



INDEPENDENT SCHOOLS INSPECTORATE

BRIGIDINE SCHOOL WINDSOR

**EARLY YEARS FOUNDATION STAGE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Brigidine School Windsor

Full Name of School	Brigidine School Windsor		
DfE Number	868/6011		
EYFS Number	EY381885		
Registered Charity Number	1104042		
Address	Brigidine School Windsor Kings Road Windsor Berkshire SL4 2AX		
Telephone Number	01753 863779		
Fax Number	01753 850278		
Email Address	dawnfleming@brigidine.org.uk		
Head	Mr Devon Walker		
Chair of Governors	Dr Helen Miller		
Age Range	2 to 19		
Total Number of Pupils	142		
Gender of Pupils	Mixed 2 to 11; Girls 11 to 19		
Numbers by Age	0-2 (EYFS):	4	5-11: 44
	3-5 (EYFS):	24	11-19: 70
Head of EYFS Setting	Miss Emily Ford		
EYFS Gender	Mixed		
Inspection dates	26 Sep 2013 to 27 Sep 2013		

PREFACE

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 was in October 2010.

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. 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.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted informal discussions with children and examined samples of 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. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Chris Manville

Early Years Lead Inspector

Mrs Karen Rogers

Team Inspector for Early Years
(Head of Pre-prep, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Located on the edge of Windsor Great Park, Brigidine School Windsor was founded in 1948 as a Catholic girls' school by sisters of the Order of St Brigid. The school is now under lay management and welcomes pupils of all faiths and abilities. The school provides education for girls aged from two to nineteen years, and boys from the ages of two to eleven. The Early Years Foundation Stage (EYFS), consisting of older and younger Nursery classes and two Reception classes, is housed on the main school site, with access to its own outside play area.
- 1.2 The school aims to provide a safe, secure learning environment where children can build upon their experiences and knowledge, make their own decisions and achieve their potential.
- 1.3 The school is a charity, governed by its eight trustees. Since the previous inspection in 2010, the school has undergone significant changes at all levels of its leadership and management. The present Director of Education, responsible for academic leadership, was appointed in 2013.
- 1.4 There are currently 142 pupils on the roll, of whom 28 are in the EYFS. No pupils have a statement of special educational needs. The school has identified four children in the EYFS who have special educational needs and/or disabilities (SEND). Five children in the EYFS have English as an additional language (EAL).
- 1.5 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 for the EYFS and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Pre-nursery	Nursery (two to three years)
Nursery	Nursery (three to four years)
Reception	Reception

2. SUMMARY

(i) Compliance with statutory requirements

- 2.1 In order to meet the requirements of the Childcare Act 2006, those responsible for the registered provision must:
- ensure that an enhanced Disclosure and Barring Service (DBS) check is always made by the proprietor in respect of persons appointed as members of staff at the school and that the resulting enhanced DBS certificate is obtained before or as soon as practicable after the person's appointment.

(ii) Recommendations for further improvement

- 2.2 In addition to the above action points, the school is advised to make the following improvements.
1. Identify and share best practice within the EYFS setting in supporting children's learning, to provide additional challenge and independence, particularly for more able children.
 2. Extend the use of the outside area to provide all children with a wider range of activities that promote self-directed play and exploration.
 3. Ensure appropriate support for staff in their relationships with children and parents.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

3.(a) How well the early years provision meets the needs of the range of children who attend

- 3.1 The setting makes good provision in meeting the needs of the range of children who attend. Most areas are vibrant and well resourced, providing children with a stimulating learning environment. Outdoor areas are easily accessible but are not used to their full effect due to time constraints, particularly for children under the age of three, and limited opportunities for children to engage with resources that promote self-directed play and exploration. Effective use is made of the wider school grounds to develop children's understanding and appreciation of the natural world.
- 3.2 The balance of adult-led and child-initiated activities is satisfactory. Provision is good for all areas of learning and development, providing firm foundations in communication, language, personal, social, emotional and physical development for two year olds and preparing older children very well for the next stage of their education.
- 3.3 Specialist teaching in a wide range of subjects, such as French, physical education (PE) and music, adds significantly to children's experiences. Support for children with SEND or with EAL is excellent, although more able children are not always challenged to go beyond the expected outcomes.
- 3.4 Staff are well qualified, and have a good understanding of the EYFS. Teaching is good and, in the best examples, provides opportunities for children to engage actively with their learning. Assessment, based on detailed observations, provides an accurate record of children's progress. Planning covers all areas of learning well, but does not always respond effectively to children's changing needs and interests.
- 3.5 Relationships with parents are outstanding. Information about children's progress is readily available and parents are invited to contribute to assessment through home/school diaries. In response to the pre-inspection questionnaire and in discussion with inspectors, parents expressed their satisfaction with all aspects of the setting, particularly the family atmosphere created by the caring staff and the interaction with older pupils.

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

- 3.6 The contribution of the early years' provision to children's well-being is good. Excellent understanding and implementation of the key person system, particularly for children under the age of three, form the basis of close, sensitive relationships with children and their families.
- 3.7 Staff generally set clear expectations and employ appropriate behaviour management techniques. Adults are keenly aware of their responsibilities for children's safety and effective systems are in place to identify and remove any potential hazards.
- 3.8 Children show genuine affection for the adults who care for them, and respond quickly to the comfort they receive when upset. Children are reminded to take care

of themselves and their friends, but opportunities to be independent, particularly at snack and meal times, are limited.

- 3.9 Well-planned PE lessons promote a positive attitude to physical exercise. Healthy snacks introduce new foods and support an understanding of healthy eating. Posters and gentle reminders from staff encourage good personal hygiene routines.
- 3.10 Children in Reception enjoy attending whole-school assemblies, and all children benefit from good interaction with staff and pupils from further up the school. They form close relationships with older pupils, creating a sense of community and preparing them extremely well for the next stage of their education.

3.(c) The leadership and management of the early years provision

- 3.11 Leadership and management in the EYFS are good overall. Following the previous ISI report and before the current inspection, almost all the previous shortcomings in the execution of statutory EYFS requirements had been remedied. This was achieved by the recently restructured governing body and newly appointed senior managers. Procedures now ensure that all gaps in meeting safeguarding and welfare requirements have been rectified.
- 3.12 A comprehensive induction programme and regular update training, including safeguarding and health and safety, ensure that all staff understand their roles and responsibilities in implementing policies.
- 3.13 Senior staff monitor planning and provision across the setting, and a comprehensive programme of staff appraisal identifies areas for professional development and training. However, arrangements for supporting staff in their relationships with children and parents are not yet in place.
- 3.14 A whole-school improvement plan is currently under review and the EYFS team has worked to identify priorities for development, resulting in an ambitious view for the future of the setting.
- 3.15 Staff work extremely well with parents and other agencies to provide excellent support for children with additional needs.

3.(d) The overall quality and standards of the early years provision

- 3.16 The overall quality and standards in the EYFS are good. Progress for all children, including those with SEND or EAL, and those under the age of three, is consistently good, with most children reaching the expected levels of development by the end of the EYFS. At times, children are extremely excited and motivated in their learning, particularly when presented with lively and imaginative resources. When allowed to follow their own lines of enquiry, children are active, independent and creative learners. However, support and encouragement of children's self-initiated activities are inconsistent.
- 3.17 Due to the sensitive care they receive, children under the age of three become confident communicators, responding well to questions, acquiring new vocabulary and developing positive social skills, such as turn-taking and sharing. They develop good fine motor skills through creative activities.
- 3.18 Older children begin to recognise letters and sounds, and many are able to decode familiar words. They exhibit good numeracy skills as they count and add small

quantities of objects, such as conkers collected on a nature walk. Children use computers independently and begin to manipulate a mouse with confidence.

- 3.19 Children are consistently well behaved and self-confident. They develop good relationships with their friends and the adults who care for them, responding very positively to the expectations of staff.
- 3.20 Effective implementation of policies and procedures ensures that children are kept safe and secure.
- 3.21 Since the previous inspection, significant changes at all levels of leadership and management have resulted in the recommendations identified in that report not being fully addressed. However, newly appointed senior managers have acted swiftly to rectify regulatory shortcomings and have demonstrated a commitment to the continued development of the setting.