



INDEPENDENT SCHOOLS INSPECTORATE

ST WINIFRED'S SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St Winifred's School

Full Name of School	St Winifred's School		
DfE Number	852/6005		
EYFS Number	EY291456		
Registered Charity Number	1089055		
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Head	Mrs Carole Pearcey		
Chairman of Governors	Mr Jason Glover		
Age Range	2 to 11		
Total Number of Pupils	124		
Gender of Pupils	Mixed (68 boys; 56 girls)		
Numbers by Age	0-2 (EYFS):	3	5-11: 72
	3-5 (EYFS):	49	11-18: 0
Number of Day Pupils	124		
EYFS Gender	Mixed		
Inspection date/EYFS	18 May 2010 to 19 May 2010		
Final team visit	22 Jun 2010 to 24 Jun 2010		

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in November 2003.

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

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

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

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

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

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

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

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL AND ACTION POINTS	3
(a) Main findings	3
(b) Action points	4
(i) Compliance with regulatory requirements	4
(ii) Recommended action	4
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	5
(a) The quality of the pupils' achievements and their learning, attitudes and skills	5
(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	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for welfare, health and safety	9
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	10
(a) The quality of governance	10
(b) The quality of leadership and management	10
(c) The quality of links with parents, carers and guardians	11
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	12
(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	13
(d) Outcomes for children in the Early Years Foundation Stage	13
INSPECTION EVIDENCE	14

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Winifred's is a small independent day school, for boys and girls aged from two to eleven, near the centre of Southampton in a residential location close to the teaching hospital and the university. The school moved to its present site at two linked Victorian houses in 1996. The present Head was appointed in 2006.
- 1.2 The school is governed as part of The Gregg and St Winifred's Schools Trust, which handles financial matters and administration. The board of the schools' governors oversees the running of both establishments. Head teachers and senior staff are part of the governing body, and report to the trust.
- 1.3 St Winifred's School seeks to provide a happy environment where all pupils feel valued and respected and where they can develop their best potential. It aims to provide happy and caring surroundings in which all pupils feel valued within an environment of high expectations, and where they can develop skills, attitudes, concepts and knowledge through the diversity of a broadly based curriculum linked to a wide range of educational opportunities. It further seeks to ensure that all pupils acquire the skills for co-operative and personal learning and develop self-confidence, tolerance and a good understanding of the beliefs and cultures of those around them.
- 1.4 Pupils in the school come from a wide range of backgrounds, including from professional and business families. Close to the town centre, pupils travel from the Southampton area as well as from the immediate local neighbourhood. The school is non-selective although most pupils attend for a day before joining the school. Most pupils enter Nursery or Reception, but they may enter at any age if places are available. The majority of pupils progress to independent day schools at eleven plus.
- 1.5 The spread of ability is wide, but most pupils are of average or above average ability. No pupil has a statement of special educational need and five pupils have extra support for their learning from a specialist teacher. Twenty-eight pupils have English as an additional language and twelve receive support with their learning of English skills.
- 1.6 The school is organised into two sections. April House caters for pupils aged from two to four, and Main School provides for pupils aged four to eleven. At the time of the inspection, one hundred and twenty-four pupils were on the school roll; thirty-four of these were in April House, sixteen of whom were girls and eighteen boys, and ninety pupils were in the Main School, forty of whom were girls and fifty boys. Just over a third come from minority ethnic backgrounds. Just under a third of pupils do not have English as their home language. Arabic is the language of about half of these pupils with smaller numbers speaking Gujarati, Punjabi, Korean, Chinese and Iranian. The ethos is Christian, but all faiths are welcomed.

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

Early Years Foundation Stage Setting

School	NC name
April House	EYFS

Preparatory Department

School	NC name
Reception	EYFS
Form 1	Year 1
Form 2	Year 2
Form 3	Year 3
Form 4	Year 4
Form 5	Year 5
Form 6	Year 6

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 From the EYFS onwards, most pupils attain good standards in their learning and achievement. In Years 1 to 6 a balanced, structured and stimulating curriculum provides access and opportunities, whether in or outside the classroom. The best teaching has high expectations, and stimulates and encourages many aspects of pupils' intellectual, physical and creative development. Talents both inside and outside lessons are encouraged and nurtured through the extensive activities programme. The behaviour of pupils is of a consistently high standard. A relaxed and respectful relationship between pupils and staff allows them to share a joy of learning and high expectations. Good learning habits are encouraged and pupils understand the need to take responsibility for their own development.
- 2.2 The quality of the pastoral care, the welfare of pupils and the attention given to safeguarding is excellent. Pupils' personal development is a strength of the school. Measures and procedures to promote health and safety are good. Co-operation and courtesy are evident in all aspects of school life. Pupils are willing to express their own views and respect the views of others. They work successfully together, collaborating and encouraging each other. Pupils stand for election to the school council. They are encouraged to consider the needs of people in other countries and those less fortunate than themselves. Charity events continue throughout the year and closely involve pupils, parents and staff.
- 2.3 The quality of Governance is excellent. The board, which is shared with The Gregg School, includes trustees and governors. They offer a wide range of experience and expertise, and their work has enabled the formulation of a well structured business and development plan. The governing body has been rigorous in ensuring that recruiting procedures have been correctly followed and understand the importance of overseeing day-to-day issues, such as procedures for dealing with child protection and safer recruitment. Leadership and management are good. Senior managers work well together. They have a clear vision for the school and recent policy reviews are robust. The role of subject co-ordinators continues to be developed, though formal job descriptions have yet to be set out. This lack of clarity results in some uncertainty in the monitoring of the quality of teaching and learning. The school has developed an excellent partnership with parents. Responses to the pre-inspection questionnaires completed by parents and pupils mostly showed strong support for 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 registered provision for childcare met the requirements of the Early Years Foundation Stage and the Childcare Act 2006 and no action was required.

(ii) Recommended action

- 2.6 The school is advised to make the following improvements.
1. Clarify the roles and responsibilities for all co-ordinators and provide training in management skills and formalise job descriptions for all staff.
 2. Review planning to ensure that differentiated work, appropriate for all abilities within the class, is included in all lessons.
 3. Extend the use of ICT for pupils to include use of associated technologies for cross-curricular work.
 4. Implement a consistent record-keeping and assessment format across the whole Foundation Stage.
 5. Develop the use of the outdoor areas and extend the use of freely chosen, child-initiated play-based learning in Reception to allow greater free-flow and a broader range of learning opportunities.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Standards are good. From the EYFS onwards, pupils are successful in their learning, in line with their abilities, so meeting the school's aim to encourage all pupils to achieve success in personal targets and goals. Most pupils achieve at least good and sometimes excellent levels of knowledge, understanding and skills. They work independently, and are able to apply their knowledge to problem solving exercises.
- 3.2 The results of standardised and national tests show pupils' ability levels to be above those of the national average. However, as the school is non-selective on entry there are some classes where the ability profile is wide. If pupils are performing in line with their abilities, their results in national tests at the age of eleven will be above the average for all maintained primary schools. Pupils think and act creatively and critically, and work effectively on their own. They settle quickly in lessons, working with enjoyment in pairs and in groups, and they persevere well. The presentation of their work in some subjects is of a consistently high standard.
- 3.3 As articulate and confident speakers, who have well developed standards of literacy, pupils write in a wide range of genres and work imaginatively. Their numeracy skills are developed through practical and written work, and they approach tasks with confidence. In the best lessons seen, pupils show high levels of creative and critical thinking offering pupils the opportunity to take control of their learning. Their creativity is evident in music, drama, art projects, clubs and activities. A proportion of children learn to play an instrument; they play in the school orchestra or sing in the school choir. Pupils identified as requiring support with their learning receive additional help within classroom lessons. A number have individual education plans (IEPs) to ensure that they progress well, and pupils for whom English is an additional language (EAL) receive appropriate support. A lack of consistent provision for the more able pupils, however, limits their opportunity to extend their learning.
- 3.4 By Year 6, pupils acquire a broad range of ICT skills, allowing them to create well-presented written work and illustrations, skilfully produced sound recordings and computerised presentations and animations. Cross-curricular work is limited. Pupils' talents are encouraged and nurtured outside lessons through individual and group activities in all the creative arts, games, swimming and academic pursuits.

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

- 3.5 In accordance with the school's aim to develop concepts, skill, attitudes and knowledge to enable pupils to fully access the school's curriculum, the curriculum has good balance and structure and is stimulating, accessible and suited to all pupils. A wide range of subjects is taught, and mathematics and English are well represented. Worthy of particular note are the personal, social and health education (PSHE) programme and circle time, which are effective in developing in pupils an awareness of the world around them. Opportunities are offered for pupils to develop both inside and outside the classroom, through the setting and maintaining of good academic standards and from the wide opportunities available within a nurturing

pastoral care framework that is secure yet challenging. Pupils are well prepared for the next stage of their education.

- 3.6 Since the previous report, the use of ICT has improved and developed, though access to it is still limited, and the absence of associated technologies restricts its use for cross curricular work. Curriculum planning throughout the school is detailed and ensures continuity of education and progress across the years. Schemes of work take account of assessment data which is collected and used by staff at regular intervals during the pupils' time at the school to ensure that work is matched to pupils' abilities. Based on the National Curriculum and the addition of personal, social and health education (PSHE), RE and French, the curriculum is suitable for the aptitude and needs of all pupils. Skills associated with speaking and listening are well developed in English and science where pupils are encouraged to think, discuss, make judgements, and draw conclusions on topical issues. Drama activities develop confidence in personal communication skills, and the physical education and games curriculum enables pupils to participate in, and enjoy, a range of physical activities whether participating as individuals, in groups or in teams. The needs of those pupils requiring learning support are well met and their progress is carefully monitored. Close liaison between learning support staff and classroom teachers ensures that this is effective.
- 3.7 The extensive programme of activities offers opportunities for the development of creative, sporting and academic interest. Pupils are encouraged to suggest new activities for inclusion in the programme; they attend well and speak enthusiastically about their experiences. Opportunities are provided for pupils of all ages to visit local places of interest, including museums and theatre visits. Links with the community include visitors with a range of backgrounds who visit the school to talk to pupils about their careers.

3.(c) The contribution of teaching

- 3.8 Throughout the school, the quality of teaching seen was good overall, with a high proportion being excellent. This supports the school's aim to help pupils to acquire skills for co-operative and personal learning. The majority of lessons are well planned and meet the needs of almost all pupils of differing abilities, including those who require support for their learning, enabling them to acquire new knowledge, make progress, increase their understanding and develop their skills. The most successful lessons are characterised by varied and effective teaching methods, together with pace and challenge. Open-ended questioning supports and develops learning and allows pupils to develop their own strategies and ideas. Support for those requiring help with their learning is good. Classroom assistants are used well.
- 3.9 Most pupils achieve good and, at times, high standards relative to their ability. In science lessons, pupils engage in scientific inquiry and discovery showing a good understanding of the need for fair testing when embarking on practical work. The best teaching encourages pupils to strive to the best of their abilities, enabling them to work well independently, reflect thoughtfully and contribute openly and confidently when developing and exchanging ideas. It further stimulates and encourages many aspects of pupils' intellectual, physical and creative development. With good use of time, they have good opportunities for research. In the less successful lessons, insufficient attention is given to meet the needs of all pupils. Additionally, an over-reliance on photocopied worksheets in some subjects restricts the quality of pupils' learning. Classroom behaviour is exemplary, with pupils always willing to add to

class learning in a most constructive manner when invited to discuss or to offer their own views and ideas.

- 3.10 The improved assessment and record-keeping procedures, introduced since the previous inspection, have made a positive contribution to effective teaching and the ability to track pupils' progress through the school accurately. Teachers use assessment data in their planning to match work to pupils' abilities. Marking is regular but there are variations in the quality, and corrections by pupils are not always completed. In the best examples seen, marking is thorough and includes helpful comments to guide pupils towards improvement
- 3.11 Resources are of good quality; they are used well by pupils and teachers, and effectively support learning across the school. The colourful displays of pupils' work around the school in corridors, public spaces and in classrooms support learning and celebrate pupils' achievements.

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 at the school is excellent. The school's aims, to value every child and adult, and to promote the ideals of community, good citizenship, inclusion and equal opportunity, are fully achieved. This builds further on the good practice in place at the last inspection. The ethos of the school and its Christian values are held in high regard by pupils and staff.
- 4.2 Pupils of all ages, including those in the EYFS, are confident and articulate and have a tremendous sense of pride in their own achievement and that of others. Acknowledgement and celebration of success, and praise for something well done, are all part of the school's life, through which the pupils develop self-confidence and self-belief. For example, courtesy and endeavour are each celebrated every month with the awarding of cups to two nominated pupils. Pupils learn to value and respect themselves and others.
- 4.3 The spiritual development of pupils is nurtured most successfully in the creative arts, assemblies and religious studies, where they work on themes from many different faiths. Regular assemblies provide the opportunity for pupils and staff to come together for celebration of school and individual success, collective worship and time for reflection. Art work around the school highlights pupils' fascination with the process of creating an original piece of art and their obvious pride and enjoyment in the result.
- 4.4 The provision for moral development is excellent. Pupils display a strong moral awareness, which is upheld by the staff and permeates the daily life of the school. Pupils consider world issues, along with an understanding of the needs of people in other countries. Charity fund-raising events provide financial support for an orphan's schooling in South Africa as well as a range of local and national charities. Fundraising events continue throughout the year and involve pupils, parents and staff.
- 4.5 Pupils demonstrate excellent social awareness and feel that they are a valued part of a caring school. Older pupils show consideration for those younger than themselves, and the house system, which involves all members of staff, enables a good team spirit to develop. Pupils and staff take responsibility for their school, and pupils' behaviour is of a consistently high standard. They learn about public institutions, social services, the wider community and how they should respond in difficult situations. They know to whom they can turn for help and advice when needed. Pupils from Reception to Year 6 offer themselves each year as council members through a democratic voting system. Agendas for meetings sometimes include a topic from the head, as well as matters raised by class members through their elected representatives. Minutes of meetings are circulated to each class. Pupils expressed strong support for their council and a belief that their views were listened to and taken into account.
- 4.6 Pupils from Year 3 to Year 6 are sincere about the responsibilities and duties entrusted to them to help the school function smoothly. Year 5 pupils are central to the school's 'buddy' system, which pairs them with pupils in Reception or with pupils new to the school to offer support and guidance as they require it. They occasionally spend time with their Reception partners on paired reading.

4.7 Pupils' cultural development is successful; they display a strong interest in and respect for their own and other cultures and faiths. They are tolerant, open-minded and keen to engage with and understand cultural differences. The level of understanding and harmony throughout the school is excellent.

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

4.8 The quality of the pastoral care and the attention given to the welfare of pupils is excellent throughout the school; measures and procedures to safeguard and promote health and safety are good. The caring and friendly environment is a major strength of the school, and is one in which the pupils feel valued and independence and self-esteem are fostered.

4.9 Staff are supported in the day-to-day pastoral care of their pupils by a very well-planned structure. Flexible care for pupils aged three or over is of good quality and is available on a daily basis. Parents are extremely happy with the care, help and guidance given to their children.

4.10 Co-operation and courtesy are evident in all aspects of school life, and pupils are eager to offer support to one another as well as to visitors to the school. They are willing to express their own views and respect the views of others. Pupils recognise and understand that they are accountable for their own actions; they work successfully together. Form teachers are at the heart of the pastoral system. Regular staff meetings include discussion on pupils' welfare, and information about pupils is shared in order to help or support individual pupils if necessary. The medical care available to pupils who are unwell or injured is excellent. Accident records are kept correctly and the number of first-aiders is good.

4.11 The school has effective measures in place to promote good discipline and behaviour; these are understood by all pupils. Pupils of all ages move around the school purposefully and happily, and settle quickly into lessons. The anti-bullying procedures are highly effective, and include the development of awareness of cyber-bullying through PSHE and ICT lessons.

4.12 A caring atmosphere pervades all areas of school life. All staff take opportunities to promote pupils' welfare through praise and encouragement. Because of the excellent arrangements the school has put in place, pupils are confident that they can ask an adult for support if they have a problem. Strong relationships exist between pupils and staff and between pupils themselves. Members of staff know the pupils well. Through the school's curriculum, and with the support of the school, pupils are taught the importance of choosing a healthy diet and participating in physical exercise. The school provides a choice of balanced and nutritious dishes at lunch.

4.13 The safeguarding of pupils is good; all staff are trained. Measures are taken to reduce the risk of fire and other hazards; regular fire drills are held, and are recorded and evaluated. Staff receive fire training. Health and safety procedures are effective, with risk assessments covering all aspects of school in place. Electrical testing is appropriately carried out and health and safety documentation is thorough. Risk assessments specifically for school trips are comprehensive and detailed. An accessibility plan is in place, in line with the Special Educational Needs and Disability Act (SENDA). The admission and attendance registers have been accurately maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent. The board, which is shared with The Gregg School, includes trustees and governors. This structure serves the school well. Governors have undergone training in governing body effectiveness and the role of the governing body. Safer recruitment training has been completed by a number of members of the board, by the head and by the senior teacher of the school who ensure correct procedures are followed when appointing new members of staff.
- 5.2 Committees are in place for a range of purposes including teaching, learning and curriculum. One governor has oversight of EYFS. There is a good awareness amongst governors of their obligation and practice, and governors visit schools to see them in action frequently. A governors' handbook allows all governors ready access to important regulations and requirements. The centralised staff register is thorough and correctly maintained. Policies on health and safety and child protection are reviewed annually.
- 5.3 Trustees take a full part in the overall strategic planning, and governors are responsible for the educational development and management of the school, thus preserving the autonomy of the head and providing critical support for her as necessary. They work actively with the head to ensure that a high quality of education is provided and that the aims and values of the school are upheld.
- 5.4 The board of governors meets regularly. Properly recorded meetings ensure that governors are well informed and are best equipped to oversee the work of the school. They are determined, through prudent financial planning, to ensure that the school's accommodation and human and material resources are of the highest quality and meet pupils' educational needs. The governors are very proud of the school, in particular the friendly community spirit and the articulate young people it develops. The head is well supported by the governing body.

5.(b) The quality of leadership and management

- 5.5 The overall quality of leadership and management of the school, including the EYFS, is good. Structures for the pastoral care of pupils and all school routines are clear and contribute to the high standards of personal development of the pupils. The school's aims are well fulfilled and the distinctive family ethos has been improved since the previous inspection. The school's development plan is comprehensive; it is based on a thorough evaluation of current provision and is the result of consultation.
- 5.6 Leadership and management are effective, in line with the school's aims to provide the appropriate preparation and support in the curriculum for pupils to achieve success in personal targets and goals within an environment that will help all pupils, regardless of their abilities, to acquire skills for co-operative and personal learning and to offer moral guidance so that they develop into self-confident pupils, with a good understanding and tolerance of the beliefs and cultures of others.
- 5.7 Through the head and recently constituted senior management team (SMT), staff are now working with a commitment to achieving the best possible standards in academic pursuits, pastoral care and personal development of pupils. A clearer

vision and educational direction for the school is emerging which has resulted in the creation of co-ordinator posts with delegated responsibilities. As yet they do not have job descriptions to clearly define their roles and responsibilities, and monitoring is not yet fully embedded. New systems have strengthened assessment procedures. Recent initiatives and policy reviews already indicate that there is greater clarity in expectations and standards for staff and pupils alike. Parents now have appropriate information in line with regulatory requirements. Senior managers work well together.

- 5.8 The SMT meets each week to discuss matters of current importance in routine management and to plan pro-actively for future developments in the school. Minutes are kept, and decisions made are effectively implemented. The school premises are used effectively and offer a wide a range of facilities, including a large art room, music room and well equipped library, to support pupils in their learning.
- 5.9 Recruitment procedures are efficient and safe, and all checks on staff and visitors are now applied fully and correctly. Non-teaching staff, including administrative, secretarial, support, housekeeping, catering and maintenance staff, all display the commitment, dedication and loyalty to the school evident in the teaching staff. Induction arrangements for staff new to the school, though largely informal, work well and are effective. In this small school, teaching and non-teaching staff are deployed effectively and used to the children's best advantage. All teachers are now part of a recently introduced, regular appraisal system linked to their professional development.

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

- 5.10 The quality of links with parents is excellent. The majority of parents are extremely satisfied with the education and support provided for their children. The high standards in place at the time of the last inspection have been built on.
- 5.11 Parents feel welcome in the school and are involved in supporting a variety of activities including sporting fixtures, concerts and drama productions as well as sharing daily in the work and progress of their children. An active Parents Association is instrumental in helping with school functions and organising a range of fundraising activities to support the purchase of specialist equipment for the school.
- 5.12 Communication with parents is strong. Provision of information to parents is helpful and informative. An exam result card is provided in the autumn and summer terms, and a grade card in the spring term and a full report in the summer term. The process of reporting is currently under review in an effort to provide parents with more detailed information on pupils' progress at different times. Formal parents evenings are held twice a year for each year group. There are additional curriculum evenings for specific year groups at various times. Parents are kept fully informed through the pupils' diaries, email, and weekly electronic news letters.
- 5.13 The school website has information including all policies and procedures and pupils' work, available for all prospective and current parents to share. Concerns or complaints are resolved sensitively and professionally within a set framework. No formal complaint was received during the past academic year.

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 in meeting the needs of children is good, and fulfils the school's aim of nurturing each individual. Staff recognise, and provide for individual needs through a well-organised key worker system which allows each child to make good progress within a safe and supportive environment. Strong assessment procedures have been implemented since the last inspection assisting greatly the ability of staff to monitor and evaluate children's learning and development. Adults work very well together, and communication between nursery and reception is effectively managed. Children participate fully in school life with many opportunities to interact with pupils from other year groups. Parents are generally happy with all aspects of the Foundation Stage, although there is some concern over the combining of Reception and Year 1 children for afternoon lessons. Capacity for development is good, and is strongly supported by senior management and governors. Good partnerships with the wider community enhance children's learning through a wide range of visits and visitors.

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

6.2 The effectiveness of leadership and management is good. Commitment to the children's welfare is a strength of the school and safeguarding procedures are rigorously implemented. Comprehensive policies, which are reviewed annually, reflect the particular needs of the Foundation Stage. Safe recruitment procedures are in place, with all necessary checks being carried out to ensure the suitability of staff. A safe learning environment is maintained through detailed risk assessments, with appropriate checks carried out daily. Resources are good and appropriate to the children's learning and development needs. Through regular monitoring and self-evaluation, clear targets for improvement have been identified. These include the development of the outside environment, and a commitment to the ongoing training and development of staff. Improvement is further supported by a representative of the Governing Body with special responsibility for the Foundation Stage. However, the current arrangement of combining reception and Year One for part of the day does present some difficulties for the continued development of the Foundation Stage. A strong commitment to equal opportunities and inclusive practice supports all children in achieving their potential. Links with parents are good, although a small proportion would like to have more detailed information about progress. Regular reports on children's progress are provided, although there is a lack of consistency in the format used between the nursery and reception class.

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

6.3 The quality of the provision is good, with some outstanding features. Stimulating and safe environments, both indoors and outside, enhance learning across all areas of the curriculum, although the outdoor environments are not currently used to their full potential. A good balance between teacher-directed and child-initiated activities is evident within the nursery. There are fewer opportunities for child-initiated play in Reception but children are able to choose from a wider range of activities during 'plan, do, review' sessions. Planning is based on detailed information gathered through spontaneous and planned observations. Assessment of children's learning is very good. In the nursery, excellent use is made of individual portfolios that present each child's unique learning journey in an informative and accessible format. Provision for the identification and support of specific needs is robust and results in children integrating fully and making very good progress. The children's health, safety and well-being are well supported. Clear routines are quickly established, often through the use of 'reminder rhymes', and children follow these confidently. The quality of before- and after-school provision is good.

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

6.4 Outcomes for children in the EYFS are good, with some outstanding features. Children play together happily and form good friendships. They are enthusiastic, self-motivated, active learners who are able to work independently and creatively. Adults provide excellent support to extend children's learning ensuring good progress is made across all areas of the curriculum regardless of individual starting points. Progress in literacy and numeracy is particularly strong, whilst progress in knowledge and understanding of the world is less pronounced. Children are developing confidence in the use of ICT. Clear safety rules are understood by the children and are reinforced consistently by staff. Equipment is used with care and children are secure in their understanding of how to stay safe. Hygiene practices throughout the provision are good, with children understanding the importance of washing hands before meals. Lunches are freshly cooked with a daily vegetarian option. Children demonstrate a very good understanding of the need to make healthy choices.

Complaints since the last inspection

6.5 Since the last inspection there have been no complaints made to Ofsted that required any action to meet national requirements.

What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.

INSPECTION EVIDENCE

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

Inspectors

Mr Frank Skipwith

Mrs Pat Guy

Miss Mary Regan

Mr Chris Manville

Reporting Inspector

Head of Language and Learning, GSA school

Former Head, ISA school

Early Years Lead Inspector