



# **INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION**

**WHITEHALL SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Whitehall School

Full Name of School	<b>Whitehall School</b>
DfE Number	<b>873/6015</b>
EYFS Number	<b>EY449864</b>
Address	<b>Whitehall School 117 High Street Somersham Huntingdon Cambridgeshire PE28 3EH</b>
Telephone Number	<b>01487 840966</b>
Fax Number	<b>01487 840966</b>
Email Address	<b>office@whitehallschool.com</b>
Head	<b>Mr Jonathan Willcocks</b>
Chair of Governors	<b>Mr Christopher Hutley</b>
Age Range	<b>1 to 11</b>
Total Number of Pupils	<b>90</b>
Gender of Pupils	<b>Mixed (48 boys; 42 girls)</b>
Numbers by Age	<b>0-2 (EYFS): 12    5-11: 52 3-5 (EYFS): 26</b>
Head of EYFS Setting	<b>Mrs Fiona Keene</b>
EYFS Gender	<b>Mixed</b>
Inspection Dates	<b>18 March 2014 to 21 March 2014</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 in 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, as amended. 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.

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.

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', 'requires improvement' 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 proprietors, 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 Louise Harwood

Reporting Inspector

Mr Alexander McCullough

Team Inspector (Head, ISA school)

Mrs Kirsten Jackson

Co-ordinating Inspector for Early Years

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Whitehall School is a co-educational day school for pupils from the age of 10 months to 11 years. It was opened in 1983 and is owned by the members of one family who are the directors of the school. A new head teacher was appointed in September 2013. It is situated in the village of Somersham, near to Cambridge and Huntingdon. The school site contains the main house, an eighteenth century coach house, a library, play areas, a field for games and a covered, heated swimming pool.
- 1.2 Since the previous inspection the school has created an IT suite and established an all-year-round day nursery on site, which caters for children up to the age of three and has its own building and garden. One of the directors has been appointed as business manager.
- 1.3 The school aims to help all children to reach their potential academically, personally and socially regardless of race, gender, age and ability. It seeks to promote the ideals of community and good citizenship, and to promote the love of life-long learning. At the time of the inspection, 90 pupils were on roll: 48 boys and 42 girls. There were 38 children in the Early Years Foundation Stage (EYFS), of whom 12 were under the age of three. Most pupils come from professional or business families.
- 1.4 The school has identified seven pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support, mostly related to dyslexia. Three pupils have a statement of special educational needs. There are no pupils for whom English is an additional language. The ability profile of the school is above the national average.
- 1.5 National Curriculum (NC) nomenclature is used by the school from Reception to Year 6 and throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the Nursery and its National Curriculum equivalence are shown in the following table.

### ***Early Years Foundation Stage Setting***

School	NC name
Nursery	Nursery (0 to 3 years)
Foundation	Nursery (3 to 4 years)
Reception	Reception

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

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

- 2.1 The pupils are well educated in accordance with the school's aims and are imbued with a sense of confidence and a love of life-long learning. The pupils achieve high standards, especially in English and mathematics, underpinned by a focused curriculum and enthusiastic teaching, which elicits a sophisticated response to poetry and literature. An excellent range of extra-curricular activities augments the main curriculum and allows pupils to develop their own interests. The provision for pupils with special educational needs and/or disabilities (SEND), including those with a statement of special educational needs, is strong with effective additional support. Occasionally, too little is made of cross-curricular opportunities, and high level challenges for the more able pupils are not always consistently set.
- 2.2 The quality of the pupils' personal development is excellent, supported by the highly caring and nurturing environment of the school. From an outstanding start in the EYFS, pupils develop and exhibit excellent interpersonal skills in a culture of mutual respect. They thoroughly enjoy being part of the school community, fully embracing the responsibilities inherent in school citizenship. Those entrusted with membership of the school council undertake their duties with maturity and poise.
- 2.3 The quality of governance, leadership and management is excellent. The leaders are fully committed to the aims of the school and the development and realisation of the school plan. The leadership team provides a clear vision for the school and has an excellent understanding of the school's strengths and areas that require improvement. This includes a more consistent approach to the monitoring of both learning and teaching. Under current leadership the recommendations of the previous report have been addressed. Links with parents are excellent. Parents are extremely positive about all aspects of the school's educational and pastoral provision.

## **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 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

### **(ii) Recommendations for further improvement**

- 2.6 The school is advised to make the following improvements.
1. Establish structured programmes for the monitoring of teaching and learning, including in the EYFS, to identify whole-school training needs.
  2. Make better use of information about pupils' progress to promote further improvements in achievement and teaching.



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

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

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 Pupils are well educated in accordance with the school's aim to prepare them for the next stage of their education with confidence and a love of life-long learning. At all stages pupils show good levels of knowledge and understanding, especially in literacy and numeracy. A key factor in this is the pupils' positive attitudes to learning and their strong individual commitment to the achievement of high standards, helping the school to achieve its aim for its pupils to realise their potential.
- 3.3 Pupils build on the positive start they receive in the EYFS. They are articulate and confident, engaging easily with each other and with adults. They listen with respect to the views of others. They read enthusiastically, reaching high standards, and write lucidly. They absorb information readily, using it to inform future activity. They show a good grasp of mathematical concepts and an ability to think logically. They have a genuine love of poetry, appreciating its varied word play and rhythm with a maturity beyond their years.
- 3.4 Good standards are evident in art, music and physical education (PE). Although small numbers involved reduce opportunities for team sports, football teams have successfully entered tournaments and competed in matches against other schools. The boys' cross country team was placed in the top ten in a recent regional cross country championship. Individuals enjoyed success, including an array of first places, in the recent regional drama festival. Pupils across the school have entered competitions for art, maths and creative writing with some success. About a third of the pupils have passed lower grades in instrumental music and singing examinations. Pupils successfully gain entry to senior schools of their choice, some by passing entry examinations and, on occasion, winning scholarships.
- 3.5 Pupils' attainment cannot be measured in relation to average performance against national tests but on the evidence available, as seen in lesson observations, pupils' written work and curriculum interviews with them, it is judged to be high in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make good progress as they move across the school in relation to pupils of similar ability. Pupils with SEND achieve well. They make good progress in relation to their starting points because they receive strong additional support. Their progress is confirmed by the improvement in their reading, spelling and numeracy skills, as well as their high levels of self-esteem. More able pupils and those with particular talents make good progress in lessons when they are given high level challenges. However, this is not always consistent in all year groups and subjects.
- 3.6 The pupils' successful achievement is underpinned by a positive attitude to learning and the highly nurturing environment. They are proud of their work and strive hard to do their best. They show high levels of concentration during lessons and work well individually and in pairs or groups.

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

- 3.7 The quality of the curricular and extra-curricular provision is good.
- 3.8 The school provides a curriculum which includes all the requisite areas of learning and gives opportunities for pupils of all ages and abilities to grow and develop as individuals, in accordance with the school's aims. Particular emphasis is placed upon developing skills in the core subjects of English and mathematics and these subjects are strengths of the school.
- 3.9 The curriculum includes an appropriate range of geography, history, religious education and science tuition, but cross-curricular links using a creative approach are not fully exploited. Recently these subjects have been taught through extended projects on Asia and Europe which have enabled both infants and juniors to direct their own learning through independent research and express themselves in a more creative way. Personal, social, health and citizenship education (PSHCE) is effectively integrated into the curriculum and covers a suitable range of topics. French is taught from the age of 3.
- 3.10 The school is appropriately resourced to deliver the stated curriculum. The interactive white boards and suite of tablet computers, used in conjunction with widescreen televisions, are helping to integrate information and communication technology (ICT) into the curriculum and facilitating a broader range of activities. The effective use of ICT-based teaching, observed particularly in maths and French, and the introduction of pupil blogs, have a positive impact on the teaching and learning, leading to faster rates of progress and achievement. Reliability of the wireless internet connection in certain parts of the school impairs the consistency in those areas. The small library provides an adequate selection of fiction and non-fiction material.
- 3.11 A good range of visitors to the school and visits outside are carefully planned to enhance the curriculum. Visitors to the school have led assemblies on diverse charitable topics, and day trips to a local country house, library, and rural pursuits centre have recently taken place. Years 5 and 6 have experienced a three-day residential trip and Years 3 and 4 have camped in the school grounds. These activities encourage self-reliance and resilience. The school enjoys good links with the local community. The school carol service and presentation afternoon take place in the village church along with drama productions and poetry readings. These activities are well integrated into the curriculum and are a strong feature of the school's provision.
- 3.12 The range of extra-curricular activities available is excellent for the size of the school and plays a significant part in the pupils' personal and social development. The pupils appreciate the opportunity to take part in richly varied activities, including sports, construction, musical theatre, Mandarin and gardening. Most are taught by school staff, and others, such as football and knitting, are provided by parents. Tuition in poetry performance and individual peripatetic music lessons are available.

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

- 3.13 The contribution of teaching is good.
- 3.14 Throughout the school, teaching is effective in providing a secure foundation for pupils to consolidate their learning, acquire new knowledge and understanding, make good progress and develop their skills. It leads to pupils' successful entrance to senior schools of choice and high standards in national curriculum tests. It fully supports the school's aims.
- 3.15 The best teaching in the school is characterised by detailed planning, excellent time management and thoughtfully devised learning tasks which build effectively on pupils' prior knowledge, skills and understanding. In such lessons the pace is brisk, the teacher's enthusiasm is infectious and the pupils' engagement and enjoyment is secured. Generally the teachers' expectations of pupils are high. For instance, questions relating to recent work on *Goodnight Mister Tom*, studied by upper juniors, required deep understanding of the imagery related to literary devices, while a mathematics lesson for younger juniors expected and achieved sustained high levels of enthusiasm and good co-operative work when pupils were comparing and ordering fractions.
- 3.16 Occasionally, teaching uses too little variety of method and pupils, especially the able, gifted and talented, are given too few opportunities to tackle real-life problems that need extended reasoning or creativity. In these lessons, pupils' achievement is limited. On some occasions the use of resources is unimaginative and opportunities to integrate modern technology are missed.
- 3.17 Learning support is effective throughout the school. Pupils with SEND are given work appropriate to their needs. They are supported effectively in lessons by their teachers and by teaching assistants, who enable them to make good progress. Pupils with statements of special educational needs are also provided for well and the teaching meets the provision set out in the supporting documentation.
- 3.18 In all teaching, relationships between teachers and pupils are strong and founded on mutual respect. Pupils are confident to ask for help, safe in the knowledge that they will receive it. Classroom behaviour is of a high standard, and praise and encouragement are used to excellent effect to promote pupils' progress and stimulate effort.
- 3.19 Teachers place a great emphasis on ensuring that pupils are closely involved in their own learning through targets in the programme of individual performance profiles (IPP), and explicit learning objectives in lessons. The school has begun to make use of standardised data to augment its understanding of the pupils' ability, achievements and progress. The use of such data to inform planning and accelerate pupil progress is in its infancy and not yet fully implemented across the school. Overall, the marking of books has improved since the previous inspection. The school marking system provides useful feedback to pupils and this information feeds into the IPPs which are shared with parents to keep them fully informed of their child's progress. The school has taken a collaborative approach to the formulation of a new homework policy which will be introduced in the summer term. Teachers and pupils have discussed and agreed its objectives in supporting the teaching and learning across the school.

## **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 Throughout the school, pupils demonstrate friendliness, helpfulness and courtesy and show respect for themselves and others. They take personal responsibility for their behaviour and work, recognising their own strengths and appreciating the talents of others. They are very well prepared for their next schools.
- 4.3 The ethos of the school, together with music, circle time, meditation and assemblies develops in pupils a strong spiritual and ethical awareness. A culture that encourages the appreciation of non-material aspects of life is evident throughout the school and there is a genuine appreciation for the natural environment and the beauty of the changing seasons in the sensory garden. Pupils are preparing to participate in the green ambassador's programme and speak with understanding and a deep concern about the need to protect the earth's resources and to improve the quality of life now for global citizens without damaging the planet for future generations.
- 4.4 The pupils' moral understanding is well developed. Throughout the school pupils show a clear sense of right and wrong and understand that rules are necessary for a harmonious community. Consequently, pupils are thoughtful and co operative and communicate openly with staff, visitors and each other. Pupils explore moral issues with interest from the youngest age groups in circle time and PSHCE lessons and are able to articulate their views on issues such as fair trade coherently. They recently contributed enthusiastically to Fairtrade Fortnight, organising and managing their own stalls of snacks to sell to pupils during playtime. They are very aware of the needs of others beyond their own community and fully embrace opportunities to think of imaginative ways to raise funds for charities.
- 4.5 Pupils' social development is excellent. They willingly accept responsibility at many levels, including acting as dining room monitors and as school council representatives for their class. Through the elections for the school council they understand how democracy works and they have a good understanding of institutions and services in England through visitors and trips. House captains take charge of organising inter-house competitions and prefects support the head boy and head girl in assisting staff at key events such as the Christmas carol service and presentation afternoon, when they introduce the guest speaker. Pupils play a keen role in the local community, participating in annual events at the local church and planting trees in a nearby community orchard.
- 4.6 The cultural development of the pupils is excellent. Their awareness of other faiths and cultures is deepened through visitors speaking of their experiences around the world, the cooking and tasting of different foods and their work on Europe and Asia through the extended projects. The Year 5 programme of speaking and listening presentations adds depth to their cultural experiences with recent topics covering subjects such as Hawaii, Thailand, the Red Sea and flags of the Commonwealth countries. Through the effective religious studies programme and PSHCE, pupils gain insight into world religions.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The high quality of care provided reflects the school's aim to nurture pupils as individuals. The IPP programme ensures that each pupil is given the fullest support and acknowledges the importance of their sense of well-being. The leadership places particular emphasis on preparing pupils well for entry to their next school. Each member of staff contributes exceptionally well to supporting and guiding the pupils. Communication is highly effective. In staff meetings, teachers regularly discuss any pupil who is giving cause for concern so that help and support is prompt and appropriate.
- 4.9 Relationships between staff and pupils, and among the pupils themselves, are highly constructive. There is a culture of mutual respect which enables each pupil to feel valued and where personal success is celebrated.
- 4.10 Pupils have plenty of opportunity to take regular exercise through PE sessions and sports clubs. They are very aware of the need to eat healthily; the school council has lobbied successfully for healthier options for school meals.
- 4.11 The pupils are very courteous and considerate towards each other and adults. Their behaviour is excellent. The pupils are confident that any bullying will be dealt with promptly and the arrangements for dealing with any unacceptable behaviour ensure that pupils feel safe and secure. The school has a suitable plan to improve educational access for pupils with SEND and takes full account of these pupils' needs.
- 4.12 The school has an excellent and well-respected school council, comprising representatives from Years 1 to 6. In their responses to the pre-inspection questionnaire, and in discussion, pupils expressed a confidence that their views are taken into account and that they are encouraged to be involved in many aspects of school life.

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

- 4.13 The contribution of arrangements for the welfare, health and safety of pupils is excellent.
- 4.14 Throughout the school highly effective procedures for promoting the welfare of the pupils, including those relating to safeguarding, contribute to the pupils' personal development and the fulfilment of the school's aims. All staff receive regular training in safeguarding and welfare, health and safety, and the designated child protection officers are additionally trained in inter-agency working. New staff have an excellent induction in relevant procedures. All staff demonstrate a secure understanding of the safeguarding policy, which is thoroughly prepared and regularly reviewed.
- 4.15 Health and safety procedures are adhered to rigorously and are exemplified in day to day practice. Effective measures are in place to reduce the risk from fire and fire evacuation drills take place regularly. Thorough risk assessments are prepared for all facilities, trips and activities and the directors and site managers maintain a constant review of the site. Rigorous systems are in place for the supervision of pupils when they move off-site to a local playing field.

- 4.16 Unwell or injured pupils are cared for suitably. Staff are excellently trained in first aid, many to a high level including paediatric care. Meticulous records are maintained. Staff are well informed about individual pupils' needs and conditions, including any relating to SEND, and pupils are looked after with great care.
- 4.17 The admission and attendance registers are maintained correctly and are stored, as required, for three years.

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

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

- 5.1 The quality of governance is excellent.
- 5.2 The proprietors form a board of directors and are fully immersed in the life of the school. They have a thorough oversight of the work of the school through meetings with groups of staff and regular visits to the school during the working day. This insight provides them with an opportunity and an ability to provide regular support and challenge to the leadership and management. The director who fulfils the role of business manager lives and works on the site, providing a valuable link between the school and the other directors. All the directors are fully committed to the aims of the school and the development and realisation of its strategic plan. The directors are well-qualified in a range of complementary educational and business skills. They are fully aware of their responsibilities for standards and financial planning, including investment in staff and resources. The recent establishment of the nursery has provided an excellent start to the pupils' education.
- 5.3 The directors endeavour to keep abreast of their responsibilities for welfare, health and safety, and for safeguarding through attending relevant courses. They undertake a thorough annual review of the safeguarding policy and procedures and receive regular reports on any issues giving cause for concern relating to pupils.

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

- 5.4 The quality of leadership and management is excellent.
- 5.5 Under dynamic new leadership and dedicated management, the strongly committed staff team has developed a clear focus on improvement and self-evaluation. The recommendation from the previous inspection, to refine the school development plan and encompass and review broader aspects of school life, has been swiftly and effectively addressed. The plan is regularly reviewed by the staff team and provides highly effective impetus to the school's development. Its objectives and outcomes are discussed at the newly introduced weekly staff meetings. These provide opportunities for staff to monitor policies, procedures and practices, as well as discuss and implement new initiatives. The leadership and management team has reviewed and revised whole-school policies and these now provide excellent guidance for staff. These improvements exemplify the determination of the leadership to improve standards of education.
- 5.6 Effective systems are in place for the monitoring of pupils' achievements and progress, particularly in literacy and numeracy, based on the IPP. The new leadership has identified the need for monitoring to be undertaken with greater consistency in order to provide a clearer overview of pupils' progress. Formal systems for evaluating and improving teaching have been introduced together with regular and relevant in-service training that is linked to the school development plan. The consistency of the monitoring of both learning and teaching is hindered by the senior leadership's existing timetabling constraints, which have been recognised by the school.

- 5.7 The school is successful in securing, supporting and motivating staff of high quality and ensuring that they are suitably and regularly trained for their roles in meeting the needs of all pupils in welfare, health and safety. Staff have embraced the recent changes with energy and enthusiasm. Administrative and other non-teaching staff give wholehearted and unstinting support to the leadership and management team and make an excellent contribution to pupils' learning and welfare. A happy, lively and purposeful atmosphere pervades all areas of the school in fulfilment of its aim for everyone to make a positive contribution to the school community. A comprehensive staff handbook gives staff useful guidance, and excellent induction arrangements ensure that all new appointees are well informed about school routines and safeguarding arrangements. Selection procedures for staff are robust and checks are recorded appropriately.
- 5.8 Links with parents are excellent. Parents are highly supportive of the school and appreciate the vast improvement in communication since the last inspection. This includes a new website that gives parents access to the weekly calendar, curriculum overviews each half-term, a lively Whitehall School blog, and regular newsletters. All required information is provided to parents of current and prospective pupils, initially through the website and subsequently through a helpful handbook for parents. The leadership, management and administrative team promotes a policy of open and unhindered access to staff at all levels and is visible each morning to greet parents and children and to listen and respond to everyday matters. The school has a clear and appropriate complaints procedure and concerns are dealt with sensitively in accordance with the school's published procedure.
- 5.9 The parents' views as expressed in the pre-inspection questionnaire were overwhelmingly positive about the school. They were particularly satisfied with the pupils' standard of behaviour, and the opportunities for parents to be involved in events and aspects of the school's work. They felt that their child felt happy and safe at the school. There are regular parents' evenings, events for new parents, secondary transfer meetings and invitations to attend school events throughout the year. Regular and informative written reports keep parents very well informed of pupils' progress and make reference to both effort and achievement. Parents are fully included in the regular IPP target setting and reviews.

**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 The setting makes outstanding provision in meeting the needs of the range of children who attend. Almost all children reach at least expected levels of development in all areas of learning by the end of Reception and many have made rapid progress, including those with additional needs. This gives them an excellent platform for their move into Year 1. Broad and balanced educational programmes give children many opportunities to develop their individual talents, in line with the aims of the setting. Highly skilled staff, including specialist teachers for PE and French, ensure that children's welfare, learning and development needs are exceptionally well met. They quickly identify children who have SEND and involve parents fully in all subsequent decisions and strategies of support. Staff know the children exceptionally well and provide good resources, which are well matched to age and ability. Staff store resources at appropriate levels, enabling nursery children to make their own choices about play activities. Staff carefully observe these choices and are quick to recognise an opportunity to extend the children's vocabulary and knowledge of the world, for instance by naming vegetables in a shopping basket. In Nursery and Reception, staff skilfully build on the children's interests to develop and apply their understanding, for example by exploring the idea of camouflage in relation to chameleons. All children are encouraged to develop an understanding of the world around them by observing the weather and using the well-planned natural resources of the school grounds, including the sensory garden. Shared planning and regular team meetings ensure that children are well prepared for the next stage of their learning.
- 6.2 All sections of the setting work closely with parents. From taster sessions in Nursery to discussion meetings about the EYFS profiles in Reception, parents are regarded as full partners and are encouraged to share their children's learning both at home and in school. There are many opportunities for parents to learn about their child's progress and to understand their next steps. In their questionnaire responses parents expressed overwhelming appreciation and support for the provision.

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

- 6.3 Provision for the children's well-being is outstanding. The staff know the children, their interests, needs and abilities extremely well and these are incorporated into all planning. The staff act as excellent role models for the children and the children respond to them with warmth and trust, feeling safe, secure and happy in the setting. Nursery staff explain to the children the importance of the simple rules which will facilitate their play and safety and they respond by playing co-operatively and taking care of resources. They are keen to help each other and to help with tidying up. They are happy to share and to wait their turn, for example when waiting to measure out their ingredients for making play dough. Older children work co-operatively to build models and to help 'clean' the outdoor furniture. They enjoy involving the adults in their play, for example, by asking them to follow their treasure maps and by treating them in the doctor's surgery. Children of all ages are encouraged to be independent through making their own choices. Staff sensitively promote personal hygiene and appropriate behaviour. In shared sessions, older children are

encouraged to set a good example to those under the age of three in the correct disposal of tissues and hand washing techniques. Older children understand what is and is not a healthy snack and that it is good to eat five portions of fruit and vegetables every day. They all enjoy physical exercise and know that it makes them strong. Joint planning and excellent team relationships ensure that children, and teachers, make smooth transitions.

### **6.(c) The leadership and management of the early years provision**

6.4 Leadership and management are outstanding. Committed and well-informed governance ensures that all regulatory requirements are met. The directors are fully involved in the setting and know the team and the children well. Directors, leaders and managers all monitor the curriculum provision and share common, discerning goals for the future development of the EYFS. Since the previous inspection, the school has established the nursery and given the three to four year olds and Reception separate classrooms in order to provide age-relevant sessions more securely. The school has excellent arrangements to safeguard the children's welfare. Staff have a secure understanding of all child protection procedures and welfare requirements through regular training and are rigorous in their oversight of the safety of the environment. The staff have introduced a good system of self-evaluation and regularly meet to assess progress against objectives. They are encouraged to attend training and are well supported by senior staff. There are good systems for staff supervision. Monitoring of teaching is sound. There are excellent links with parents and external agencies to ensure effective support for children with identified needs.

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

6.5 The overall quality and standards of the EYFS are outstanding. All children make at least good progress and many make excellent progress by the end of Reception, relative to their ability and starting points. In Reception they all have a good knowledge of phonics and can use these skills to read simple text, many independently. Children under three are eager to talk and explore their surroundings. They join in the actions of songs and rhymes with enthusiasm. Children in Nursery identify the colours and shapes of objects, and older children can make sequencing patterns and are developing strategies for problem solving. They readily use number bonds within ten and can count on in tens. They are excellent model builders and develop imaginative stories about their creations which can incorporate the ideas of others. Children with SEND receive excellent support which enables them to be as independent as possible in accessing all areas of the curriculum. Children are very happy and secure in all parts of the setting. They help each other in work and play, take turns and share. Staff are highly conscientious and children's well-being is central to everything they do. There is a clear and shared understanding and responsibility of how to protect children. The management has a clear vision for the future development of the provision, shared by staff who are committed to on-going improvement to meet the needs of all children. They have met the recommendations of the previous Ofsted inspection.

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

**Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.**