



INDEPENDENT SCHOOLS INSPECTORATE

**GLEBE HOUSE SCHOOL
EARLY YEARS FOUNDATION STAGE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Glebe House School

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| Full Name of School | Glebe House School |
| DfE Number | 926/6004 |
| EYFS Number | EY298976 |
| Registered Charity Number | 1018815 |
| Address | Glebe House School 2 Cromer Road Hunstanton Norfolk PE36 6HW |
| Telephone Number | 01485 532809 |
| Fax Number | 01485 533900 |
| Email Address | jpc@glebehouseschool.co.uk |
| Head | Mr John Crofts |
| Chair of Governors | Mr Adam Poulter |
| Age Range | 6 months to 13 years |
| Total Number of Pupils | 174 |
| Gender of Pupils | Mixed |
| Numbers by Age | 0-1 (EYFS): 12 5-11: 75 2-5 (EYFS): 70 11-13: 17 |
| Heads of EYFS Setting | Mrs Susie Pull Mrs Becky Playford |
| EYFS Gender | Mixed |
| Inspection Dates | 25-26 November 2015 |

PREFACE

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. 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 report follows the *ISI schedule* for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the school. The previous ISI inspection of the EYFS was in November 2012

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.

INSPECTION EVIDENCE

The inspectors observed lessons, and examined samples of work. They held discussions with senior members of staff and with a governors' representative. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Eithne Webster Early Years Lead Inspector

Mrs Irene Collins Team Inspector for Early Years (Former Head of EYFS IAPS School)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Glebe House is a day and boarding house on the outskirts of Hunstanton on the west Norfolk coast. It was founded in 1874 and provides education for boys and girls from the age of six months to the age of thirteen. The Nursery is located in self-contained premises and is open for 50 weeks of the year. Pupils are drawn from the surrounding area and are mainly of white British origin, reflecting the local population. The school is a charitable trust and its work is overseen by a board of governors. At the time of the inspection, the school had 174 pupils, of whom 89 were boys and 85 were girls.
- 1.2 The Early Years Foundation stage (EYFS) consists of 82 children of whom 12 children are below the age of two. There are 92 children in Years 1 to 8 of whom 17 are in Years 7 and 8. The EYFS has identified eight pupils with special educational needs and/or disabilities (SEND), none of whom has a statement of special educational needs or an education, health and care plan. One child has English as an additional language(EAL)
- 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. Since the previous inspection, the school has introduced a woodland school, refitted the computer room and provided extra facilities for younger pupils.
- 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. SUMMARY

(i) Compliance with statutory requirements

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

(ii) Recommendation for further improvement

2.2 The school is advised to make the following improvement.

1. Devise means for older nursery children to increase independence when attending to personal hygiene needs.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

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

- 3.1 The overall effectiveness of the early years provision is outstanding.
- 3.2 The overall effectiveness of the early years provision is outstanding. The learning and care provided ensures that all children make rapid progress from their wide range of starting points so they are extremely well prepared for the next stage of their education. Those children with SEND or EAL have their needs met highly effectively. The school liaises with outside specialists such as speech and language therapists, who are welcomed into the setting to observe and advise and their recommendations are followed meticulously. The children's personal and emotional development is excellent. They feel safe, secure and happy. Staff have an excellent understanding of the safeguarding and welfare requirements and fulfil their responsibility for protecting the children in their care. Leadership and management are excellent. The setting demonstrates a strong commitment to continuous improvement, with all staff being encouraged to evaluate and reflect on practice
- 3.3 The recommendation of the previous inspection has been fully met. Children's developmental progress over time is rigorously monitored as they move through the Nursery and Reception class.

3.(b) Effectiveness of leadership and management

- 3.4 The effectiveness of the leadership and management is outstanding.
- 3.5 Leaders demonstrate an ambitious vision and have high expectations for what all children can achieve. The governors take a detailed and highly effective interest in the EYFS and, through a series of initiatives, have been instrumental in securing improvements in the setting. An EYFS sub-committee of the full governing board, on which leaders and parents also serve, has been established to monitor, advise and develop the high standards of provision and care for the children. Welfare and safeguarding requirements and regulations are effective and rigorously enforced by all staff. Staff development and reflection on teaching and learning is encouraged and supported by appraisal, a rigorous supervision system and opportunities for training.
- 3.6 Staff meet regularly to evaluate policies and the quality provision and plan ambitious improvements across all areas of the EYFS. Parents are regularly consulted through questionnaires and although the number of replies has been limited, great care is taken to respond to suggestions and comments. The views of children are also sought. The parents who responded to the pre-inspection questionnaire were overwhelmingly satisfied with the care of their children, the leadership and management of the school and the way the school responded to any concerns.
- 3.7 The curriculum has breadth and depth and meets relevant statutory requirements. Staff plan and develop learning programmes and manage the curriculum so that from the earliest stages children get a good start and are well prepared for their next stage of learning. All staff are involved in devising and developing activities that inspire and respond to the children's own interests and needs and help to narrow any gaps in outcomes between different groups of children. They are skilled at

using opportunities to react to spontaneous learning moments such as using lidded mugs to be matched by colour or counting the number of fish finger pieces during lunchtime.

- 3.8 Staff actively promote equality, diversity and British values. Displays celebrate differing cultural festivals such as Diwali, while even the youngest are given some insight into significant British events such as Remembrance Day and the meaning of poppies. Staff are skilled in devising strategies to minimise conflict and provide alternative or displacement activities for children who find some situations challenging. Perceptive questioning enables children to reflect on the consequences of their behaviour both for themselves and for others. The emphasis on social development and reflection is an effective strategy to enable these children to resist radicalisation and extremism in their futures and to promote their welfare and meet statutory and other government recommendations.

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

- 3.9 The quality of teaching, learning and assessment is outstanding.
- 3.10 All staff have an excellent understanding of how children learn and have high expectations of what each child can achieve, including the most able and the most disadvantaged. Children across the age and ability range are rewarded with focused praise and stickers for improved work or behaviour. Older children enjoy the opportunity to be placed in charge of the Reception bear, Rufus.
- 3.11 Assessment information is gathered from looking at what children already know, understand and can do, and is informed appropriately by their parents and previous providers as appropriate. Baseline assessment enables tracking to precisely assess children's learning needs. Detailed grids measure and evaluate children's progress fully meeting the requirements of the previous inspection. As a result, teachers identify children's needs and plan appropriate teaching and learning strategies enabling children to achieve highly and make excellent progress. The parents who responded to the pre-inspection questionnaire were overwhelmingly satisfied with the progress their child was making although a small minority expressed concern about the support available for able children. Inspection evidence does not support this view. Teachers are aware of the needs of the more able and make available extension activities, related to programmes for older children, to challenge and stimulate. Children with SEND or EAL are well supported and excellent focused interventions, following the suggestions of therapists, are devised to ensure rapid progress, so that external therapy is required less frequently.
- 3.12 An electronic monitoring system that enables rapid communication of children's achievements to parents as well as mapping progress and next steps, against the requirements of the EYFS is used highly effectively. This enables parents both to understand their children's progress and to devise activities at home to develop learning further. Regular reports and the required two year old progress check provide information on children's progress and suggest next steps.
- 3.13 Staff have relevant subject knowledge and a highly secure understanding of the age group they teach. Equality of opportunity and recognition of diversity are promoted in teaching and learning and through the use of displays and resources. Teaching for all children is supportive and stimulating and enables them to acquire the skills and capacity based on children's own interests and enables children to acquire the skills to develop and learn effectively. It provides a rich programme to extend

children particularly in the areas of language acquisition and development and personal and social development as for example, in the baby room, when a child using building bricks was encouraged and supported to extend and explore. Two years old children are taught to enjoy books and stories. The older children see themselves as learners and are well prepared for the transition to the next stage of their learning. For example, after a shared hymn practice held in the library, Reception children who were reading their just-chosen books, imaginatively devised a game, imitating the older children, called "Let's be in Year 2."

3.(d) Personal development, behaviour and welfare

- 3.14 Personal development, behaviour and welfare is outstanding.
- 3.15 Throughout the EYFS there is a strong commitment to learning and personal, social development. All staff are skilled at questioning and developing self-awareness in the children, so that they are increasingly confident and successful and enjoy their learning. The youngest children demonstrate confidence in adults, particularly their key persons, copying their movements as they sing action songs. The Nursery children are helped sensitively when managing their personal hygiene needs. The older children are encouraged to independence in this area, although the present positioning of the Nursery facilities does not allow the children to access them independently.
- 3.16 Children are taught to keep themselves safe including when using the computer. Regular attendance is encouraged and unexpected or unnotified absences are investigated. Behaviour is excellent. A consistent approach by all adults, underpinned by professional advice and training, enables children to develop an understanding of consequences and how to assess risk. Interventions and incidents are recorded and analysed so that careful attention is paid to any individual needs or patterns or causes of challenging behaviour. All children even the youngest, are encouraged to share, and take turns. Staff help them to develop effective strategies such as using the "feelings mirror" to recognise their emotions and control their behaviour. Reception children are encouraged to take responsibility by being the leader of the day. Children are well prepared to respect others and contribute to wider society and life in Britain.
- 3.17 Children learn about healthy eating through the provision of healthy meals and snacks, including encouraging the provision of healthy packed lunches. Children wash their hands after playing in the garden or before eating. They frequently make use of the outdoor areas, having opportunities to explore and use their imagination. The youngest from the baby room are taken for walks or rides in the buggies. Specialist teaching in art, physical education, and musical movement for the older children supports physical and creative development and develops their independence. Children's personal, social and emotional development across the setting is excellent.

3.(e) Outcomes for children

- 3.18 Outcomes for children are outstanding.
- 3.19 Children make rapid progress in all areas of the EYFS from their wide range of starting points, including those with SEND and EAL. As a result they reach and exceed the expected levels of development. They become increasingly assured and equipped with the necessary skills to be confident in a wide array of social situations. They are receptive to learning and explore, construct, and reflect on their activities.
- 3.20 Children throughout the Nursery exhibit high levels of curiosity and interest. Supported by the adults who care for them the youngest in the baby room are able to enter into imaginative role play activities such as bandaging their key person's arm in the hospital role play. The two year olds relish selecting books and turn the pages "reading" them. Three year olds are beginning to recognise some letters and many can repeat the sound the letters represent. Fine motor skills are very well developed in the older Nursery children, as when children have enormous fun using tweezers to pick up plastic fruits buried in shaving foam. Reception children can decode regular phonic words and some are able to recognise frequent irregular words. They enjoy choosing their own library books to share at home and are able to confidently use the interactive whiteboard to self-register.
- 3.21 Children who attend the EYFS at the school are extremely well prepared for the next stage of their education whether within the school or elsewhere.