



# **INDEPENDENT SCHOOLS INSPECTORATE**

**ST DAVID'S COLLEGE**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## St David's College

Full Name of College	<b>St David's College</b>
DfE Number	<b>305/6066</b>
Address	<b>St David's College Beckenham Road West Wickham Kent BR4 0QS</b>
Telephone Number	<b>020 8777 5852</b>
Fax Number	<b>020 8777 9549</b>
Email Address	<b>stdavids@dial.pipex.com</b>
Joint Heads	<b>Mrs Astra Peters and Mrs Gaynor Talley</b>
Proprietor and Principal	<b>Mrs Ann Wagstaff</b>
Age Range	<b>4 to 11</b>
Total Number of Pupils	<b>157</b>
Gender of Pupils	<b>Mixed (94 boys; 63 girls)</b>
Numbers by Age	<b>0-2 (EYFS): 0      5-11: 137 3-5 (EYFS): 20      11-18: 0</b>
Number of Day Pupils	<b>157</b>
Head of EYFS Setting	<b>Mrs Jayne Grainge</b>
EYFS Gender	<b>Mixed</b>
Inspection date/EYFS	<b>04 May 2010 to 05 May 2010</b>
Final (team) visit	<b>07 June 2010 to 09 June 2010</b>

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. 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 June 2004.

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

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

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

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

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

# CONTENTS

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

## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St David's College, founded in 1926, is a small, selective co-educational day school which admits children between the ages of four and eleven years. The school is situated in a suburban area of south-east London, in West Wickham. Its buildings include Justin Hall, Little School and the Studio, which is a recent, purpose-built addition providing music rooms and a performance space. The school has extensive grounds, including woodlands, which are used as play areas, a sports field and a recently prepared gardening plot. The school is proprietorial and has been owned by the same family since 1935. The proprietor is the principal of the school and is involved in its day-to-day running.
- 1.2 St David's College aims to develop the academic and social potential of each child to the full in a happy, family atmosphere. The school seeks to encourage and support pupils to develop self-esteem, a sense of responsibility and an awareness of the wider world through high expectations in all aspects of school life. The school has a traditional Christian ethos whilst welcoming pupils of all faiths and fostering respect for their beliefs. The aims of the Early Years Foundation Stage (EYFS) setting include providing a happy, safe and caring environment within which pupils will be encouraged to be adventurous and independent learners, to have initiative and to behave responsibly and with respect for others.
- 1.3 The school has 157 pupils on roll; of these 20 are of EYFS age, attending the Reception class. Little School includes pupils in Reception, Years 1 and 2, and Justin Hall has pupils from Years 3 to 6. The school's admissions procedure includes assessment tests and an interview, with a report from the previous nursery or school where appropriate. Results of nationally standardised tests show that pupils are of above average ability compared to pupils in all maintained schools. Five pupils have been identified as having learning difficulties and/or disabilities (LDD) and of these four receive support. No pupils currently have a statement of special educational needs or English as an additional language (EAL). Pupils come from very varied social backgrounds, many of them from business or professional families, and from diverse ethnic and cultural backgrounds. The previous inspection took place in June 2004 and the school was recommended to improve the balance of the curriculum and library resources.
- 1.4 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 The quality of the pupils' achievements, their learning, attitudes and skills is good. From the EYFS onwards, pupils are well educated in line with the school's aims; a happy, family atmosphere enables children to flourish, developing their academic and social potential to the full. The combination of a broad curriculum and good teaching by teachers who know their pupils very well is the foundation for good achievement and personal development; challenging work encourages pupils to work creatively and think critically and independently. In response to the recommendations of the previous inspection report, the balance of the curriculum and the library facilities have both been improved and now provide good support for pupils' learning.
- 2.2 The spiritual, moral, social, and cultural development of pupils is excellent. Pupils develop high self-esteem, confidence, a sense of responsibility and an awareness of the wider world. This development is well supported by the wide range of extra-curricular activities offered. Arrangements for pupils' safeguarding, welfare, health and safety are outstanding. The quality of pastoral care is excellent. The staff know their pupils very well and they provide a high quality of support and guidance for them; they monitor carefully to ensure pupils' well-being. Relationships between staff and pupils are strong and pupils have great confidence in their teachers. Pupils enjoy good relationships with their peers; they are tolerant and sensitive to each other and friendships flourish.
- 2.3 The quality of governance in the school is good. The proprietor has a very detailed, direct knowledge and oversight of the school, is involved in the development of the school and ensures that all the legal obligations of governance are fulfilled. The senior management team (SMT) has a clear vision and aims for the school, and is working well to maintain traditions, uphold and improve educational standards and ensure the excellent personal development of pupils. The curriculum co-ordinators have a significant role in the work of management to improve teaching and learning. The school has excellent links with parents who expressed a high level of support for the school. Particular strengths they noted included the worthwhile views and attitudes promoted by the school, teaching, high standards of behaviour, easy access to information and policies about the school, and easy communications with the school. A small number of parents expressed concerns about homework but the majority thought that parental concerns were dealt with well by the school.

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

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

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

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.
- 2.5 The school's provision for childcare met the requirements of the Early Years Foundation Stage and no action was required.

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

- 2.6 The school is advised to make the following improvements.
1. Continue to develop the work of the SMT and subject co-ordinators to improve the quality of teaching and learning in the school.
  2. Further develop facilities and resources for information and communication technology (ICT) to extend opportunities for all pupils to learn ICT skills and use them across the curriculum.
  3. Consider ways in which access to the outdoors can be improved to allow more use of outdoor learning by children in the EYFS.

### **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 the pupils' achievements and their learning, attitudes and skills is good. Results in national tests at the age of eleven over the past three years have been excellent when compared with the national average for maintained primary schools. Pupils make good progress in relation to their ability profile, which is above the national average. Pupils are generally successful in gaining places in the schools of their choice. Each year a number of pupils gain places at local, highly selective maintained and independent schools. In addition, pupils regularly win academic, sporting and music scholarships to these schools. Pupils are well educated from the EYFS onwards; the school achieves its aim of creating a happy, family atmosphere in which all children will flourish, developing their academic and social potential to the full.
- 3.2 Pupils develop their knowledge, understanding and skills effectively through the rich and varied curriculum and extra-curricular activities. They learn to work well both collaboratively and independently. They have appropriate and regular practice, and so develop valuable skills, in speaking, listening, reading, writing, logical and independent critical thinking, creativity, the application of mathematics and the use of ICT. Their attainment in lessons and their overall progress is good. Pupils learn to work independently from an early age; excellent examples of work showing their developing study and research skills range from the information booklets produced by Year 2 pupils to the detailed research projects, including some on topics chosen by the pupils, completed in Years 5 and 6.
- 3.3 The pupils are encouraged to represent the school in team and individual events. St David's pupils regularly reach the Independent Schools Association (ISA) national finals in cross-country, swimming, athletics and football and there have been further successes in local and national competitions in speech and drama, mathematics, poetry, creative writing, music and chess.
- 3.4 Pupils' successful achievement in all areas is supported effectively by their excellent attitudes to learning and to each other. They are courteous, articulate and reflective and in the pupil questionnaires and interviews many pupils said that they have fun and are extremely proud of their school.

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

- 3.5 The contribution of curricular and extra-curricular provision is good. The school provides a broad curriculum which covers the requisite areas of learning thoroughly, developing pupils' achievement and personal development in line with its aims. Since the last inspection the time allocations for English, mathematics, physical education (PE) and science have been adjusted appropriately, ensuring a balanced curriculum.
- 3.6 The curriculum enables pupils to learn well. It provides a varied range of work appropriate to pupils' ages and abilities, becoming progressively more challenging so that pupils achieve a significant volume of well-presented work of good quality. Specialist teachers in art, speech and drama, PE, ICT and French, which is taught from Year 1, use their expert subject knowledge and skills successfully to develop



pupils' knowledge and skills. In addition to class music lessons, many pupils receive individual instrumental lessons and achieve good grades in music exams. In class speech and drama lessons pupils are prepared successfully for LAMDA examinations and they gain confidence from performing each year at the Beckenham Festival.

- 3.7 Since the last inspection the school has increased its resources for ICT and updated the ICT suite to improve the facilities for teaching ICT skills and the use of ICT across the curriculum. Pupils now use computers with confidence and expertise. This provision is limited by the number of computers currently available and pupils use the room in small groups, as no whole-class teaching is possible. Many pupils use home computers for much of their research.
- 3.8 The personal, social, health and citizenship (PSHCE) curriculum includes religious education (RE). Pupils learn how to deal with emotional and social situations and assemblies focus on such themes. Sex and relationships education is provided through visits by the Bromley Life Education Centre mobile classroom with lessons by a qualified nurse/youth counsellor. Parents are well informed on the provision of these topics.
- 3.9 Learning support is of good quality: pupils' needs are carefully identified, staff are informed by full individual educational plans which are regularly updated, pupils' progress is carefully monitored, and parents are well informed. Gifted and talented pupils are identified using assessment information and they are provided with suitable extension work, particularly in mathematics. This is an area that is developing.
- 3.10 A good range of extra-curricular activities is available to all pupils. The school band is very popular and there are many sports teams and clubs. During the inspection visit, Year 6 pupils took a lead role in the very successful organisation of the ISA London South Athletics Tournament.
- 3.11 A wide variety of educational visits, for example to Crofton Roman Villa and the Weald and Downland Open-air Museum, broaden pupils' experience, and Year 6 take part in a residential stay in Bournemouth. Such opportunities extend pupils' learning, develop their individual skills, talents and interests, and give them an understanding of geographical, historical and social concepts.
- 3.12 The school makes an outstanding contribution to community life by supporting many charities, both local and international. As charity monitors, pupils decide on events to support and make donations to a very wide range of deserving causes, for example the recent pupil-led initiative to support Haiti.

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

- 3.13 Teaching is good. It is stimulating and effectively promotes pupils' progress and supports the aims of the school, including in the EYFS. Teachers work together to discuss planning and development and to share knowledge, resources and expertise. The teachers know the children very well and understand their needs, strengths and interests. The good use of assessment helps teachers identify their pupils' capabilities and this allows them to plan suitably challenging work and encourage pupils to think critically and independently.

- 3.14 Teachers have good subject knowledge and good control of their pupils. The majority of lessons are carefully planned; they include a good variety of teaching styles and tasks, high expectations of pupils' involvement and conduct, good use of challenging questioning and the assessment of progress. Pupils respond with enthusiasm and generally behave well. The features of the best teaching included a brisk pace, differentiated activities, excellent use of resources and exemplary involvement, motivation and control by pupils. In an art lesson using the work of Kandinsky as a stimulus, young pupils used highly expressive language and inspired discussion about painters, pictures and styles which led to very successful creative work. Pupils were able to refer to their visit to the National Gallery to back up their ideas. A drama lesson based on improvisation and creating a tableau sensitively allowed Year 4 pupils to express themselves confidently and to work very effectively in groups and pairs. In these situations rapid and effective learning took place.
- 3.15 Work is marked thoroughly, using encouraging words and stars and giving positive suggestions for improvement. Pupils are also given helpful verbal feedback and they sometimes evaluate their own performance and understanding. Year 6 pupils' self-evaluations accurately represent their learning and progress.
- 3.16 Standardised assessment data is used to track pupils' progress across the school and to inform teachers in their lesson planning. This information is used to ensure that good provision is made for the needs of pupils who have LDD. The assessments are also used in Years 5 and 6 when the majority of pupils are supported in preparation for entry examinations to the selective independent schools in the area. In the questionnaire and in the interviews, pupils report that they find the teachers very helpful and approachable and that they feel suitably prepared.
- 3.17 Classrooms are well resourced and these resources are used well. The addition of liquid crystal display (LCD) projectors and the upgrading of the ICT suite are seen by staff and pupils as very positive developments assisting cross-curricular learning.

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

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

- 4.1 The spiritual, moral, social, and cultural development of pupils is excellent from the EYFS onwards. The school fulfils its aim of enabling all pupils to fulfil their social potential by developing self-esteem, a sense of responsibility and an awareness of the wider world.
- 4.2 The spiritual development of pupils is strong. In the family atmosphere of the school pupils are encouraged to be self-confident and to have high self-esteem. Both in assemblies and in lessons, pupils have many opportunities to be reflective, to think for themselves and to value both their own achievements and those of others. Pupils appreciate this supportive atmosphere, they say that they feel safe and in conversation older pupils are both courteous and considerate of others.
- 4.3 Pupils' social development is outstanding. They are polite, well mannered, considerate of others and enjoy being part of the school community. They have a conscience and show this by their fundraising for charity, sometimes spontaneously, in response to major disasters in the news. On a regular basis charity monitors ensure that a very wide range of causes benefit from the generosity and hard work of the pupils. The pupils look forward to the responsibilities they will be able to undertake as they move through the school, which include the role of form leader for the day, being a form captain, and acting as a Year 2 buddy to a Reception child or as a school prefect or monitor. Year 5 pupils have just taken over these responsibilities as prefects or monitors from Year 6, and are relishing the new challenge and delighted to be promoted. There are appropriate opportunities for pupils to learn about government and public institutions through visits and assemblies.
- 4.4 Pupils' moral development is good; they learn to distinguish right from wrong, and to develop their own values. In their comments in response to the pupil questionnaire they expressed great appreciation of the quality of life at the school and the fairness of teachers and discipline in general.
- 4.5 The school is a close community where children of many cultures work and play harmoniously together, learning about each other's faiths, both formally in RE lessons and assemblies and also through the day-to-day contact and friendships which flourish.

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

- 4.6 The contribution of arrangements for welfare, health and safety is outstanding. The quality of pastoral care is excellent from the EYFS onwards. The staff know their pupils very well and they provide high quality support and guidance backed by careful monitoring to ensure the pupils' well-being. The staff communicate well, with the result that concerns are easily shared either formally at regular staff meetings or informally in the staff room, and support is offered promptly. Relationships between staff and pupils are strong and positive; teachers and assistants offer clear, calm role models and have high expectations of their pupils. Relationships between pupils are positive and friendships flourish.

- 4.7 The school has effective policies and procedures in place to promote good behaviour and to guard against harassment and bullying. The pupils say that they have great confidence that teachers will always help them if they have difficulties, that problems between pupils are quickly settled and that if bullying takes place they know who to go to and that teachers take prompt and effective action. In line with its policy the school has high expectations of good behaviour, and pupils generally rise to these expectations. Calm and effective intervention deals constructively with rare instances of unacceptable behaviour.
- 4.8 The school's safeguarding policy fully meets the requirements and is implemented successfully to safeguard all pupils. All staff have received the required up-to-date training in child protection at the appropriate levels. All necessary measures are in place to reduce risk from fire and other hazards. Health and safety arrangements are comprehensive and effective and there is appropriate provision for pupils who are ill. The school has developed a suitable plan to improve educational access for pupils who have disabilities; in addition, work is currently in progress to provide a wheelchair accessible toilet in the main school building. Health education is part of the science curriculum, and the importance of healthy eating and taking regular exercise is also promoted in many other ways: at meal times, through activities such as the recent 'fun day' food tasting and through PSHCE, games and PE lessons. The responses of pupils of all ages in an assembly showed their knowledge and understanding of the principles of healthy eating. The school's admission and attendance registers are properly maintained and stored as required for at least the previous three years.

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

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

- 5.1 The quality of governance is good. The proprietor has a very detailed, direct knowledge and oversight of all aspects of the school, including the EYFS. As the principal she works in the school alongside the heads and other staff in a number of roles, including day-to-day financial management. The long family connection of the proprietor with the school, her prudent financial planning and careful management have all contributed to ensuring the continuity of both school traditions and educational standards. These are strongly supported by investment in well-qualified and experienced staff, adequate buildings, excellent grounds and play areas and the provision of up-to-date resources.
- 5.2 The proprietor has provided stimulus for improvement by working closely with the heads to review policies, to evaluate the work of the school and to identify areas for development. The resulting school development plan sets out the way forward, is regularly updated and has achieved many of its objectives, including in areas such as staffing and resources. Staff do not have a formal educational budget but put forward their requests and say that these are very rarely refused. The proprietor has successfully discharged the responsibilities which rest upon governors in the areas of the policies, practice and the annual review of child protection. Under the guidance of the proprietor the school follows safe employment procedures and has put in place the excellent, comprehensive arrangements for welfare, health and safety to ensure the safety of all in the school.

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

- 5.3 The quality of management and leadership in the school is good, and in the EYFS it is outstanding. The SMT consists of the recently appointed joint heads, both previously deputy heads in the school, working with the principal. A team of curriculum co-ordinators further supports the development of subject expertise and planning. The SMT team has a clear vision and set of aims for the school, and is working well to maintain traditions, uphold and improve educational standards and to ensure the excellent personal development of pupils.
- 5.4 The new SMT has provided impetus for improvement in a number of ways. Its members have continued the use of the school development plan to identify and prioritise both whole-school and subject-level improvements, which are steadily being implemented. The plan was originally prepared following consultation with staff which took place during the first round of appraisal in 2008, and is updated as new issues arise and other projects are completed. Much has been achieved by the use of assessment data to track pupils' progress. A comprehensive educational testing regime is in place and the SMT, the special educational needs co-ordinator and teachers are all reviewing and using this information to monitor progress, to inform intervention to help pupils who are not making the expected progress and to inform planning. The SMT has accurately evaluated what has been achieved and has planned the next steps needed to make full use of the available information.

- 5.5 The formalisation and development of the role of curriculum co-ordinator has resulted in departmental needs being identified, prioritised and met. Some of the plans, such as departmental monitoring of teaching, are in their infancy and will take time to become an established part of the regular process of improvement. An excellent start has been made in the first phase of departmental review, with a focus this term on English and literacy throughout the school. All English books were scrutinised, creative writing and the use of formative comments were identified as areas for development and in-service training has taken place to stimulate and support teachers in good practice. Ongoing monitoring is evaluating the success of the training. Plans are in place to extend this work to further improve the quality of teaching throughout the school with a focus on a different subject each term following the success of the first review.
- 5.6 The SMT is successfully supporting and developing high quality staff, through regular appraisal, in-house training and by enabling staff to attend a wide variety of training courses and pass on their training, often through early morning feedback sessions. The required training has taken place for all staff in safeguarding and, as appropriate, in key areas of welfare, health and safety.
- 5.7 The school has appropriate and thorough arrangements for checking and recording the suitability of all staff, including volunteers, supply or temporary staff and the proprietor.

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

- 5.8 The quality of links with parents is excellent and highly constructive relationships have been built from the EYFS onwards. In questionnaire responses parents expressed a high level of support for the school. They highlighted five areas of particular strength: that the school promotes worthwhile views and attitudes, that teaching helps their child to make progress, that high standards of behaviour are achieved, that information about the school and policies are readily available and that they can communicate easily with the school.
- 5.9 Parents were satisfied with the opportunities to be involved in the life and work of the school. The parent teacher association (PTA) is a very active organisation, committed to fundraising for improvements to support the school, and the summer fair is a major school event combining fundraising and enjoyable family activities.
- 5.10 The school asks parents to support their children's learning through involvement in homework, and uses the homework diary as a means of communication. A small number of parents expressed concern about the demands of homework; however, the published homework policy asks them to let the teacher know day by day if too much or too little homework is being set so that appropriate levels can be set for each child.
- 5.11 All the required information is provided on the school website or on request to parents and parents of prospective pupils. The new website provides daily information to parents about school events. An information evening held for Year 5 parents helps appropriate decision making about the applications for their children's next schools. During the last year the school has conducted a review of its reporting procedures and has developed a mix of short reports giving effort and attainment grades, parents' meetings with staff, and a full report produced at the end of the school year which gives detailed information about test results, attainment and guidance on how to improve, as well as targets for the future. These high quality

reports show the teachers' detailed knowledge, understanding and appreciation of their pupils.

- 5.12 The school handles concerns raised by parents with care; complaints are properly dealt with and no formal complaints have been received in the last year. The easy availability of teachers and access to the proprietor or heads means that parents are able to discuss matters informally, and the parental questionnaire responses indicated that the vast majority of parents felt that any concerns were dealt with well.

**What the school should do to improve is given at the beginning of the report in section 2.**

## **6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

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

6.1 The overall effectiveness of the Early Years Foundation Stage is outstanding. The setting provides a carefully planned curriculum in a caring, rich environment which is rigorously monitored to ensure that high standards are maintained and improvements continue. Comprehensive, detailed recording of observation and assessment enables teachers to plan to fully meet the needs of each child, ensuring excellent progress.

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

6.2 Leadership and management are outstanding. The setting has developed a comprehensive range of appropriate and up-to-date policies and procedures, which are regularly reviewed and backed by careful monitoring. Excellent communications ensure that all staff are familiar with these policies and that safeguarding procedures are fully implemented to promote children's welfare.

6.3 The parents are highly supportive of the school; questionnaire responses highlighted the quality of teaching and extra-curricular activities as strengths. The setting has built a strong working partnership with parents, supported by daily contact through the reading diary, which provides a two-way channel for information, concerns and comments.

6.4 Working with the SMT, clear priorities included in the school development plan have been successfully implemented. Effective team work ensures that systems for review result in improvement.

6.5 The careful attention given to policies and procedures and the effective use of assessment information ensure that each child has an equal opportunity to succeed. The staff are very well qualified and trained, making excellent use of local authority expertise.

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

6.6 The quality of provision is outstanding, as the environment is both welcoming and stimulating, enabling excellent progress in learning.

6.7 The wide variety of stimulating materials and resources in the classroom helps children to develop their imagination through role play, and they learn problem-solving skills by using specific equipment. The well-equipped outdoor area encourages children to develop physical skills and to play imaginatively, independently and co-operatively, although it is sometimes not fully exploited.



- 6.8 High quality planning supported by a comprehensive assessment regime creates a strong foundation for learning. Initial assessments are made using nationally standardised baseline tests. These results, together with detailed daily observations and assessments, are used to plan in detail for each individual. Regular review meetings ensure action to support children and promote their welfare.

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

- 6.9 Outcomes are excellent. Children greatly enjoy all areas of learning and work well, co-operatively and individually. They learn about healthy eating, good hygiene habits and keeping safe and healthy, enjoying physical activity outdoors in their play area and the extensive grounds.
- 6.10 Children develop great confidence; they work and play sociably together, respect each other, are articulate and are very happy to talk to adults. They share well, and participate eagerly in activities. They understand the importance of being a good friend from PSHCE.
- 6.11 Children make excellent progress in all areas of the curriculum. They achieve high standards of literacy and numeracy and communicate very well. They ask interesting questions and think carefully about their experiences. They learn to work independently and use computers, and enjoy learning about the wider world.

**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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### Inspectors

Mrs Gwen Caddock

Reporting Inspector

Mrs Franciska Bayliss

Team Inspector (Former Head, ISA school)

Mr David Rose

Team Inspector (Head, ISA school)

Mr Richard Balding

Co-ordinating Inspector (Early Years)