or playing on large apparatus.
- 6.8 Healthy meals and snacks are enjoyed, as children socialise with friends. They use cutlery correctly and are independent. Hygiene habits are good, as hands are washed before eating. Reception and Year 1 teachers liaise closely to make the transition on from EYFS smooth.

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 the pupils' work. They held discussions with senior members of staff and with the chairman of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr David Bunkell

Miss Mary Regan

Mrs Judith Scotcher

Mrs Jackie Compton-Howlett

Reporting Inspector

EYFS Co-ordinating Inspector

Team Inspector (Head, GDST junior school)

Team Inspector (Former Head, IAPS school)