



INDEPENDENT SCHOOLS INSPECTORATE

ST DUNSTAN'S COLLEGE

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St Dunstan's College

Full Name of College	St Dunstan's College		
DfE Number	209/6032		
Registered Charity Number	312747		
Address	Stanstead Road Catford London SE6 4TY		
Telephone Number	020 8516 7200		
Fax Number	020 8516 7300		
Email Address	hm@sdmail.org.uk		
Headmistress of College	Mrs Jane Davies		
Chairman of Governors	Sir Paul Judge		
Age Range	3-18		
Total Number of Pupils	770		
Gender of Pupils	Mixed		
Numbers by Age	3-5 (EYFS):	50	5-11: 187
	11-18:	533	
Number of Day Pupils	Total:	770	
Head of Junior School	Ms Judy Bate		
Head of EYFS Setting	Mrs Amanda Hughes		
EYFS Gender	Mixed		
Inspection dates	7th to 8th December 2010		
	17th to 19th January 2011		

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in October 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 2010*. The range of these Regulations is as follows.

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

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

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

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

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

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

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and their learning, attitudes and skills	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(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
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	11
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	11
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	11
(c) The quality of the provision in the Early Years Foundation Stage	11
(d) Outcomes for children in the Early Years Foundation Stage	12
INSPECTION EVIDENCE	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Dunstan's College aims to promote academic excellence, to recognise the individuality of every child, to help every child to reach his or her full potential, to equip each for progression beyond school, and to ensure that each develops within a sound moral framework based on the Christian ethos of the college. The college seeks to inspire a lifelong love of learning and to create an environment which is happy, challenging and safe. The college is overseen by the trustees of St Dunstan's Educational Foundation, all of whom are governors.
- 1.2 St Dunstan's is a selective and co-educational day school, which traces its origins back to the fifteenth century; in its present form and location it opened in 1888. The Early Years Foundation Stage (EYFS) consists of a nursery and two reception classes, situated in the pre-prep house. All pupils are assessed for entry.
- 1.3 Since the last inspection the junior school has added a large library, and both junior and senior schools have totally reorganised their management systems. The school has a total of 770 pupils, of whom 134 are in the sixth form, 399 in Years 7 to 11, and 237 in the junior school. Of these, 50 are in the EYFS. The ratio of boys to girls is approximately 6:4 throughout the school.
- 1.4 Analysis of standardised data indicates that the ability profile of pupils is above the national average. Pupils come from a wide range of ethnic backgrounds, mainly from the boroughs of Lewisham, Bromley and Southwark, but also from further across London. They are drawn from mainly professional and business backgrounds, although a significant minority come from a broader range of socio-economic groups.
- 1.5 The junior school has five pupils who speak English as an additional language (EAL), of whom three receive language support from the school. In the senior school there are three such pupils, of whom two receive language support. The junior school has assessed eleven pupils as having learning difficulties and/or disabilities (LDD), all of whom receive support, and has one who has a statement of special educational needs (SEN). The senior school has identified 75 pupils with LDD, mainly with dyslexia. Of these, 24 receive additional support. The senior school has no pupils with statements of SEN.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievement throughout the college is good, and outstanding in the EYFS. Extra-curricular achievement, particularly in the Duke of Edinburgh's Award scheme (D of E), the combined cadet force (CCF), and in music and sport, underlines the pupils' enthusiasm, commitment and high level of skill. Teaching throughout the college is consistently good or better. Most of the marking is helpful, indicating ways to achieve future progress, but some does not live up to this standard. Reports and grade sheets are regular and thorough, and, at best, are fully diagnostic with targets for improvement.
- 2.2 The pupils' personal development is outstanding. Pupils have a well-developed sense of right and wrong, and readily think of others, shown both in their behaviour around the college and in their concern for the wider communities; to this end they not only raise money, but give their time in contact with the elderly, those physically handicapped and in local primary schools. Pupils develop good understanding of their own and others' cultures. Parents, in their responses to the pre-inspection questionnaire, were particularly happy with their children's personal development. The pastoral care of the pupils is excellent, and pupils recognise that staff have concern for their welfare. Effective arrangements ensure the health and safety of pupils, and pupils know that they are well cared for.
- 2.3 The governance of the college is excellent, as are the leadership and management. Governors support the heads in both schools, and are kept fully informed by them. Governors successfully discharge their legal obligations and all child protection, welfare, health and safety measures are in place. The heads provide strong and clear vision for the college, and have developed a strong senior management team in both schools, enabling the college to flourish as a well directed and successful establishment, which has fully complied with the recommendations of the previous report. Links with parents are good. In responses to questionnaires they showed good support for their children's academic and personal development. In responses to the senior school parents' questionnaire, some parents were not happy with the provision for children with special needs, with the information from the school over their children's progress, or with the way in which concerns were handled. Inspectors looked at these areas, but did not find significant evidence to support the parents' views.

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 2010.

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. Resolve inconsistencies in the marking done by different faculties, ensuring that in all subject areas pupils are made aware of targets for improvement.
 2. Refurbish the pre-prep playground.

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 throughout the college is good. Pupils of all abilities display good subject knowledge, understanding and skills. Pupils listen attentively and their speaking skills are well developed. Since the last inspection standards in mental mathematics and reading in the junior school have improved. Junior school pupils are given a thorough grounding in information and communications technology (ICT), enabling them to progress towards excellent achievement in the senior school, where they successfully take GCSE standard ICT examinations at the end of Year 9. Standards of literacy and numeracy are good throughout the college, and LDD pupils achieve well in relation to their abilities, making good progress alongside their peers.
- 3.2 Pupils take full advantage of the college's extensive programme of extra-curricular activities, in which they are very successful. The D of E scheme is a conspicuously flourishing part of the extra-curricular provision, with seventy-five gold award expeditions completed in the last three years. Pupils in the college's large CCF contingent achieve a good degree of self-reliance and co-operation, particularly in the many expeditions organised, and with participation by pupils from a local maintained school. Standards of music, for individual performers and ensembles, are high throughout the college, leading to very good examination results. Pupils achieve good standards in sport. Four senior school pupils have achieved county and representative honours in the last two years and pupils have benefited from an extensive series of overseas sports tours. In the junior school, four pupils have qualified for independent school national swimming finals in the last three years.
- 3.3 The following analysis uses the national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are available. Results in A-level examinations have been above the average for maintained schools. Results in GCSE examinations have been far above the average for maintained schools and results in the International Baccalaureate (IB) examinations have been above the worldwide average and, in the most recent years, above the United Kingdom average. University application is very successful, with most pupils gaining first choice offers. Attainment in the junior school, based on work scrutiny and lesson observation, is good. Pupils throughout the college make good progress relative to their ability, which is above the national average. There are no apparent differences in academic attainment based on gender or ethnicity and pupils with LDD achieve in line with their ability. The college is making very good progress towards its aims of promoting academic excellence and helping every pupil to reach his or her full potential.
- 3.4 Pupils display a positive attitude to learning at all stages. Their exercise books and folders show a good volume of work which is, for the most part, well presented. Pupils work well independently, but also readily work together cooperatively when the opportunity arises. Examples of good, independent, creative work were seen in research on mediaeval castles in Year 7, and close reading of a Shakespeare text at GCSE showed the ability to apply logical thought to the material studied. In the junior school good co-operative work was observed in mathematics. The college has increased the opportunities for independent reading, reflection and exploration by pupils since the last inspection, meeting the recommendation of that report.

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

- 3.5 The quality of curricular and extra-curricular provision is excellent, the academic curriculum being broad and well balanced, meeting the needs of all pupils, including both pupils with LDD and those who are particularly able. The overwhelming majority of parents are very happy with the range of subjects offered for GCSE and sixth-form courses. Sixth-formers are able to choose between A-level and the IB Diploma course.
- 3.6 The curriculum contributes effectively to the pupils' linguistic, mathematical, scientific, technological, creative, aesthetic and physical development. Cross-curricular work is encouraged as, for example, between the music and ICT departments working with younger senior pupils on a project on film music. Throughout the college the curriculum suits all ages, abilities and needs and includes a comprehensive approach to personal, social and health education. Effective careers education is provided in the senior school. The college achieves its aims to equip every child for progression beyond school at both senior and junior levels.
- 3.7 The library in the senior school and a new library, since the previous inspection, in the junior school are well-stocked and used extensively to support both curricular and extra-curricular study and research.
- 3.8 A busy extra-curricular programme enriches the pupils' educational experience throughout the college, enabling them to develop a wide range of skills and to build self-confidence. There is ample opportunity provided for pupils to participate in a good range of sports and to represent the school in competitive fixtures. Opportunities in the performing arts abound. The overwhelming majority of parents are very pleased with the extra-curricular opportunities provided. Involvement by pupils is extensive and the activities are appreciated and enjoyed.
- 3.9 The college places importance on older pupils helping younger members of the college, which instils leadership skills in a variety of activities ranging from CCF to lower school debating and junior school games. Pupils respond to the college's encouragement of service to the local community, through their extensive commitment to the D of E scheme, the college's community service programme, charity fund-raising events, and, in the junior school, through the 'festival of song' they organise, where they are joined by other local schools.
- 3.10 Further intellectual stimulation is provided in the college by the wide variety of enrichment activities such as Ancient Greek club and the debating society in the senior school and chess club in the junior school. Visiting lectures from leaders in their fields promote intellectual challenge and pupils participate in national academically demanding competitions. Throughout the college pupils have the opportunity to take part in residential trips and visits to other countries to widen their experience. These include annual junior school residential trips involving pupils in Years 3 to 6 and recent senior school sports tours to Spain and Sri Lanka.
- 3.11 There is extensive charity fund raising in the college. Links with Ntinda primary school in Uganda have resulted in the building of a library and contact is ongoing with such activities as the writing of letters by junior school pupils. This provides an excellent opportunity for developing an understanding of citizenship in the global context.

3.(c) The contribution of teaching

- 3.12 Teaching throughout the college is good and is effective in promoting a central aim of the school to enable pupils to make progress and fulfil their full potential. Teaching is consistently good or better. Features of the best teaching include high teacher expectations, well planned lessons with clear learning objectives and engaging pupil activities. The emphasis placed on mutual observation of lessons by staff in their professional development has been successful in working towards further improvement in this area.
- 3.13 Praise and encouragement are notable in all lessons. Teachers have good subject knowledge, know their pupils well and are sensitive to the needs of individuals. For example, LDD pupils using laptops were able to perform the same exercises, to the same standard, as other pupils in the class working on paper. Teachers use a good variety of teaching methods, with work carefully planned to match the ability of the pupils, including those with learning difficulties and the more able. This is a significant improvement since the last inspection.
- 3.14 Teachers offer appropriate individual support in lessons. They question pupils effectively to check understanding, incorporating use of 'show me' boards and 'traffic light' systems as appropriate. Resources are well used and the teaching has benefited greatly from the college's investment in interactive whiteboards, which teachers use effectively. Extension work, and more probing questions, are well used to challenge more able pupils.
- 3.15 Throughout the college work is marked regularly, in line with the whole college marking policy, but quality varies between faculties in the senior school. In many subjects marking is effective and, at its best, is encouraging and includes comments to aid improvement. The marking of work in the senior school is scrutinised within faculties to ensure consistency and this is an improvement from the previous inspection. However, there is little sharing of scrutiny between faculties, so that those faculties where some marking is more superficial, providing limited guidance, do not benefit from the best practice of other faculties. The school is working to develop further in the area of work scrutiny, especially the sharing of the marking of pupil work between faculties.
- 3.16 Standardised tests in the junior school provide valuable data and this is starting to be used in the tracking of pupil progress and in target setting, especially in mathematics and English. In the senior school, all pupils are assessed on entry to Year 7 and tests are used to measure progress to GCSE. Internally generated data are used to set GCSE target grades. Predictive tests are also used as a foundation for the assessment of pupils following A-level courses in their sixth-form years. These data, available to all teachers, are used extensively to assist in planning future lessons.
- 3.17 Throughout the college, reports and grade sheets are regular and thorough. Comments vary in terms of quality, the best being fully diagnostic with targets for improvement. The information is used so that pupils can maximise their potential academically. This helps to support the junior school's aim of pupils achieving their personal best and in the senior school their full potential.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The personal development of pupils is excellent and fulfils the aims of the college. Pupils have many opportunities to consider spiritual matters, and feel that the college is responsive to requests for specific consideration, for example in the provision of a Muslim prayer area. Throughout the college, assemblies encourage consideration of others' feelings through moral and spiritual themes. Pupils comment that they feel inspired by a sense of both wonder and immense pride in the college when they attend services held away from the school, as for example, Commemoration Day at Southwark Cathedral. Pupils' awareness of a sense of the numinous is illustrated through the artwork displayed throughout the buildings and through opportunities for performing and listening to music. Pupils develop excellent self-confidence, self-worth and leadership skills through their involvement in the CCF and competitive sports.
- 4.2 Pupils know right from wrong and learn to become responsible citizens, giving service to the community in a number of ways. Through the curriculum they demonstrate highly effective consideration of moral dilemmas and social issues, such as business ethics and the morality of war. Conduct is respectful and considerate in classrooms and corridors alike. Almost all parents express satisfaction with their children's opportunities for personal development. Through various pastoral channels, pupils receive guidance to help them to develop moral maturity.
- 4.3 An ethos of consideration and tolerance towards others pervades the college; pupils support each other, respect their teachers, and value and take pride in their school community. Pupils develop a responsible and socially aware moral code. Pupils are confident, friendly and responsive, building positive relationships and taking initiative for their own learning. Pupils of all ages use the diverse opportunities to enrich and enhance their personal, social and cultural development. They have a good number of opportunities to take on positions of responsibility and service. Older pupils are always happy to help younger ones and understand why they are asked to take responsibility for them. The school's stated aims to encourage every child to make a distinctive contribution to society and equip all pupils socially for the world beyond school are fulfilled through the wide range of activities, not least in charitable fund-raising for both local and international charities. Pupils develop social concern and awareness in the wider community by assisting in local primary schools, and in a nearby old people's home. Throughout the college music, art and drama help pupils develop effective, easy communication within and outside the school community.
- 4.4 Critical reflection, fostered by teaching staff, enables pupils to understand different expressions of belief in a multi-faith society and in groups such as the Christian union pupils explore the nature of faith. Through lessons and by visits to places of worship such as the local mosque pupils acquire knowledge and understanding of a variety of faiths and cultures. The wealth of trips and excursions both locally and abroad contributes significantly to the pupils' developing understanding of their own cultural traditions and the richness and diversity of others. Within the school curriculum, pupils develop awareness of other economic, cultural and political contexts.

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

- 4.5 The college provides an excellent standard of pastoral care for its pupils in accordance with its aim to provide a happy and safe environment. Pupils' welfare is monitored daily by class teachers, form tutors and key stage heads, leading to pupils' feeling happy and secure, and knowing to whom they should turn if they have a concern. They relate well both to staff and to each other. Junior pupils have absolute confidence in their 'worry box' and all pupils have confidence in teaching staff to resolve any issues. The college codes of conduct are clearly displayed, known by all and acknowledged in action. The college has a strong culture of praise, and rewards good behaviour so that the pupils' effort and successes are celebrated in assemblies. The college has effective measures in place to deal with any bad behaviour, or bullying which may occur, though pupils, in their questionnaire responses, felt that little, if any, bullying took place.
- 4.6 Arrangements to ensure the health and safety of pupils are effective: the college has comprehensive policies in place and all staff receive regular and appropriate training, including on child protection issues. The safeguarding policy meets requirements and is implemented successfully. Risk assessments are frequent and thorough and measures are successfully taken to reduce the risks from fire and hazards, thus meeting the recommendation from the last report. The college has an appropriate sick room, and effective procedures for pupils who are ill. The college's special educational needs disability access policy makes appropriate provision for pupils with disabilities.
- 4.7 The college's catering provision is very good and encourages pupils to make healthy eating choices. Many of the pupils said the food was delicious. All pupils engage in regular exercise and sport, both through the curriculum and through various extra-curricular opportunities. Attendance and admission registers are appropriately maintained and archived.

5. THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the college is excellent, ensuring comprehensive oversight of educational standards, financial planning and proper use of resources, in line with the college aims. The college has a wide-ranging and innovative school development plan, which provides evidence of a willingness to think creatively about the possible directions for strategic development in the future. A sensible pattern of committees enables governors to manage their work effectively, to monitor the workings of the college, and to utilise fully the varied and valuable professional expertise they jointly bring to the governing body.
- 5.2 Governors provide support and stimulus for growth and improvement in both junior and senior schools. They are informed by regular and comprehensive reports from both heads, they have attended some governors' training, and they annually hold a study weekend where they are able to take a long-term view of the college's affairs. Meetings are regular and sufficiently frequent, and governors attend a variety of school occasions, at many of which they are able to meet both staff and parents. Active consideration is being given to ways to increase the governors' involvement within the college.
- 5.3 The governors are effective in discharging their responsibilities for child protection, welfare, health and safety. All necessary checks are carried out and recorded, and all required policies are in place, implemented and regularly reviewed.

5.(b) The quality of leadership and management

- 5.4 The leadership and senior management of both the senior and junior schools are outstanding, providing very clear educational and pastoral direction, and setting appropriate, achievable priorities. The excellent leadership and management by the heads and deputies ensure the harmonious workings of the senior and junior schools. Within the overall college, both the senior and junior schools have fairly recently reviewed their management structures, and have made changes which are producing effective results. Middle management of the college is good, although within the senior school faculty heads, who have done much work on assessment and recording within their faculties, have not yet started monitoring between the faculties, to ensure both consistency of approach and the sharing of best practice from one discipline to another.
- 5.5 Teachers within faculties are well supported by both senior and middle management, with lesson observation, work scrutiny and faculty and subject audits being an integral part of the management structure. The college operates a system of careful self evaluation and planning in order to secure its aims. Staff at all levels are encouraged to be involved in the school, and to engage in its success. The very many hours which staff contribute to the school's extra-curricular programme are only one testament among many to their involvement in, and identification with, the success of St Dunstan's. The bursar leads a team of dedicated non-teaching staff which serves the college well, and makes an important contribution to college life.
- 5.6 The college is successful in appointing, supporting and motivating high quality staff and ensuring that they are suitably trained for their roles in safeguarding, welfare, health and safety. Arrangements for recruitment and checking the suitability of staff, governors and volunteers are fully in place.

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

- 5.7 Links between the college and parents are good. Responses to the parental questionnaire indicate a good level of support overall in the senior school, and even stronger support in the junior school. Some parents of senior school pupils were not happy with the provision for children with special needs, with information about their children's progress, or the way in which concerns were handled. Inspectors did not find significant evidence to support these views. The questionnaire responses indicate strong support for the attitudes and values promoted, for the availability and quality of the information provided by the college and for standards of behaviour. Inspection evidence supported all of these views.
- 5.8 Parents of present and prospective pupils are provided with all the required information, and the website provides easy access to policies, news, and forthcoming events, thus meeting the recommendation of the previous report. The college makes good use of electronic communication with parents, and provides several opportunities throughout the year, some social and some academic, for staff and parents to meet. All of the full written reports provide useful information on the pupils' progress.
- 5.9 Parents may become involved with the college's Family Society which organises a sequence of events throughout the year, and raises money for various causes and charities. Parents also support a range of performances given by the pupils.
- 5.10 The college has an appropriate policy for dealing with complaints from parents, although in recent years no complaint has gone beyond the first, informal, stage.

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 EYFS setting is outstanding, enabling the school to meet its aims of preparing children for their lives in a happy, challenging and safe environment, inspiring a lifelong love of learning and enabling them to become confident and considerate individuals. The staff work very well together to promote an environment where both academic progress and pastoral care are well balanced. They recognise the unique qualities of each child and show excellent understanding of how to meet their individual needs. Children achieve extremely well, irrespective of ethnicity, gender or disability. Careful planning is designed to ensure that the current high standards are maintained. The school has appointed a head of EYFS, introduced an EYFS parents evening, extended the outdoor provision and refurbished a multi-purpose activity room since the previous inspection.

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

6.2 Leadership and management of the EYFS are outstanding. Comprehensive arrangements are in place for safeguarding children and all staff are suitably qualified and all have a paediatric first aid qualification. Both the head of the junior school and the head of EYFS have a clear vision for the development of the setting and a strong commitment to equality and diversity. All records, policies and procedures necessary for efficient management are in place and implemented rigorously. Risk assessments are detailed, well managed and reviewed regularly. Excellent resources are well deployed to enhance children's experiences such as interactive whiteboards in the use of which the children are proficient. Excellent relationships exist with parents, who in discussions and their questionnaire responses commented favourably on all aspects of the provision. Parents are very supportive, and they and local authority advisers both have strong links with the setting.

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

6.3 The quality of the provision is outstanding. Children benefit from a broad curriculum which is enriched by lessons in physical education, music and swimming for the reception class. An excellent balance of adult-led and child-initiated activities gives children the opportunity to develop their critical thinking and independence. Planning is detailed across all six areas of learning. Staff have considerable knowledge of the EYFS framework and skilfully match activities to individual children's needs using observations and assessment to assist short-term planning. The pre-prep playground has good play equipment, but parts of the area are in need of some refurbishment. Children's welfare is a very high priority: key persons are known to them, guiding and supporting them and providing safe and clear routines for them. The children enjoy healthy snacks and a nutritional lunch with a varied choice.

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

- 6.4 Outcomes for the children in the EYFS are outstanding. Children are enthusiastic, make excellent progress, concentrate and co-operate well. They listen carefully, are extremely articulate and demonstrate good understanding of both numeracy and writing. They demonstrated excellent ball skills, rolling, throwing and catching a large soft ball. Children in the nursery know how to self-register on arrival in school, recognising their own names. The personal development of the children is outstanding. They are respectful of one another, friendly, helpful and polite. Their table manners are very good. The children develop good habits that ensure their own and others' safety. The children find learning fun and are very happy in the setting.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff, the chairman of governors and the deputy 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

Mrs Jenny McCallum	Reporting Inspector
Mrs Annie Farrell	Deputy Head, SHMIS school
Mrs Audrey Marsden	Head of Pre-prep, IAPS school
Dr Tracey Martin	Head of Department, HMC school
Dr Jonathan Tribbick	Headmaster, HMC school
Mrs Debbie Buckenham	Early Years Co-ordinating Inspector