



INDEPENDENT SCHOOLS INSPECTORATE

REGULATORY COMPLIANCE INSPECTION

ST JOSEPH'S SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

St Joseph's School

Full Name of School	St Joseph's School
DfE Number	892/6003
EYFS Number	254641
Registered Charity Number	1003916
Address	St Joseph's School 33 Derby Road Nottingham Nottinghamshire NG1 5AW
Telephone Number	0115 941 8356
Email Address	office@st-josephs.nottingham.sch.uk
Head	Mr Ashley Crawshaw
Chair of Governors	Mrs Victoria Henderson
Age Range	1 to 11
Total Number of Pupils	139
Gender of Pupils	Mixed (84 boys; 55 girls)
Number of EYFS Children	89
School Structure	The school is divided into two sections: the Nursery (for children aged from 1 to 4), and the pre prep together with the prep (for pupils aged from 5 to 11). The Nursery has a manager who reports to the head.
Inspection Dates	29 and 30 September 2015

ABOUT THE INSPECTION

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. Accordingly, this inspection records whether the school complies with each of these Regulations, which are arranged in eight Parts, each of which is divided into separate paragraphs. Compliance is judged both by written formulation and by implementation. The Regulations represent minimum requirements and are given as either 'met' or not 'met'.

Additionally, inspections consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989.

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 August following their fifth birthday. For children aged from two to five, this report evaluates the extent to which the setting fulfils the requirements of the Independent School Standards Regulations and related aspects of the EYFS Statutory Framework.

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

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

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be mentioned specifically in the published report but will have been considered by the team in reaching its judgements.

The report reflects the evidence used in deciding whether the school's provision meets or does not meet the various requirements. Grades are not provided for the quality of the school as a whole or for each aspect inspected.

If the school has EYFS registered provision (for children under the age of two), reports use the same evaluative terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.

National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

INSPECTION EVIDENCE

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chair of trustees. They 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 Linda Donowho	Reporting Inspector
Mrs Elizabeth Bell	Compliance Team Inspector (Bursar, IAPS school)
Ms Jackie Scotney	Co-ordinating Inspector for Early Years

CONTENTS

	Page
1. CHARACTERISTICS OF THE SCHOOL	1
2. COMPLIANCE WITH REGULATORY STANDARDS	2
Part 1: Quality of education provided (Curriculum and Teaching)	2
Part 2: Spiritual, moral, social and cultural development of pupils	3
Part 3: Welfare, health and safety of pupils and Other Legislation	5
Part 4: Suitability of staff, supply staff and proprietors	6
Part 5: Premises and accommodation	6
Part 6: Provision of information	6
Part 7: Manner in which complaints are handled	7
Part 8: Quality of leadership and management	7
3. SUMMARY OF REGULATORY COMPLIANCE INCLUDING ACTION POINTS	8
4. THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE	
Overall effectiveness: the quality and standards of the early years provision	10
Effectiveness of leadership and management	10
Quality of teaching, learning and assessment	11
Personal development, behaviour and welfare	12
Outcomes for children	13
Compliance with statutory requirements	13
Recommendations for further improvement	14

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Joseph's School is an independent co-educational preparatory day school for pupils aged between 12 months and 11 years of age.
- 1.2 It was founded by the Sisters of Mercy in 1934. In 1990 they relinquished their day-to-day control, and the running of the school became the responsibility of a charitable trust with a board of trustees. In 2003 the school became fully independent of the Sisters, and a new board of trustees was appointed.
- 1.3 The school is situated in the centre of Nottingham, next door to St Barnabas' Cathedral and pupils come from a wide range of social, cultural and economic backgrounds.
- 1.4 Since the previous inspection a new head has been appointed.

2. COMPLIANCE WITH REGULATORY STANDARDS

Part 1 Quality of education provided

Curriculum

- 2.1 The school meets the Regulations.
- 2.2 New management has ensured that staff follow a structured curriculum that identifies the skills and knowledge required in each subject. Throughout the school, the curriculum takes appropriate account of the ages, aptitudes, needs and interests of the pupils. Planning identifies how the curriculum is intended to support the pupils' personal development and care is taken that individual needs are met. The arrangements do not undermine British values such as democracy, the rule of law and individual liberty. [Paragraph 2.(1)]
- 2.3 The school offers a curriculum covering the required content. It includes specialist French and music lessons from the Nursery onwards. All year groups have a strong focus on mathematics and literacy. Other subjects are generally taught through a thematic approach which includes cross-curricular work. This is supported with a range of trips and visits, and a suitable extra-curricular programme. [Paragraph 2.(2)(a) and (b)]
- 2.4 An appropriate programme of personal, social, health and economic education (PSHEE) is incorporated into the curriculum and further supported through assemblies and discussions. [Paragraph 2.(2)(d)]
- 2.5 Children in the Nursery and Reception classes follow a programme of activities and experiences that ensure that their learning needs are met. [Paragraph 2.(2)(f)]
- 2.6 Pupils generally make good progress according to their ability. Small cohorts and individual support ensure that those pupils with special educational needs and/or disabilities (SEND) or English as an additional language (EAL) to learn and make progress. [Paragraph 2.(2)(h)]
- 2.7 Pupils are well prepared for the next stage of their education and life in modern British society. The curriculum incorporates the ability to distinguish right from wrong, to show initiative, to acquire knowledge of public institutions, cultural tolerance and respect for other people. Pupils visit many local places of historic and cultural interest. [Paragraph 2.(2)(i)]

Teaching

- 2.8 The school meets the Regulations.
- 2.9 Teaching enables the pupils to increase their understanding and develop their skills in order to make good progress according to their ability. Pupils are engaged and enthusiastic in lessons and demonstrate the ability to think for themselves. [Paragraph 3.(a) and (b)]
- 2.10 Teachers plan their lessons well and their planning shows an understanding of individual pupil's needs and knowledge of their subjects. Resources have been audited and the school's information and communication technology (ICT) systems

improved to enable better access for pupils and for it to be incorporated into teaching more regularly. [Paragraph 3.(c), (e) and (f)]

- 2.11 A new system has been introduced to enable regular monitoring of all pupils' progress that can be shared across the school, however this is in its early stages of development. [Paragraph 3.(d) and (g)]
- 2.12 Teaching promotes tolerance and equality, and is non-partisan in character. Behaviour is managed through an understanding and knowledge of individual pupils' needs. [Paragraph 3.(h), (i) and (j)]
- 2.13 The attainment of pupils is measured by a range of standardised tests. [Paragraph 4]

How well do pupils achieve?

Pupils' Ability	The ability of pupils is above average.
Pupils' Needs	Twelve pupils require support for SEND. One has a statement of special educational needs or an education, health and care (EHC) plan. Nineteen pupils have EAL but do not receive specialist support. The school has identified a small number of pupils considered to have high academic ability or skills.
Pupils' Achievements	Attainment in National Curriculum tests at the ages of six in 2014 and eleven in 2013 and 2014 is below the national average for pupils in maintained schools. The school also uses commercial standardised tests in English and mathematics.

Part 2 Spiritual, moral, social and cultural development of pupils

- 2.14 The school meets the Regulations.
- 2.15 The school takes active steps to promote the personal development of pupils, including values such as democracy, the rule of law and individual liberty. There is a strong sense of unity, and all cultures and faiths work together to promote respect, and tolerance of others, helped by the school's regular celebration of various faiths' significant days. [Paragraphs 5.(a) and 5(b)(v) and (vi)]
- 2.16 Pupils are unfailingly polite and respectful, gaining an understanding of right and wrong in terms of the school rules and the legal system of England. They visit local courts and visitors to the school include the police. Pupils gain a sense of the wider community through, for example, links with a school in Mozambique, visits to areas of local interest and speakers invited into the school. Nearer to home, pupils support local charities and take their responsibilities to the school community seriously and with determination. They are regularly encouraged to help and support each other, and this encouragement of friendship and tolerance pervades school life. [Paragraph 5.(b)(i),(ii) and (iii)]
- 2.17 Pupils gain an understanding of the range of public institutions and services in England, again enhanced by trips and visitors. Their work encourages them to value and respect the fundamental freedoms that characterise Britain, such as democracy and the mutual respect and tolerance of diversity. [Paragraph 5.(b)(iv) and (vii)]

- 2.18 Care is taken to ensure a balanced presentation of political views, including vetting of outside speakers and events linked to the school. [Paragraph 5.(c)&(d)]

What are pupils' views of the school?

Pupils are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Three pupils responded to part or all of the questionnaire. The table below shows the proportions of pupils who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
1. I enjoy school	100	0	0
2. I find my lessons interesting and engaging	100	0	0
3. The school gives me the support I need to learn	100	0	0
4. I can get help if I need it	100	0	0
5. The school encourages me to do my best	100	0	0
6. I feel safe and happy at school	100	0	0
7. My views and ideas are listened to in class and in school	100	0	0
8. Behaviour is good in the school	100	0	1
9. Teachers are fair in the way they give rewards	100	0	0
10. Teachers are fair in the way they give sanctions	100	0	2
11. The school deals with bullying	66	33	0
12. There is a member of staff or senior pupil I can turn to if I have a problem	100	0	0

Part 3 Welfare, health and safety of pupils

- 2.19 The school does not meet all of the Regulations.
- 2.20 Concerns about pupils are carefully and sensitively handled in conjunction with local agencies. The safeguarding policy includes all content required by official guidance. Staff have received suitable safeguarding training on induction. Records relating to allegations against staff were not complete. [Paragraphs 7.(a) and (b)]
- 2.21 The school consistently and sensitively promotes good behaviour. The behaviour policy reflects the most recent requirements and includes appropriate sanctions. Throughout the school the policy is implemented as intended; sanctions are proportionate and fair, and pupils understand the need for their use. A new system has been introduced to ensure that proper records are kept. [Paragraph 9]
- 2.22 The school's anti-bullying policy is up to date and takes account of official guidance. Staff in interviews understood their responsibilities, and were confident that systems are in place to support pupils and guard against bullying. In interviews, pupils expressed confidence that bullying is infrequent and swiftly dealt with. [Paragraph 10]
- 2.23 Day-to-day matters of health and safety have not consistently followed a rigorous system with regard to risk assessment. The policy meets requirements, but areas of concern identified in a recent risk assessment have not yet been acted upon. Suitable risk assessments are undertaken for trips and visits. [Paragraphs 11 and 16]
- 2.24 Procedures to reduce the risk from fire are not appropriate in all areas. Fire practices are held at regular intervals and suitably recorded. Some areas of the school do not have adequate fire alarms. [Paragraph 12]
- 2.25 The school has a suitable first aid policy. Pupils who are ill are well cared for by qualified staff. Careful attention is given to any pupils who have particular medical or learning support needs. Arrangements for first aid are implemented promptly and efficiently. [Paragraph 13]
- 2.26 Pupils are well supervised at all times. [Paragraph 14]
- 2.27 Attendance and admission registers are suitably maintained and stored. [Paragraph 15]

Other legislation

- 2.28 Corporal punishment is not used or threatened. [The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989]
- 2.29 The school has an accessibility plan to improve information, the curriculum and physical access for pupils with special educational needs and/or disabilities. [Equality Act 2010]

Part 4 Suitability of staff, supply staff and proprietors

- 2.30 The school does not meet all of the Regulations.
- 2.31 The required recruitment checks on staff and governors have not been undertaken or recorded in a sufficiently thorough, careful and comprehensive manner prior to the start of employment. Staff have commenced employment before a criminal record certificate has been obtained but the barred list check required in such cases has not been carried out. In addition, checks of prohibition orders for staff and governors and those relating to overseas candidates have not been carried out. By the end of the inspection, all staff had undergone checks to show that they are not barred from working with children, and the school is working to complete other outstanding checks. [Paragraphs 18 and 20]
- 2.32 Supply staff have all undergone appropriate checks. [Paragraph 19]
- 2.33 The single central register of appointments is inaccurately completed, with many checks incorrectly recorded or omitted. During the inspection the school worked to complete records as far as was possible. [Paragraph 21]

Part 5 Premises and accommodation

- 2.34 The school meets the Regulations.
- 2.35 Suitable toilet, washing and changing facilities are provided, which have regard to the ages and needs of the pupils. Drinking water is available at various points around the school site and taps are appropriately labelled. [Paragraphs 23 and 28]
- 2.36 Following the previous inspection, accommodation for the care of sick and injured pupils now meets the regulatory requirements. [Paragraph 24]
- 2.37 Premises are well maintained with careful attention given to minor repairs when required. Acoustic and lighting standards are met. [Paragraphs 25, 26 and 27]]
- 2.38 Pupils have access to a safe and secure outdoor space at break and lunchtimes. Off-site facilities are used for many physical education and games lessons. [Paragraph 29]

Part 6 Provision of information

- 2.39 The school meets the Regulations.
- 2.40 The school provides all required information to the parents of pupils and prospective pupils. Throughout the school, parents receive regular updates on their child's progress. These include frequent meetings with staff and detailed termly reports on their child's progress; they indicate levels of achievement and areas for improvement. The school offers an open-door approach and parents are welcome to contact staff as and when necessary. [Paragraph 32]

Part 7 Manner in which complaints are handled

2.41 The school meets the Regulations.

2.42 A suitable policy for handling complaints meets all requirements and is displayed on the school website. The policy is implemented effectively and the required records are kept. [Paragraph 33]

Part 8 Quality of leadership and management

2.43 The school does not meet all of the Regulations.

2.44 New management have put in place many new initiatives to improve procedures throughout the school, and policies have been updated in line with recent requirements. However, the trustees have not discharged their responsibilities for demonstrating good skills and knowledge and ensuring that the regulatory standards are consistently met. There have been significant deficiencies in their oversight in safeguarding the pupils' welfare, including timely and thorough checking of recruitment procedures, the implementation of fire protection arrangements and acting upon the findings of risk assessments. [Paragraph 34]

What are parents' views of the school?

Parents are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Nine parents responded to part or all of the questionnaire. The table below shows the proportions of parents who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
1. My child is happy at the school.	100	0	0
2. My child is making good progress at the school.	100	0	1
3. My child feels safe at the school.	100	0	0
4. My child is well looked after at the school.	100	0	0
5. The school actively promotes good behaviour.	100	0	0
6. There is someone for my child to go to if problems arise in the school.	100	0	0
7. The school welcomes my views.	100	0	1
8. The school deals well with bullying.	100	0	0
9. Behaviour is well managed.	100	0	0
10. I receive good information about my child's progress, the school's policies and activities/events.	100	0	1
11. I receive timely responses to my questions, concerns and complaints.	100	0	2
12. My child has access to a broad curriculum.	100	0	0
13. My child's individual educational needs are being met at school.	100	0	1
14. I would recommend the school to another parent.	100	0	0

3. SUMMARY OF REGULATORY COMPLIANCE

	All requirements met?
Part 1 Quality of education provided (curriculum)	Yes
Part 1 Quality of education provided (teaching)	Yes
Part 2 Spiritual, moral, social and cultural development of pupils	Yes
Part 3 Welfare, health and safety of pupils, including Other legislation	No
Part 4 Suitability of staff, supply staff and proprietors	No
Part 5 Premises and accommodation	Yes
Part 6 Provision of information	Yes
Part 7 Manner in which complaints are handled	Yes
Part 8 Quality of leadership and management	No

Action points

3.1 The school does not meet all the regulatory requirements, and therefore it must take the following action.

- Ensure that records are available in relation to all allegations against staff. [Part 3, Paragraph 7.(a)&(b) under Welfare, health and safety]
- Undertake all required recruitment checks, including those for the barred list, overseas checks, prohibition orders and the required criminal records check signed by the secretary of state for the Chair of the trustees. [Part 4, Paragraph 18.(2)(a), (b), (c)(iii) and (e); Paragraph 20.(5) (a) (ii) and 20.(6)(a)(ii) under Suitability of staff, supply staff and proprietors, and for the same reason Part 3, Paragraphs 7.(a) and (b) under Welfare, health and safety]
- Maintain the single central register of appointments accurately and completely to record the required checks. [Part 4, Paragraph 21(3)(a)(ii),(iii) and (vii) under Suitability of staff, supply staff and proprietors, and for the same reason Part 3, Paragraphs 7.(a) and (b)]
- Ensure that regular risk assessments are undertaken and acted upon. [Part 3, Paragraph 16.(b) under Welfare, health and safety]
- Ensure that there are suitable fire alarm arrangements in all parts of the school. [Part 3, Paragraph 12 under Welfare health and safety]
- Ensure that those with leadership and management responsibilities at the school demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the independent schools standards are met consistently and actively promote the well-being of pupils. [Part 8, Paragraph 34.(1)(a), (b) and (c)]

The school will be required to produce an Action Plan for the Department for Education to set out how it intends to resolve the issues listed above.

Progress since the previous inspection

3.2 The school has met all the recommendations from the previous inspection.

4. THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

4.(a) Overall effectiveness: the quality and standards of the early years provision

4.1 The overall effectiveness of the early years provision is inadequate.

4.2 The setting is successful in its aim to meet the needs of individuals, and as a result children's progress in their learning and development is good in relation to their starting points and ability. Since the previous inspection, planning and assessment methods have become increasingly consistent across the setting, as has consideration to supporting and extending children's learning, with good practice evident across the age range. Systems in place to identify and support children with SEND and/or EAL are appropriate and implemented well by suitably qualified staff. Children demonstrate good levels of personal development, showing a clear sense of security and happiness whilst in their environment. Overall, on a day-to-day basis key people follow the safeguarding and welfare procedures well, although there were some shortcomings prior to the inspection with regard to recruitment procedures, measures for monitoring fire equipment and prompt action following risk assessments. Reports have not been made to Ofsted of any allegations of serious harm or abuse. Systems for monitoring and evaluating the setting have recently been strengthened, and management have an increasingly clear oversight of practice. Overall, development planning is well targeted, and the recommendations from the previous inspection have been suitably addressed. Children now have access to a wider range of outdoor resources, and these provide good opportunities for them to engage in self-chosen activities.

4.(b) Effectiveness of leadership and management

4.3 The effectiveness of leadership and management is inadequate.

4.4 The trustees are actively involved in the EYFS and have a presence in the setting; they attend school events and work closely with management. They have not been rigorous in their oversight of the EYFS to ensure that all of their responsibilities have been met. The leadership team is relatively new, and has demonstrated a clear vision for improvement through their well-considered development plan. They have started to implement many changes to systems for monitoring and evaluation of the setting, which is regular and includes the views of staff and parents. A systematic review of policies is underway. Parents who responded to the pre-inspection questionnaire were happy with all aspects of the provision, and overall those spoken to during the inspection were equally positive. The small family community is a great strength of the setting. Induction procedures are suitable, with all staff receiving the required information in order for them to undertake their role. The EYFS staff members are supervised well, with regular meetings taking place between staff and their line manager. A new appraisal system has been introduced, and is helping to improve children's experiences by linking targets to their progress. Staff are encouraged to attend training in order to enhance children's learning experiences; a process which is starting to develop. Since the previous inspection, the setting has a greater sense of cohesiveness. Staff provide educational programmes that are appropriate for each age and stage of the children in their care. The youngest children's learning is centred on physical, personal, social and emotional development, as well as language and communication. The curriculum expands as

the children get older, successfully covering all seven areas of learning through an effective balance of activities both indoors and out. Children with SEND and/or EAL are ably supported by knowledgeable staff who provide appropriate support and intervention. Staff work closely with external agencies and health professionals where necessary in order to meet specific needs. This, along with suitable differentiation of tasks, helps narrow the gap in children's learning. Children's progress is carefully tracked across the EYFS, and staff consistently use this information to plan future learning. Information is shared with parents during parent consultations, and helps staff in preparing children for the next stage in their education.

- 4.5 The school is successful in meeting its aim to 'welcome and accept the value of everyone' and maintain a family ethos, and this helps staff promote British values as well as equality and diversity. Staff are positive role models and actively promote good behaviour. As a result, children's behaviour at all ages is of a good standard, and respect for others is evident. In classroom activities, procedures for safeguarding and welfare are effective, with staff aware of recent legislation. Staff adhere to the school's policies and procedures suitably. At present, the checking of fire safety equipment is not rigorous and not all risks identified are acted upon promptly. Systems to check staff suitability prior to appointment have not been consistently implemented, meaning that adults were allowed to start work prior to the school receiving completed checks; however, risk assessments meant that these individuals were never alone with children.

4.(c) Quality of teaching, learning and assessment

- 4.6 The quality of teaching, learning and assessment is good.
- 4.7 Suitably qualified staff use ongoing systems for tracking, and these are used to plan relevant learning experiences for each child, including those with SEND and/or EAL. Staff have high expectations and encourage children to succeed, this helps children make good progress according to their starting points and provides suitable challenge.
- 4.8 Staff know the most effective methods for teaching children, and plan a successful balance of adult-led activities alongside opportunities for self-chosen activity. They question children well, and suitably foster curiosity and children's critical thinking skills. Both the indoor and outdoor environments are used to good effect, and there is now a wide range of interesting resources to promote play and exploration in the outdoor area. For example, children aged over three enjoy working together to travel on a tricycle with three seats and children aged two showed delight whilst travelling through tunnels and mark making. Specialist lessons, for example in music and French, further enhance children's experiences, as do trips such as to the local 'Goose Fair' which provided children under two with stimulus during the inspection period.
- 4.9 Assessments of children's progress include information from parents, previous settings and specialist teachers. This helps all adults who play a key role in children's learning to be fully aware of achievements and future learning goals of individual children. Assessments enable early identification of children who may require additional support, which is provided by trained staff or external agencies where necessary. Whole-class assessment data gathered at the end of the EYFS is not currently used to its full potential to further enhance the curriculum. Staff encourage the development of good learning habits; and consequently children are

enthusiastic learners. The school recognises the importance of including parents in children's learning, and uses social media to communicate information to them. Currently there are limited means of sharing detailed topic information to advise parents of strategies to use at home to continue children's experiences by adopting a shared approach to learning.

- 4.10 Parents are provided with adequate information regarding their child's learning. Opportunities to discuss progress or any issues with staff are plentiful in the Nursery classes, when daily informal discussions take place. Parents of children in Reception have fewer opportunities for informal discussion, although staff are available to meet with them on request. Across the EYFS, formal consultation meetings enable parents to gain an insight into their child's progress and achievements. Parents receive detailed summative reports, which contain useful information on progress. These are in addition to the progress checks completed for children aged two, and the Early Years Foundation Stage Profile; both of which are shared with parents during meetings.
- 4.11 The school welcomes children of all faiths and backgrounds. They are taught about the different festivals and cultures that make up their community and the wider world. Respect for one another and an appreciation of differences is promoted well by staff, and children generally show clear respect for others in their play and discussions. Children demonstrate growing independence and well-developed personal skills for their age. They have a love for learning, engage in activities fully, and behave with courtesy when working alongside and with others. For instance, the children under two share toys well, whilst those aged two fully involve others in their roleplay. Children over three work sensibly with 'talk partners' during discussion time. They are well prepared for their next class.

4.(d) Personal development, behaviour and welfare

- 4.12 The personal development, behaviour and welfare of children are inadequate.
- 4.13 Across the setting, staff nurture a positive culture through a stimulating learning environment. They encourage children to explore and question, and foster independence from an early age so that children become confident and good learners. For example children aged under two in the Nursery shared their delight whilst exploring the features of electronic toys, whereas those in Reception boldly attempted to answer challenging questions during group discussions. Care is taken to make learning experiences interesting, imaginative and fun.
- 4.14 Procedures to safeguard the welfare of the children are inadequate. This is due to breaches in the requirements that relate to checks on staff prior to employment, responding to risk assessments and stringent fire procedures. Reports have not been made to Ofsted of any allegations of serious harm or abuse. On a day-to-day basis, children are content and demonstrate that they feel secure in the care of their key person and other staff. They enter the setting happily, quickly immersing themselves in their chosen activity. They know who to turn to if they are sad or injured, and have their needs met very well by caring staff. Positive strategies, such as prizes for a given number of 'smiley face' rewards, encourage children to succeed and behave well, which they generally do.
- 4.15 Children are taught about safety, and demonstrate an understanding of this in their discussion; for instance when an older Nursery child explained what a fire extinguisher was for. Staff have created a supportive atmosphere where children are

encouraged to take risks at a level appropriate to their age, which they manage well. The importance of maintaining a healthy lifestyle is promoted suitably, with children demonstrating an understanding of nutritious eating through the choices they make at mealtimes, and enjoying regular physical activity. Across the setting personal hygiene routines are carefully managed, with children becoming more independent in these as they mature.

- 4.16 Personal, emotional and social skills of children are good. Respect for others is evident in the way the majority of children engage in activities harmoniously. They share well and are learning to consider others opinions, helping them become prepared for life in Britain. They are very much included in the wider school community, and this helps smooth the transition to Year 1 when the time comes.

4.(e) Outcomes for children

- 4.17 The outcomes for children are good.
- 4.18 The majority of children, including those with SEND and/or EAL, make good or better progress in relation to their starting points and ability. By the end of the EYFS a high proportion of children meet, and some exceed, the expected levels of development for their age, meaning that they are well prepared for the next stage of their learning.
- 4.19 Across the age range, children enjoy their learning and are keen to play and explore. Children under two fully engage in creative activities, for example whilst pretending to be animals in a music lesson. Those aged two demonstrate a growing knowledge of rhymes and songs, joining in with actions and some words. Children over three are increasingly articulate, explaining their play and involving others. They are keen to read and demonstrate good pencil control when spelling out words and names independently. By Reception, children are using their thinking skills to good effect; they are eager to answer problem solving questions such as when identifying shapes from descriptions of their properties. They quickly grasp the concept of including adjectives to create a descriptive sentence, as was observed when they described the seven dwarves. Across the EYFS, children confidently use a range of technology.

Compliance with statutory requirements

- 4.20 In order to meet the requirements of the Childcare Act 2006, those responsible for the registered provision must take the following action.
- Inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).
 - Ensure that all necessary checks, including a barred list check, have been undertaken prior to staff commencing employment.
 - Review procedures that are in place to keep children safe from fire.
 - Review the procedures for risk assessments.

Recommendations for further improvement

- 4.21 In addition to the above action points, the school is advised to make the following improvements.
1. Provide parents with greater information to encourage further involvement in their child's learning and development.
 2. To analyse whole class data to greater effect in order to further develop long-term curriculum planning.