



**INDEPENDENT SCHOOLS INSPECTORATE**

**GLEBE HOUSE SCHOOL**

**INTEGRATED INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Glebe House School

Full Name of School	<b>Glebe House School</b>
DfE Number	<b>926/6004</b>
EYFS Number	<b>EY298976</b>
Registered Charity Number	<b>1018815</b>
Address	<b>Glebe House School 2 Cromer Road Hunstanton Norfolk PE36 6HW</b>
Telephone Number	<b>01485 532809</b>
Fax Number	<b>01485 533900</b>
Email Address	<b>admin@glebehouseschool.co.uk</b>
Head	<b>Mr John P Crofts</b>
Chair of Governors	<b>Mr Michael Spinney</b>
Age Range	<b>0 to 13</b>
Total Number of Pupils	<b>134</b>
Gender of Pupils	<b>Mixed (56 boys; 78 girls)</b>
Numbers by Age	<b>0-2 (EYFS): 34      5-11: 53 3-5 (EYFS): 35      11-18: 12</b>
Number of Day Pupils	<b>Total: 134</b>
Number of Boarders	<b>Total: 20 Full: 0      Flexi: 20</b>
Head of EYFS Setting	<b>Ms Susie Pull</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>27th November 2012 to 30th November 2012</b>

## PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was from 28 September to 1 October 2009.

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) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website [www.legislation.gov.uk](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

Ofsted monitors the work of independent inspectorates, including a sample of inspections, and you can find the latest evaluation of the work of ISI on the Ofsted website.

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. 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 Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

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) 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.

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

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI**

**descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

## **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 boarding houses and 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 Sue Vale

Mrs Elizabeth Garner

Mr Jason Hyatt

Mrs Marjorie Harris

Reporting Inspector

Team Inspector (Former Headteacher, IAPS school)

Co-ordinating Inspector for Boarding

Co-ordinating Inspector for Early Years

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## 1. THE CHARACTERISTICS OF THE SCHOOL.

- 1.1 Glebe House School is a day and boarding school, founded in 1874, providing education and day care for 134 boys and girls from the age of six months to thirteen years. It is located on the outskirts of Hunstanton on the north Norfolk coast, drawing its pupils from the local area. It is non-selective and the majority of pupils move to independent schools following the Common Entrance examination. The ability profile of the school is above the national average with a wide spread of abilities represented in some cohorts, although on the whole most pupils are of at least above average ability. There are nine pupils identified with special educational needs and/or disabilities (SEND) and one pupil has a statement of special educational needs. The majority of the pupils are from white British backgrounds. Seven pupils have English as an additional language (EAL). The boarding provision is weekly, and although few pupils stay all week, most board mainly on Tuesday and Wednesday nights following sports and matches, and up to 20 pupils are occasional boarders.
- 1.2 At the time of the inspection, there were 134 pupils in the school, of whom 78 were girls and 56 were boys. There were 69 children in the EYFS (Nursery and Reception), of whom 64 were part time. The rest of the pre-prep (Years 1 and 2), and the juniors (Years 3 to 6) comprised 53 pupils and the seniors (Years 7 to 8) 12 pupils.
- 1.3 The school aims to encourage courtesy, consideration for others, self-discipline and a desire to contribute to society as well as achieving high academic standards and preparing the pupils socially and culturally for their senior schools. A trust forms the governance of the school.
- 1.4 National Curriculum (NC) 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 equivalence are shown in the following tables:

### ***Early Years Foundation Stage Setting and Pre-Prep***

School	NC name
Nursery	Nursery
Reception	Reception
Division 1	Year 1
Division 2	Year 2

### ***Preparatory School***

School	NC name
Division 3	Year 3
Division 4	Year 4
Division 5	Year 5
Division 6	Year 6
Division 7	Year 7
Division 8	Year 8

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The quality of the pupils' academic achievements is good, in line with the aims of the school. Pupils are articulate, and mathematically and scientifically able. Those identified as having special educational needs or disabilities make good progress and the few pupils who do not have English as their first language make excellent progress because of the small class sizes and good quality of the support they receive. Pupils have very positive attitudes to their learning, participating well and developing a real love of learning. Their good progress is supported by good, and on occasions, excellent teaching, supported by a good curriculum, including a very good programme of extra-curricular activities.
- 2.2 The pupils' spiritual, moral, social and cultural development is excellent. Pupils are well mannered, considerate and delightful with each other; their behaviour is praiseworthy. They are genuinely caring members of their own community and understand their social responsibility to help others who are less fortunate. Excellent pastoral care is a strong contributory factor to the pupils' excellent personal development. Relationships between pupils and staff and among the pupils themselves are extremely positive. The arrangements for the pupils' safeguarding, welfare, health and safety are good. The quality of boarding is good. Boarders and those who stay for taster nights enjoy the experience and staff support them well, not only in their individual welfare needs, but in developing pupils' own interests and their personal development.
- 2.3 Governance is good. Leadership and management at all levels are good and are united by a clear vision for the future based on the aims of the school. The school has moved a considerable way in the past two years, as recognised by both parents and staff alike. Some aspects of school life, for example teachers' planning and target setting, are still not rigorous enough across all year groups. Links with parents and carers are excellent; the vast majority of parents were highly supportive and complimentary about all aspects of school life in response to questionnaires and inspection evidence confirms these views, particularly in relation to pupils' spiritual, moral, social and cultural development and their pastoral development.



**2.(b) Action points****(i) Compliance with regulatory requirements**

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2011.
- 2.6 The school meets all the requirements of the EYFS.

**(ii) Recommendations for further improvement**

- 2.7 The school is advised to make the following improvements.
1. Share the good practice, seen in some lessons, of teachers planning for the different requirements of individuals in order to meet their particular educational needs.
  2. Develop target setting for older pupils on how to improve their work.
  3. Explore ways to share the most successful teaching methods within the school and beyond.
  4. In boarding, implement more robust systems in order to centralise record keeping more formally.
  5. In the EYFS, improve the monitoring of children's developmental progress over time as they move through Nursery and the Reception class.

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

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

- 3.1 The quality of pupils' achievements and learning is good.
- 3.2 Pupils are well educated in line with the school's aims. From the EYFS onwards, pupils are successful in developing their knowledge, understanding and skills in their academic work and through the extra-curricular activities on offer. Pupils are articulate and listen attentively to their teachers and to each other. They express their ideas fluently and readily in discussions. Written work is of above average quality and is well presented. Pupils read fluently, demonstrate a real love of reading, and show a logical approach to their work across the curriculum. They have a highly developed grasp of mathematics and apply these skills in other subjects such as science and history. From the EYFS onwards pupils benefit from using the school's specialist facilities such as the gym, pool and music room. Despite small numbers of pupils, the school fields a good number of teams; two pupils have been invited to play for the county hockey team. Specialist teaching becomes more prevalent in Year 3 and is widespread by Year 5. Pupils who leave at the end of Year 8 have benefited from learning at least two modern foreign languages. Creativity is fostered through a variety of dramatic and artistic opportunities.
- 3.3 Pupils' attainment cannot be measured in relation to average performance against national tests, but on the evidence available is judged to be high in relation to national age-related expectations. National tests are used by the school to identify where additional intervention is necessary.
- 3.4 The level of attainment achieved by the pupils indicates that they make good progress in relation to pupils of similar ability. In the majority of lessons, and in their written work, pupils show good understanding and make good progress in preparation to transfer to senior school; in 2011 to 2012 all pupils transferred to their first choice of senior school and the school has a good record of pupils achieving academic, sport, art and music awards.
- 3.5 Pupils identified with SEND receive additional support as and when required. Those pupils new to learning English are also well supported and make rapid progress in their mastery of the language. There is currently no formal planned provision for the most able pupils, although the Aquila Club is intended to stretch those pupils identified as gifted and talented.
- 3.6 Pupils' success owes much to their positive attitudes and they approach learning with evident enjoyment and enthusiasm. In a Year 6 German lesson pupils of all abilities were eager to have a go at using the language and actively participated in a whole-class question and answer session. Across the school a love of reading is evident from pre-prep, where pupils actively choose to read, to the more senior years where staff seize every opportunity to hear pupils read and share books. The mutual respect and excellent relationships amongst pupils and, almost without exception, with the teachers and other staff give pupils every opportunity to learn and achieve successfully. They settle willingly, listen attentively and work with maturity both independently and collaboratively. Pupils enjoy tasks which offer interest and challenge and wish to achieve well, as was evident in discussions with them about their work. In nearly all lessons observed pupils sustained good levels of concentration and took advantage of the opportunities provided for them.

### **3.(b) The contribution of curricular and extra-curricular provision**

- 3.7 The quality of curricular and extra-curricular provision is good.
- 3.8 The provision has a positive impact on academic achievement and pupils' personal development, and is commensurate with the school's stated intention to promote high standards of achievement ensuring that all children are working to the best of their ability at all times in an atmosphere which is amicable and happy. This is in line with the ages and abilities of the pupils. The curriculum is enhanced and enriched by a rich variety of extra-curricular provision and a wide range of visits. There are good links with the local and wider community.
- 3.9 The curriculum provided is suitable for all ages and abilities. It provides well for the pupils' academic, creative and physical development. The broad range of subjects covers all requisite areas of learning. Reading, writing and mathematics build on sound foundations in the early years to ensure that pupils are well prepared for the next stage in their education. Pupils' linguistic skills benefit from learning French across the school, plus German from Year 5 and Spanish through an extra-curricular activity. Personal, social and health education is successfully woven into the curriculum and enables pupils to prepare for adult life. From Reception onwards the curriculum is enhanced by the use of specialist staff to teach physical education (PE), information and communication technology (ICT) and French. There is a strong provision for games and PE and all pupils from Year 3 onwards have an opportunity to represent the school in matches. The sports, music and drama provision gives good opportunities to build pupils' self-confidence.
- 3.10 Extra-curricular provision is good, especially in relation to the size of the school. Staff are all involved in organising clubs, which include activities such as music, painting, chess, camera club, board games and sports including table tennis, golf, gym and football. In addition, pupils can participate in fencing, modern dance, flamenco and survival skills. Pupils evidently enjoy the activities available. The curriculum is further enhanced by external visits and visitors to school, a regular being the local vicar at Friday assemblies. In Years 4 to 8 pupils have the opportunity to experience residential trips to help develop their independence and promote self-confidence.

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

- 3.11 The quality of the teaching is good.
- 3.12 The majority of lessons observed were good or better, supporting the school's aims and contributing effectively to pupils' above average attainment.
- 3.13 Effective lesson planning ensures that a wide range of teaching strategies are used to interest pupils and create a love of learning. Teachers know the pupils in their care exceptionally well; this is recognised by the pupils who commented that they feel extremely well supported both in lessons and in their personal development. Lessons usually proceed at a brisk pace and varied practical activities ensure that pupils thoroughly enjoy their learning, fostering curiosity. A particular feature of the successful teaching is the strength of individual teachers' subject knowledge. In less successful lessons, the pace is too slow and does not cater for individual educational needs nor does it promote pupils' independent learning. Progress in these lessons is restricted as a result.

- 3.14 Teachers' marking on the whole helps pupils to understand what they need to do to improve. In some classes and subjects, targets are set to help pupils to move on in their learning. This helpful practice is not yet implemented across the whole school but procedures to support staff are being developed. In discussions pupils of all ages expressed the view that they could always ask for help when necessary. Assessment and tracking have successfully been introduced from Years 1 to 8 and this helps teachers to monitor progress and contributes to their planning.
- 3.15 Teachers' are highly knowledgeable and share their enthusiasm for their subjects with their pupils. They answer questions in appropriate detail and as they know their pupils very well, understand their strengths and areas for improvement. The best teaching observed encouraged pupils to use skills learnt in other lessons across different subjects, for example applying skills learnt in English to history lessons. This strongly supports pupils in their learning. Excellent behaviour in lessons is expected and is generally achieved without fuss, in line with the school's aim to encourage confident, independent and well-rounded learners.
- 3.16 Teaching enables pupils of all abilities, including those requiring additional support for language or other needs, to acquire new knowledge and understanding, make good progress and develop their own individual skills.

## **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 the pupils is excellent.
- 4.2 This fulfils the school's aim that pupils 'should have a happy childhood in a school with family values at its centre'. Pupils are friendly, polite and welcoming. The pupils are proud of their school, enjoy showing it to visitors and thrive on the vast range of opportunities it offers them.
- 4.3 The pupils' spiritual development is excellent. The excellent friendly ethos which exists within the school community allows pupils to grow and flourish into self-assured young people with a strong sense of who they are and what they believe in. There is close contact with the local church and the vicar is a regular visitor to school. Pupils visit different religious centres during the year as part of religious education and recently the Hindu festival of Diwali was studied across the school. Pupils show increasing self-confidence as they move through the school. Teachers build their self-esteem and sense of personal worth by valuing them as individuals and by encouraging them to pass on their skills and talents to others. In a mathematics class one child readily and willingly explained to another a mathematical calculation so that they had a better understanding of the concept, because he wanted him to understand his love of mathematics. Older pupils happily take on a variety of duties to assist with the younger ones.
- 4.4 The pupils' moral development is excellent. Pupils have a strong sense of right and wrong and are keen to give each other praise. The school prefers to set expectations rather than rules and pupils respond exceptionally well to this code of conduct. In lessons, pupils are cooperative and respectful, listening to the views of others and interacting with staff and peers in a relaxed yet purposeful way. All pupils are clear that bullying is unacceptable and they show an excellent understanding of the need to treat others with courtesy and respect. Pupils' understanding is furthered by discussions in lessons on ethical issues and they regularly support a diverse range of charities.
- 4.5 The social development of the pupils is excellent. The school plays an active part in the community; Grandparents and local elderly residents are invited into school for social occasions and pupils are delighted to perform for their visitors. This strongly enhances their personal and social development. The pupils' conduct towards each other, and towards staff, in lessons and around the school is exemplary. The school council is an effective forum where pupils have made a positive impact, and they feel that they have a strong voice within the school. The annual summer presentation, the drama presentations and performances in music concerts and lessons effectively develop pupils' skills for the future.
- 4.6 The cultural development of the pupils is excellent. The school is a model of working harmony where adults and pupils work extremely well together, and benefit from the range of backgrounds, cultures and faiths they encounter in school. Pupils experience a range of different cultures not only through the curriculum but also through assemblies and extra-curricular activities and members of the school community. Their cultural experiences are enriched through residential and other trips further afield.

**4.(b) The contribution of arrangements for pastoral care**

- 4.7 The quality of pastoral care is excellent.
- 4.8 The pastoral care reflects the school's Christian foundation. All staff know individual children exceptionally well and are highly sensitive to pupils' individual needs. They provide outstanding support in an approachable, friendly and professional manner. The school's pastoral care makes a positive contribution to the academic standards achieved and the excellent personal development of pupils. Pupils say that they are extremely happy at school and if they have a concern they know what action to take and who to go to. Almost all parents who responded to the pre-inspection questionnaire felt that the school is very caring and supportive of their children.
- 4.9 The school's successful pastoral care depends, to a large extent, on the excellent quality of relationships between pupils and staff and amongst the pupils themselves. Not only do staff know and understand pupils very well, but they make every effort to support them in and beyond the classroom. The system of houses where different ages mix together creates the excellent family atmosphere within the school.
- 4.10 The provision for children with SEND or EAL is good. The school has a suitable plan to improve educational access for pupils with special needs or disabilities.
- 4.11 The cheerful atmosphere in the dining hall makes all meals enjoyable experiences. 'Waiters' perform an excellent service serving their peers at lunch. All pupils from Nursery onwards have the opportunity to freely choose from the healthy meals on offer.

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

- 4.12 The contribution of arrangements for welfare, health and safety is good.
- 4.13 Safeguarding arrangements have regard to official guidance, though the recording of concerns and actions is not always sufficiently rigorous. Where there was a lack of rigour in recording these, such omissions were acted upon during the inspection. Pupils themselves say that they feel safe and parents in their questionnaire responses were overwhelmingly positive about the care that the school provides for their children.
- 4.14 Appropriate measures are taken to reduce the risk from fire and other hazards. Regular fire drills are carried out, and all drills are properly recorded in the log book.
- 4.15 The school has a clear and appropriate health and safety policy with suitable risk assessments. Pupils who are ill or injured are well cared for, and the procedures for the administration of medicine are robust. The admission and attendance registers are properly maintained and appropriately stored.

**4.(d) The quality of boarding**

- 4.16 The quality of boarding is good.
- 4.17 The warm and close family atmosphere within the boarding is a great strength of the school. All boarders that responded to the confidential pre-inspection questionnaire said that they enjoyed boarding and felt safe. The pupils are well mannered and they speak with confidence about their positive boarding experience. The

relationship between boarders and boarding staff is excellent and is a major factor in the boarders' development. Girls and boys display exemplary behaviour.

- 4.18 The boarders feel that they have a voice; a recent school council meeting resulted in the organisation of several boarders' trips and a survey in relation to meal times. Regular boarders' meetings have resulted in improvements to the facilities in each boarding house. The boarders' understanding of the world around them is enriched by their easy access to the ICT room and the news channels that are shown before breakfast. Those boarders who play musical instruments are encouraged to practise before breakfast. Boarders look forward to spending time in their houses, and the high standards of behaviour and the warm family atmosphere that pervades the houses is evident. Boarders are extremely polite and listen attentively, showing real care for their house community. They enjoy celebrating the birthdays of their peers through singing and the sharing of cake. Boarders act as waiters at meal times which is rotated from meal to meal. This offers responsibilities and it adds to the sense of community. Mealtimes are relaxed but ordered; each meal ends with staff announcements and a prayer.
- 4.19 The house parents take an interest in the boarders' well-being and communicate this to the academic staff. All areas are secure, homely and welcoming. Boarding accommodation for both girls and boys is comfortable with pleasant and well-maintained facilities including common rooms and the washroom provision. The school sickbay is well resourced and each boarding house has separate isolated rooms for boarders who are unwell. The school's website, together with documentation for staff, parents and boarders, including those new to boarding, provides comprehensive guidance on aspects of boarding. New boarders are familiarised with their houses through taster evenings, with this is supported by pizza and film nights providing welcome additions. All boarders have access to lockable storage and all those interviewed felt that their personal possessions were safe. There are separate areas provided for those boarders in the evenings wishing to carry out additional private study. Boarders are able to contact their parents and families, although not all have access to an email account to provide an alternative method of contact. The school provides meals that are healthy and plentiful. A number of boarders commented that they would like more choice, particularly with the salad bar. Boarders have access to a well-equipped kitchen in the evenings offering additional snacks that can be provided before bedtime. The range of extra-curricular activities is wide and is a feature of the boarding. The school's extensive grounds facilitate good opportunities for boarders to both relax and enjoy the physical activities, such as modern dance and survival skills.
- 4.20 The National Minimum Standards are fully met for safeguarding, with a clear and comprehensive policy and efficient recruitment procedures. All staff have had appropriate training in safeguarding, although records are not accurately kept to monitor this. The staff and visitors receive a prompt card explaining the processes and rigour for safeguarding which also provides contact details for the designated child protection officer and the deputy. Posters on display around the boarding accommodation ensure that boarders have the names and contact numbers of appropriate adults to turn to. Detailed risk assessments for fire safety are clear and regular fire practices are carried out within the boarding houses. Links between the boarding and academic staff are good, enabling pastoral issues to be raised in the daily staff meeting. Bullying is not identified as an issue amongst the boarders and they know that there are a number of adults available to talk to. Boarding staff have appropriate first aid training and are able to administer boarders' medication. Boarders' medical records are accurately monitored and are transferred each

evening from the school office via a boarding box to the house parents. There are several independent listeners available who are known to the boarders and visit the school for assemblies and other functions. Risk assessments have been carried out for the boarding areas, although they are not comprehensive. Good management of the boarding area ensures that boarding life runs smoothly. A staff appraisal and performance management system ensures that staff are suitably trained in line with current boarding practice. Policies for boarding contain all the required details and the staff are aware of the appropriate procedures. Regular informal discussions are held amongst boarding staff to evaluate performance. Behaviour is monitored and a record of major sanctions is kept. Boarders know which staff are on duty each evening through well maintained notice boards and a clear evening structure. The school development plan carefully considers the future direction of boarding and there is input from all of the staff involved. The vast majority of parental questionnaire responses were positive in their support of the boarding provision.

- 4.21 The school has responded to all of the recommendations from the previous boarding inspection and all the National Minimum Standards are met.



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

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

- 5.1 Governance of the school is good.
- 5.2 The governors are highly committed to the school, to securing its aims, and developing strong foundations for its future development. They strongly support the school aims. They are proactive, paying regular visits to the school and are clearly knowledgeable about the school's strengths and weaknesses. They are very supportive of the leadership.
- 5.3 Governors properly discharge their responsibilities regarding the oversight of educational standards, financial planning, child protection, safeguarding children, safer recruitment and welfare, health and safety. Governance has improved notably since the last inspection and has ensured that the school has met the recommendations of the previous inspection report.
- 5.4 The governors support new initiatives and ensure that the school maintains its good provision. Their regular review of policies and examination results, and their involvement in school development planning, aid their understanding of what is succeeding and what requires development. The governors are highly supportive of the school, including the EYFS, and are proactive in promoting the vision for future development.

### **5.(b) The quality of leadership and management, including links with parents, carers and guardians**

- 5.5 The leadership and management of the school at all levels are good, including their links with parents and others.
- 5.6 Recommendations from the previous inspection have been successfully addressed. Dedicated senior managers with high aspirations for the pupils in their care support the school's aims effectively and contribute to its success. Team work is exceptional and the commitment of staff is highly supportive of pupils' excellent personal development and high quality pastoral care.
- 5.7 The school is very well led and managed at all levels, in accordance with the school aims. Policies are regularly reviewed and their implementation is largely well monitored. Complaints are rare but when they occur they are handled in accordance with the published procedures. All adults working with pupils are suitably checked and appropriately trained in safeguarding, welfare and health and safety. The central register of appointments is completed accurately. Teachers and other staff are deployed appropriately and contribute significantly to the pupils' progress and their welfare. This is particularly pertinent for those pupils identified with special education or language needs and disabilities who benefit from skilled teaching.
- 5.8 The school has made considerable progress in all areas and aspects since the last inspection. Leadership and management provide clear educational direction, as reflected in the quality of the pupils' education and the standard of their personal development. The warmth and hospitality of the leadership are reflected in the family atmosphere which pervades the school. The leadership not only supports

and empowers the staff and families within the school but has a clear strategic vision for its development. Those in senior positions are approachable and the school's open door policy is appreciated by parents. Self-evaluation is accurate. The school development plan has clear and relevant ideas for its future improvement.

- 5.9 Monitoring is good in most aspects of the school's work. Senior leaders are actively involved in scrutinising work and sharing ideas and information from the regular scrutiny of work, which feeds into planning and raising standards across the school. The monitoring of policies, practices and procedures is good overall. In a few subjects there is an inconsistent approach to the setting of work to cater for the individual needs of pupils. The school is aware of this and has drawn up plans for a more coherent approach across the whole school.
- 5.10 The school has established good links with the vast majority of parents, carers and guardians, in accordance with its aim to establish a valued partnership between home and school. Parents new to the school are provided with comprehensive information through the prospectus, website, handbook, open days and tours. Pupils can visit the school to meet their future teachers, and parents of younger children are invited to share and experience lunch time with their own children.
- 5.11 The vast majority of parents confirmed in their written responses to the pre-inspection questionnaire that they have good opportunities to be actively involved in the work and progress of their own children. Termly meetings between staff and parents and two written reports a year keep parents informed about their children's progress.
- 5.12 An active Parents' Association organises many social opportunities to meet other parents. Parents appreciate the open door policy, and value the excellent communication that exists via email, newsletters and home/school books. and GlebeCom, the internal social network. Parents can usually access the website for updated policies and procedures and to find out about school events and activities. Parents across the school are pleased with the level of information they receive about their children and are willing helpers for activities such as cookery, school outings and special events.

**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) How well the early years provision meets the needs of the range of children who attend**

- 6.1 In meeting the needs of the range of children who attend, the provision is good. The educational programmes provide for children's individual needs effectively, and support is given to enable children to make good progress. Curriculum documentation and assessment have recently been changed in line with national requirements. As a result of self-evaluation, a wide variety of activities together with a balance of adult-led and child-initiated tasks enables children to respond well to the expectations of staff. Outdoor learning is carefully planned and children enjoy being outside. Children in Nursery learn through carefully planned play activities, whilst in Reception children progress to more formal learning at appropriate times during the day. Children are encouraged to share their ideas and teachers respond well to the children's interests. In Reception children enjoy visiting the farm shop in class to buy fruit and vegetables practising spending real money.
- 6.2 Staff work closely with parents to settle children into school, and involve them through the successful About Me books. Parents receive comprehensive information at the start of Nursery and Reception. Parents' meetings, newsletters, reading records, email, and invitations to events encourage strong systems of contact. Reports are written twice yearly, although at present, no next steps to improve their learning are set for children in Reception. Children thrive in their small teaching groups where they feel safe. The setting has the capacity to make continuous improvement.

### **6.(b) The contribution of the early years provision to children's well-being**

- 6.3 Provision for the children's well-being is good. The key person plays an important role in the personal, social and emotional development of the children, including those with SEND. Systems for care are well established and provide clear guidance for children about what is acceptable behaviour. Relationships are strong and children learn to respect and tolerate each other's differences in line with the school aims. Risk assessments are thorough and are continually updated so that the setting is safe and secure. Children are happy and competent at managing their own personal needs relative to their ages as there are well-established hygiene routines. They work and play independently and have confidence to explore their surroundings. Children enjoy eating meals together and even the very young will sing, talk, and serve food to one another. Children's behaviour is good, they wait patiently for equipment, tidy their games away quickly without fuss and successfully make cakes following instruction. Staff promote children's good health well and encourage children to eat healthily. Staff understand that exercise is important and include it in the timetable. Children are well prepared for moving up through the school.

### **6.(c) The leadership and management of the early year's provision**

6.4 Leadership and management are good. Staff are suitably qualified, and have full training in child protection and health and safety procedures, which are embedded into the daily routines. Governors are effectively involved. The requirements needed for children's safeguarding and welfare have been met. Children's progress is monitored satisfactorily using a recently introduced tracking system. There are detailed policies for Nursery children readily available on the web site but these are not as clear or easily located for parents of Reception children. Policies promote equality and eliminate discrimination. Staff and parents work closely together to ensure that children are supported and learning extends beyond the classroom. Parents are invited to take an active part in school life. Staff meet regularly to evaluate the provision and a good development plan outlines the vision for the EYFS. A formal system of appraisal is in place. Since the last inspection, more resources have been provided and the outdoor area improved, as recommended in the last report.

### **6.(d) The overall quality and standards of the early years provision**

6.5 The overall quality and standards of the EYFS are good. All children are well nurtured and cared for; they are encouraged to enjoy learning and share Christian values in accordance with the school's aims. Children, including those with SEND, make good progress relative to their ability. The recently introduced tracking system identifies children early who have difficulties so that support can be introduced from an early age and more children can achieve above the expected levels by the end of Reception. Children express themselves clearly, enjoy role play and have a love of books. Nursery children are taught how to care for books and all classrooms have a plentiful supply. Reception children enjoy early writing activities and use their knowledge of sounds when reading and writing. Children across the setting learn to count and match objects and make sense of number. The children's personal and emotional development is good. Children feel safe and secure; they take risks in the outdoor play area and enjoy learning about aspects of other cultures such as Diwali and Christmas in Australia.

### **Compliance with statutory requirements for children under three**

The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

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