



# **INDEPENDENT SCHOOLS INSPECTORATE**

**STORMONT SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Stormont School

Full Name of School	<b>Stormont School</b>
DfE Number	<b>919/6202</b>
Registered Charity Number	<b>311079</b>
Address	<b>Stormont School The Causeway Potters Bar Hertfordshire EN6 5HA</b>
Telephone Number	<b>01707 654037</b>
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Email Address	<b>admin@stormont.herts.sch.uk</b>
Headmistress	<b>Mrs Morag Johnston</b>
Chair of Governors	<b>Mr John Salmon</b>
Age Range	<b>4 to 11</b>
Total Number of Pupils	<b>166</b>
Gender of Pupils	<b>Girls</b>
Numbers by Age	<b>4-5 (EYFS): 24    5-11: 142</b>
Head of EYFS Setting	<b>Mrs Anne Curley</b>
EYFS Gender	<b>Girls</b>
Inspection dates	<b>20<sup>th</sup> September 2011 to 21<sup>st</sup> September 2011 17<sup>th</sup> October 2011 to 19<sup>th</sup> October 2011</b>

## 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 September 2005

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

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

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

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

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

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 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 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
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</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) Recommendation(s) for further improvement	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)	5
(c) The contribution of teaching	6
<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	8
<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>11</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	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
<b>INSPECTION EVIDENCE</b>	<b>13</b>

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

- 1.1 Stormont School is a day school for girls aged from four to eleven. The school aims to develop happy, confident girls who communicate effectively, and who are challenged in all areas of the curriculum to achieve their full potential within a friendly, safe and ordered community which promotes good relationships and where all feel valued. The school aims to engender the qualities of respect, good manners and courtesy, giving pupils a sense of pride in their school and respect for their environment whilst preparing them for the next stage of their education.
- 1.2 The school is situated in a residential area of Potters Bar, in a Victorian house and former stable, with additional purpose-built accommodation including a sports hall opened in 2009. The school was founded in 1940 as a day school for boys and girls in association with a nearby girls' boarding school. In 1944 it became a preparatory school for girls, and in 1962 an educational trust was formed with a Council of Management undertaking the responsibilities of the governing body. The council has nine members, seven of whom are present or past parents. The school has an Early Years and Foundation Stage (EYFS) Department with pupils aged from four to five attending the reception class.
- 1.3 The school currently has 166 pupils. Lower School, which includes Reception, Year 1 and Year 2, has 72 pupils; of these, 24 are in Reception, all full-time. Upper School, made up of Years 3 to 6, has 94 pupils.
- 1.4 Pupils join the school in Reception and the majority move through the school. Places are allocated on the basis of registration, with siblings having priority. The ability profile of the school measured by standardised tests of ability is above the national average with few below the national average. Most pupils move on to local selective independent schools.
- 1.5 Pupils come mainly from business and professional family backgrounds, and from diverse ethnic, cultural and religious backgrounds. Currently no pupil has a statement of special educational needs. Twenty-five pupils have been assessed as having special education needs and/or disabilities (SEND), and all of these pupils receive support from the school. Five pupils have been identified as having English as an additional language (EAL). All are fluent speakers and users of English needing no support.
- 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 overall achievement of pupils is good across the range of academic subjects and extra-curricular activities, in line with the aims of the school. Pupils learn well in all areas and benefit from a carefully planned curriculum. Good teaching by skilled and dedicated teachers consolidates their learning. Pupils make good progress. Teachers know them well and care about their learning. Occasionally, lesson planning fails to include specific provision for pupils with SEND or the gifted and talented, which resulted in more limited learning for these pupils. Pupils have highly positive attitudes and enjoy their learning.
- 2.2 The personal development of pupils is excellent. Pupils are confident, helpful and happy. They learn to live and work harmoniously together, developing strong personal values within a clear moral code. They enjoy taking responsibility and, through learning about other religions and cultures, come to respect the beliefs of others. Pastoral care is excellent, and pupils feel safe and well supported. Efficient systems operate to record and share information to ensure high levels of care. From EYFS onwards, the school has excellent policies and arrangements for safeguarding children and for health and safety at all levels.
- 2.3 Governance is good; members of the council are well-informed and committed to the work of the school. All the legal responsibilities are met and careful financial management has enabled the council to invest in modern buildings including the sports hall, which is a great asset to the sporting life of the school. Leadership and management are good ensuring that the school meets its aims. Evaluation and planning in consultation with the whole teaching staff has resulted in shared educational initiatives such as the development of independent thinking skills. Appraisal by the senior management team (SMT) and monitoring by subject coordinators are well developed, however the planning and delivery of specific provision for pupils with SEND and for able and talented pupils are inconsistent. The school has addressed all the recommendations made in the previous inspection report. Parents are highly supportive of the school. In their responses to the pre-inspection questionnaires, they expressed their appreciation of the range of subjects and activities, high standards of behaviour of the pupils, and the ease and clarity of the communications and information they receive.

## **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. Implement fully the teaching and learning policy to ensure consistent provision to support learning within the classroom for pupils with SEND and those recognised as gifted and talented.
2. Develop further the links between assessment in the EYFS with the systems across the school to contribute to tracking the progress of individual children.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 Pupils' achievements are good in both the academic and wider areas of the curriculum. Pupils are well educated, fulfilling the school's aim to develop happy, confident girls who are effective communicators. Experience across the curriculum and in extra-curricular activities enables pupils to develop their knowledge, understanding and skills.
- 3.2 Pupils are articulate and are able to express their thoughts and ideas clearly. They listen carefully in a wide range of situations, become competent readers and write effectively for different purposes. Creative writing is a strength. For example, Year 4 and Year 6 pupils took great pride in their writing, showing strong planning skills and command of language. Vivid displays throughout the school show pupils' own artwork and their responses to the art of other cultures. Pupils learn to think logically and independently in problem-solving activities. Pupils develop mathematical skills which they apply in other subjects. For instance, Year 6 pupils selected Venn diagrams as the best way to organise data in a science/geology lesson. Pupils become capable users of information and communication technology (ICT), using their skills successfully in individual research projects.
- 3.3 Pupils greatly enjoy their sporting activities, and the school has had notable successes in netball, gymnastics and swimming at local, regional and national levels. Pupils are capable organisers, running the school council and successful fundraising events. The majority of pupils are successful in gaining places at their first choice of senior school, including at highly selective independent senior schools. Over recent years, pupils have regularly been awarded academic, sporting and music scholarships. In 2011, pupils gained eight awards, one for music, two for physical education, and five academic scholarships.
- 3.4 The following analysis uses the national data for the years 2007 to 2010, the last three years in which pupils sat the national tests. Results in national tests at the age of seven have been far above the national average for maintained primary schools. Results in national tests at the age of eleven have overall been far above the national average for maintained primary schools. The results in national tests have been good in relation to pupils' abilities and indicate that their progress is above the average for pupils of similar ability. These judgements are supported by the good progress seen in work in books and in lessons and by the interviews with pupils in which their work and progress were discussed. It is further supported by the information collected by the school on pupils' progress using a wide range of assessment data. Pupils' progress is generally assured by carefully planned and thorough teaching; in the best lessons progress was rapid. Occasionally, learning for certain pupils was limited when the work provided was not appropriate for the range of ability within a class.
- 3.5 From the earliest years, pupils have highly positive attitudes to learning and to their activities. In their comments in the pre-inspection questionnaires, many stated that they are aware of the progress they make, that they enjoy their learning and that they love coming to school. They work independently and co-operatively. The school ensures that pupils learn to think "I can do this, I will not give up!!" which is embodied in the ethos of the school.



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

- 3.6 The curriculum is well-planned and ensures that pupils experience a wide range of subjects and activities. Pupils make good progress through the school in all areas of learning including the linguistic, mathematical, scientific, aesthetic and technological aspects. Pupils learn French from Reception onwards and become confident users of the language. Pupils' creativity is well-developed in drama, art, pottery and design and technology (DT). By Year 6, pupils have created a comprehensive folder of work in ICT which shows their skills across a number of programmes.
- 3.7 The school regularly adopts a focus for whole school development; recently, pupils were encouraged to develop the skills of perseverance. The current focus on independent thinking and on thinking skills encourages pupils to become critical and reflective learners. In a personal, social and health education (PSHE) lesson, Year 1 pupils were learning to think about thinking and were discussing what strategies would help them to become good thinkers. The curriculum is designed to ensure that pupils make progress appropriate to their needs and potential. Specific learning needs are carefully identified for both pupils with SEND and for the gifted and talented pupils. Individual educational plans (IEP) are prepared and some well-targeted work takes place with small groups to support those with SEND. The required support for needs identified in IEPs is not always fully provided in lessons.
- 3.8 The comprehensive PSHE programme fully supports the school's aims to help pupils to become happy, confident girls who are effective communicators, and introduces pupils to many aspects of life in the wider world. The scheme includes lessons which focus on building confidence and also interview preparation which help to prepare pupils well for their move to their senior schools.
- 3.9 The curriculum is well supported and enriched by regular visits, outings, guests in school and school clubs including Tae Kwon-do, tennis, drama and dance. In interviews pupils said that these activities are greatly enjoyed. Pupils participate in exciting joint musical events. For example, Year 5 have recently taken part in a choral workshop at a neighbouring independent school, and greatly enjoyed singing in the final concert.
- 3.10 Visiting groups and visits out of school greatly enrich the curriculum, for example during the inspection a drama group brought the jungle to pupils in the Lower School. Pupils visit local and national theatres, a Victorian school, Mountfitchet Castle, and take part in visits with a scientific or geographical theme. From Year 4 onwards, pupils take part in residential visits, starting with a night away from home, until, in Year 6, pupils visit France for a week. These experiences add further to their wider education and increasing independence and are greatly enjoyed.
- 3.11 The school has good links with the community including the local church and the parish vicar is a regular visitor to the school. Pupils take their musical events to a local old people's home and harvest gifts and Christmas boxes are distributed. Pupils raise significant amounts of money for a wide range of local and national charities.

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

- 3.12 Teaching is good throughout the school and fully supportive of the aims of the school. Teachers understand the needs of their pupils and this enables them to plan appropriately. By the inclusion of varied tasks and careful attention to the pace of the lesson, they ensure that pupils learn well and make good progress. Teachers have good command of their subjects and use their own interests and enthusiasm to engage and inspire pupils. Teachers are highly committed; they have excellent relationships with their pupils and know them very well. They have high expectations and pupils respond with excellent behaviour and take great pride in their work. Teachers offer valuable encouragement and praise.
- 3.13 Pupils' behaviour is of a consistently high standard. If attention lapses, a quiet word brings pupils back to their tasks. The whole-school teaching initiatives to develop perseverance and independence have included specific training for staff. This has resulted in the development of effective programmes, and these have ensured that pupils develop these qualities. Staff make good use of a variety of resources and are competent users of interactive white boards. In some lessons technology is used in stimulating ways to add pace, variety and colourful challenge.
- 3.14 The school has developed clear policies for marking and assessment. In their marking, teachers show pupils how to improve their work. A wide variety of assessment techniques are used. Pupils are encouraged to identify targets for themselves through the use of self-assessment techniques. Peer assessment in an English lesson indicated how pupils understood and valued each others' work.
- 3.15 The school uses a wide range of standardised assessment tests to monitor progress and comprehensive information is available to all staff to inform planning and to identify where specific support is needed. Screening tests for dyslexia are administered to all pupils in Year 3, as recommended in the last inspection report, contributing to the successful identification of specific learning needs.
- 3.16 Pupils' learning is ensured through careful planning. Long-term plans for Years 1 to 6 show a full overview of the curriculum with clearly planned progression for pupils through the school and a useful awareness of cross-curricular links, and termly schemes are comprehensive and detailed. The best lesson planning includes careful timing and attention to the needs of all pupils of all abilities. However, as yet not all lesson plans include specific work at an appropriate level for those with SEND or for the most able, limiting learning for these pupils.
- 3.17 From Year 1 onwards assessment information is passed on to ensure smooth transition as pupils move up through the school. The development plan recognises the need to further integrate assessments for Reception into the whole school system.

## **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 awareness of the pupils in the school is excellent and is apparent in every aspect of school life. The school is highly successful in fulfilling its aims to develop pupils' confidence, and to realise their potential.
- 4.2 Pupils develop extremely well spiritually and demonstrate an understanding of the world around them. Participation in lessons and assemblies through the year enable pupils to experience reflection, prayer and celebration, and consequently to develop a sense of identity and self-worth within a supportive community.
- 4.3 Moral development is excellent, promoted by well-established and shared core values which permeate the school, resulting in thoughtful behaviour and support for one another. The school council has helped develop the school's positive codes of behaviour which are prominently displayed around the school, and pupils appreciate this. Pupils talk with pride about their school, and in responses to the pre-inspection questionnaires were appreciative of the opportunities provided. In PSHE lessons, pupils explore personal values and develop self-awareness. Pupils' involvement in a number of charitable endeavours promotes their understanding of their responsibility to help others.
- 4.4 The social development of pupils is excellent and is reflected in their friendliness to visitors and their cheerful independence. They are encouraged to think and ask questions and their opinions are respected by staff. Pupils talk confidently with each other, and with adults. Pupils of different ages mix well, for example both groups enjoyed the experience when Year 6 made and played maths games with Reception. Children contribute to the development of their school through the school council; recently, as one council member explained, they have been 'making playtimes even better'. Pupils successfully take responsibility in roles such as class monitors and as house captains who organise house assemblies and competitions.
- 4.5 Pupils' cultural development is excellent and is promoted through a stimulating range of activities, visits and special studies which facilitate a thorough knowledge and understanding of their own culture and that of others. Pupils develop a strong understanding of other faiths through religious education lessons and enrichment provided by visits to school from members of various religious communities, including parents. Displays of work illustrate pupils' appreciation and understanding of other cultures and religions.

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

- 4.6 The quality of pastoral care, and of the welfare, health and safety of pupils, is excellent. The high quality of pastoral care makes a positive contribution to pupils' well-being. Relationships between teachers and pupils are good. Pastoral information is carefully recorded, and discussions through playground books, behaviour sheets and weekly meetings contribute to a framework which ensures that every child is understood and cared for. The regular progress reviews for Lower and Upper School, which bring together all the assessment and pastoral information, focus on discussion of each child in turn, successfully linking and promoting both academic and pastoral development.
- 4.7 A comprehensive programme to ensure positive behaviour results in children feeling secure, happy and valued. In interviews, pupils displayed a real pride in and passion for their school; they wholeheartedly value the high standards they share. Good work assemblies ensure that the achievements of pupils are recognised and rewarded.
- 4.8 Measures to promote good discipline and behaviour include excellent procedures to guard against bullying. Carefully planned work in PSHE ensures that pupils understand how their behaviour impacts on others and how to get help if they need it. Unacceptable behaviour is dealt with constructively when it occurs. In responses to the pre-inspection questionnaire pupils say they feel that they are well looked after by staff, and treated fairly. Older girls know that there are specific members of staff in whom they can confide.
- 4.9 Measures to promote pupils' welfare, health and safety are given high priority by the school. Effective policies and procedures promote the safeguarding of pupils, and all staff have received the appropriate level of training. Health and safety arrangements are thorough and effective, and a comfortable medical room provides for the needs of pupils who are ill or injured. All necessary measures have been taken to reduce the risk from fire and other hazards. Children learn how to use computers safely and workshops on their safe use are run for parents. The school has an appropriate plan to meet the requirements of the Special Educational Needs and Disability Act. This plan has been implemented fully in recent building development.
- 4.10 From EYFS onwards, pupils learn about keeping healthy. Year 1 girls demonstrated an excellent understanding of the importance of healthy eating and keeping hydrated. Pupils greatly enjoy their sports lessons and activities, understanding the value of physical activity. Outdoor play at break and lunch times is active and much enjoyed. The admission and attendance registers are suitably maintained and correctly stored for the required period.

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

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

- 5.1 The governance of the school is good, and the high standards noted at the last inspection have been maintained. The Council of Management which is the governing body of the school has clear oversight and fully supports the aims of the school. The members of the council contribute a wide range of valuable expertise which is well used both through the regular council meetings and in contributions to the work of the committees. Many members have direct experience of the work of the school as past parents and all are thoroughly committed to the development of the school. The council is well informed through direct contact and full reports from the headmistress received at each meeting. This regular contact linked to the work of the committees ensures effective and well-informed monitoring. Council members have specific responsibilities such as safeguarding. They meet staff socially and attend school functions.
- 5.2 Prudent financial planning has enabled the council to invest in modern buildings of high quality. The most recently completed, the sports hall, provides excellent facilities which benefit all pupils. The council has been careful to invest in well-qualified and experienced staff, and high quality resources for teaching and learning.
- 5.3 The governing body fully discharges its responsibilities for child protection, welfare, health and safety throughout the school. The required child protection review is undertaken and the annual report on child protection matters is received by the council. Health and safety matters are reviewed at every meeting of the council and high standards are maintained.

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

- 5.4 The leadership and management of the school are good; the school benefits from strong leadership and careful management. The well-established leadership team has developed a calm and supportive school community which promotes good educational standards and high standards of personal development. The team successfully discharges its responsibilities for the development, review and monitoring of policies. However, as yet the teaching and learning policy is not consistently implemented with regard to provision for gifted pupils and those with SEND.
- 5.5 A full process of consultation with staff has been used to develop the school development plan and the resulting self evaluation has clearly identified priorities. The comprehensive development plan, to which all staff contribute, includes clear timescales and responsibilities. Good use is made of staff appraisal and performance monitoring to identify strengths and areas for training in support of the key initiatives to improve teaching and learning.
- 5.6 The management of the school has been successful in recruiting high quality staff and in supporting and motivating them. The sense of being part of the team has been consolidated through many opportunities to work together, fostering a strong sense of purpose with shared values and standards. Staff have undertaken a wide variety of appropriate training including safeguarding and aspects of health and safety. The school has thorough arrangements for checking the suitability of staff, supply staff, volunteers and governors.

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

- 5.7 The quality of links between the school and parents, carers and guardians is excellent. The school has maintained and further developed the strong relationship with parents noted at the previous inspection. This is fully in line with the stated aim of the school to build a community with good working links with parents.
- 5.8 Responses to the parental pre-inspection questionnaires were highly supportive of the school. In particular, parents highlighted their appreciation of the range of subjects and activities offered by the school, the high standards of behaviour achieved and the ease with which they are able to communicate with the school. Responses showed that parents place a high value on the worthwhile attitudes and views promoted, that information about the school and its policies is very easily available and that the school is well managed. Parents are pleased with the progress that their children make. They value the high quality of pastoral care, and many wrote appreciative comments about this aspect of the school's work. They feel encouraged to be involved in the life of the school, and affirm that they receive timely responses to questions and concerns.
- 5.9 The school has developed effective means of communication with parents. The website is up to date and displays all required information as well as useful daily bulletins and news. Email and text messaging services are used to good effect to convey information. Each year, parents receive full details about the curriculum that their children will be studying, two informative school reports are prepared, and two parental consultation meetings take place.
- 5.10 Parents' views are sought in a number of ways. Parents' forum mornings encourage informal dialogue over coffee. Questionnaires are sent out to consult on specific issues and give parents the opportunity to express their views.
- 5.11 Parents work in the school as volunteers, mainly hearing reading, and the Parents' Association is very active, encouraging social contact and fund-raising to support the school. In their response to the pre-inspection questionnaires, parents said how much they value the easy communication with form teachers facilitated by email, and also the opportunities to meet informally with the headmistress.
- 5.12 Parents feel that the school has a successful open door policy and that their concerns are handled sensitively. The complaints procedure fully meets the requirements.

**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 is outstanding. Strong leadership and well-qualified, dedicated staff ensure that each child has a secure and happy start to school life and makes excellent progress in learning and development. Since the last inspection, the school has increased the staffing levels for EYFS and has introduced an effective system to identify any additional learning needs. Development plans are successfully implemented to further the work of the EYFS.

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

6.2 Leadership and management are outstanding. Regular review and rigorous implementation of policies and procedures ensure that there is no discrimination, equality is promoted and that children are safeguarded. Appointment checks ensure that adults are suitable to work with children and thorough risk assessments promote safety in all areas of the setting. Appraisal, monitoring and staff meetings have resulted in clear evaluation and a comprehensive development plan which includes steps to link EYFS assessments to those for the whole of school, expanding the use of the school's play and learning scheme and linking with outside agencies and other schools to share good practice. An excellent range of resources strongly supports the six areas of learning. Partnerships with parents are highly constructive. Parents' strong support for the school is shown in responses to the pre-inspection questionnaire. They especially appreciate the progress already made by their children and the wide range of activities provided.

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

6.3 The quality of provision is outstanding. All the staff are sensitively aware of each child's needs, ensuring a secure and happy start to school life and a high standard of welfare for each child. Rigorous planning, reflecting detailed knowledge of EYFS by the key person and the support staff, is informed by focused observations and assessments which identify the next steps for learning for each child and provide appropriate challenges. Additional learning and developmental needs are identified and strongly supported by individual education plans, the variety of teaching methods employed and the advice from outside agencies. There is an adequate balance of child-initiated and adult-led activities. Innovative and imaginative play and learning sessions allow free flow of activities and for staff to monitor the children's social, physical and emotional development. Class routines promote good listening. Children benefit from specialist teaching in French, PE, ICT, music, drama, art and pottery.

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

- 6.4 The outcomes for the EYFS are outstanding. Baseline assessments and EYFS profile results demonstrate that children achieve very high standards in all six areas of learning. At this early stage of the year, they have settled happily into their new surroundings. Their growing confidence is evident in their ability to make independent choices and in the progress they are making in literacy, the use of computers and the interactive white board. They understand the need to adhere to the golden rules. The children feel safe and they are confident to share experiences with adults and know where to seek help if upset. A healthy lifestyle is effectively developed through fruit snacks at break, water to drink and guidance in choosing a balanced meal at lunchtime. Children learn careful personal hygiene routines. Arrangements for first aid are excellent.

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



## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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

Miss Maureen Mullins

Former Head, IAPS school

Dr Simon Willcocks

Former Head, IAPS school

Mrs Gillian Bilbo

Early Years Coordinating Inspector