

2012

# INDEPENDENT SCHOOLS INSPECTORATE



**LEWESTON**

PREP



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Full Name of School	Leweston Preparatory School
DfE Number	835/6025
EYFS Number	EY308762
Registered Charity Number	295175
Address	Leweston Preparatory School Leweston Sherborne Dorset DT9 6EN
Telephone Number	01963 210790
Fax Number	01963 210648
Email Address	enquiries@leweston.dorset.sch.
Head	Mr Adrian Aylward
Chair of Governors	Mr Andrew May
Age Range	2 to 11
Total Number of Pupils	78
Gender of Pupils	Mixed (16 boys; 62 girls)
	0-2 (EYFS): 0 5-11 Numbers by Age 3-5 (EYFS): 14
Number of Day Pupils	Total: 73
Total:	5 Number of Boarders
Full:	3 Weekly:
Head of EYFS Setting	Mrs Annabel Jackson
EYFS	Gender Mixed
Inspection dates	31 Jan 2012 to 03 Feb 2012

# 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 March 2008.

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 through the following link: [www.legislation.gov.uk](http://www.legislation.gov.uk). Search for Independent School Standards Regulations and enter date 2010, to find Schedule 1, Parts 1-7.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- The Equality Act 2010 (including race, gender, special educational needs and disability).
- The School Standards and Framework Act 1998, banning corporal punishment.

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 31st 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 Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

Under Government arrangements, the inspection of boarding became an integrated part of ISI inspections from 1 September 2011. 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. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in November 2008 and can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) under Children's social care/Boarding school.

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.

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 and the governor responsible for boarding, 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  
Reporting Inspector

MR CHRISTIAN HEINRICH  
Team Inspector (Headmaster, IAPS school)

MRS SUE MEEK  
Co-ordinating Inspector for Boarding

MR RICHARD BALDING  
Co-ordinating Inspector for Early Years

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## THE CHARACTERISTICS OF THE SCHOOL

1.1 Leweston Prep school is a boarding and day school for pupils aged from 2 to 11, originally founded in 1891 by the Sisters of Christian Instruction as a junior school for girls and boys in Sherborne. It moved in 1993 to its present site a short distance from the town. The pre-prep school has always taken boys. The school became coeducational up to Year 3 during the past year and plans to continue up to Year 6 by 2015. The school's work is overseen and guided by a governing body.

1.2 The majority of pupils are of white British heritage. The ability range of pupils on entry is broadly average although variations are evident from year to year. The majority of the pupils move either to Leweston senior school or other independent secondary schools. No pupil has a first language other than English, or a statement of special educational need. The school has identified 14 other pupils who require additional support for their special educational needs and/or disabilities (SEND).

1.3 The school aims to provide a contemporary education rooted in the Catholic tradition. It sets out to offer an academic education in a stimulating environment which encourages pupils to grow into well balanced young men and women who can confidently take their place in society. The aims for boarding are that the boarding environment should inspire a sense of the value of each individual within the contexts of community living and the education of the whole person.

1.4 Currently there are 73 day pupils and 5 boarding pupils in the prep school of whom 14 are in the Early Years Foundation Stage (EYFS).

1.5 Changes since the previous inspection include the appointment of a new headteacher of the prep school commencing in April 2012, the development of the co-educational aspect of the school, and closer links between the prep and senior schools.

# THE SUCCESS OF THE SCHOOL

## 2. (a) Main findings

2.1 **Pupils in all parts of the school, including the EYFS, are well educated. They achieve well and reach high standards.** Pupils make good progress in their learning and achieve the school aims, so that they emerge as confident, articulate, independent learners, extremely well prepared for the next steps in their education. Pupils achieve well because of good teaching, their own excellent behaviour, friendly caring relationships and positive attitudes to learning. They show good attitudes to learning, and are interested and cooperative in lessons. The main strengths of the teaching are good subject knowledge, good planning and clear questioning of pupils to elicit learning. However, inconsistencies in the way that policies and procedures are implemented at all levels, together with timetabling patterns in the prep school, can mean that some pupils do not make the progress that they should.

2.2 **The pastoral care is excellent and strongly supports pupils' excellent personal development. Pupils' attitudes to learning are excellent.** They are respectful, wellmannered and keen to learn. The pupils are self-assured, positive and responsible. Their excellent social skills are evident in all that they do. The pupils' awareness of others is well-developed through their charitable work and involvement in extracurricular activities where they celebrate each other's successes. Excellent attention is given to pupils' health and safety. **Pupils' personal qualities are well supported by excellent levels of care and welfare. Pupils work together very well, enjoying excellent relationships with staff and among themselves.** They know the adults they can turn to for support if they need to. Boarding contributes well to the life of the pupils concerned, and they enjoy their time at school. However, the facilities for socialising for the younger boarders are limited.

2.3 The school is governed well. At the time of the inspection the school was inbetween head teachers. The newly appointed headteacher is due to start in April 2012. In the meantime the role is being held by the acting headteacher who is the head of the senior school on the same site. During the inspection the senior leadership team was re-established. It is too soon to see the full impact of this on school initiatives. The pre-inspection questionnaire showed that the majority of parents and carers are very happy with their children's education. Through their responses to the pre-inspection questionnaire and discussions with inspectors, pupils showed that they are very happy at school. The school has effectively met all of the recommendations from the previous inspection report.

# ACTION POINTS

## 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.

## (ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Consolidate recent initiatives in leadership and management to ensure a rigorous effective overview of strategic direction.
2. Improve the balance of timetable allocations between subjects and across the week and years to ensure that progress over time is maximised.
3. Provide boarders with better age-appropriate common room facilities.
4. In the EYFS, improve the recording and use of the recently produced summary profile scores for each child to sharpen the focus of future planning.



# 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 is good.

3.2 This reflects the school mission statement of reaching high academic standards together with artistic, musical and sporting excellence. Pupils are highly confident and articulate in conversation. Their knowledge, skills and understanding are well developed. Pupils achieve high standards in their cross-curricular topic work, where they successfully apply skills learnt in other subjects such as English to their written work. Their literacy skills are excellent. In the creative arts they reach good standards, reflected in the colourful displays around the school. Pupils think independently and make decisions for themselves. Younger pupils also achieve well, for example in cross-curricular work in history. In numeracy, all pupils achieve well and reach high standards; the presentation of their work is excellent. Information and communication technology (ICT) is timetabled weekly and pupils use it well to support learning across other curriculum subjects. ICT is used particularly well in Year 5 when pupils' research answers for their very popular weekly 'Quiz and Report' homework. **Pupils' achievement is also enhanced by the excellent extra-curricular activities on offer.**

3.3 Pupils' attainment cannot be measured in relation to performance against a fixed national average, but on the evidence available, including national test results from 2008 and 2009, it is judged to be above the national average. Inspection evidence, including observations, the scrutiny of work, past and current data, and discussions with the pupils indicate that they make good progress in relation to that of pupils of similar ability. Pupils who receive extra support for SEND also make good progress against their starting points. Gifted and talented pupils equally make good progress which is frequently enhanced through the excellent extra curricular activities on offer.

3.4 **The pupils' attitudes to learning are good.** They are proud of their work and strive hard to do their best. They enjoy their work and are rightly proud of their achievements. They work well as individuals, in pairs, in small groups or whole classes. They listen carefully to their teachers and respond appropriately to what the teachers' expectations are of them.

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

### 3.5 The contribution of curricular and extra-curricular provision is good.

3.6 The school maintains the quality noted at the time of the previous inspection in providing a curriculum that is enhanced and enriched by an excellent extra-curricular provision and a wide range of visits and community links.

3.7 The curriculum offered covers all required content, providing appropriate opportunities in numeracy, literacy and science. Drama and performing arts are timetabled from Year 3 and this assists the children in developing their speaking and listening skills, as well as developing confidence. There is a strong provision for games and physical education (PE) with children from Year 3 onwards having the opportunity to represent the school in matches. The school has been active in developing a cross-curricular approach to some subjects, for example a trip to a local landfill site which linked work in geography, science and English. However, there is some imbalance in the time allocated to subjects within and between years, which limits progress for a few pupils. No member of the senior team has oversight of the curriculum as a whole. Small classes mean that pupils have the opportunity to work at their own pace. Pupils with SEND make good progress overall because they are supported very well through excellent individual education plans. However, this planning is not consistently carried through to meet an individual pupil's needs in all lessons, resulting in less progress being made.

3.8 The range of extra-curricular activities, including chess club and drumming, is excellent and appreciated by pupils. The after-school Latin club supports the recently timetabled allocation in Year 6. The take up of extra-curricular activities is exceptionally high.

3.9 In house meetings the children choose charities to support in addition to centrally organised causes and this encourages the pupils to gain a sensitive understanding of others less fortunate than themselves and extends links within the community. The many educational trips off-site also support academic development and extend the pupils' interests.

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

#### 3.10 The quality of teaching is good.

3.11 The teaching, some of which is excellent, enables the vast majority of pupils to achieve high standards in line with the school aims. Teachers demonstrate good subject knowledge. Since the previous inspection, the range of assessment procedures for pupils has been increased in response to the recommendation for more effective analysis of progress, and this evaluation is beginning to guide future planning. A regular programme of lesson observation has also been introduced, which has enabled good practice to be shared more effectively. The introduction of agreed success criteria in some subjects, for example through creative writing checklists in English, further feeds improvements in achievement. Time and behaviour in lessons are managed well.

3.12 The methods used by the teachers develop the pupils' communication skills very well. Pupils are expected to explain, argue and discuss fluently in lessons, encouraged by the well-directed use of questioning by teachers to establish understanding. In the vast majority of lessons, pupils clearly enjoy the work and are actively engaged in learning. Assessment is used well to monitor progress and to challenge pupils at an appropriate level. Written feedback, praise and encouragement are used well in marking, reflecting the clear and detailed marking policy, which is carefully applied in most, though not all, subjects. Whilst the best lessons demonstrate work that is well planned to meet the different needs of pupils,

a minority of teaching does not take enough note of these. As a result, some more able pupils progress less well than they could. Some pupils with SEND who do not get specialist support also do not achieve as well as they should.

3.13 Improved links between the prep and senior schools mean that teaching can employ a wide range of resources. Improved ICT facilities have resulted in greater use of computers to support learning in many, though not all, subjects. However, the library is under-used and its stocks are limited, playing little part in learning for most pupils.



# THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

## 4. (a) The spiritual, moral, social and cultural development of the pupils

### 4.1 The pupils' personal development is excellent.

4.2 The school continues to build upon the excellent standard at the time of the previous inspection. It successfully fulfils the school's aims for all pupils to flourish as individuals, with their strengths and talents fully developed, and to become sensitive to the world in which they live. The mission statement highlights the strengths of the school, namely 'the importance of high academic standards together with artistic, musical and sporting excellence achieved in an atmosphere of joy, vibrancy and faith in God'.

4.3 **Spiritual awareness is excellent and highly developed in the pupils.** They are happy and confident young people who have a strong appreciation of the Christian faith, which is present in all aspects of school life. The weekly Mass provides pupils and parents with peaceful opportunities for quiet reflection and a chance to come together as a community at prayer. Regular assemblies are times when pupils demonstrate their sense of community, as when rewards and commendations are handed out to celebrate a range of successes from good citizenship to athletic prowess. Pupils listen, are aware of the needs of those around them, and revel in the natural beauty of their surroundings.

4.4 **The pupils' moral development is excellent.** They have a clear idea of good behaviour and develop a sense of right and wrong from an early age. The set of rules is well known and respected by all members of the community. Pupils develop a sense of responsibility towards others through a variety of charity work; they participate in a wide range of fund-raising events for local and national causes as well as supporting a children's mission in Africa. The pupils' behaviour is excellent and they are keen to help and support each other. This can be seen in the dining hall at lunch where Year 6 pupils will sit with and help younger pupils at lunch.

4.5 **Social development is excellent.** Pupils are polite, greet and converse with visitors warmly and are very keen to show off their school. They are always willing to help one another and they enjoy and appreciate friendships across the age groups. From the EYFS onwards, pupils have the opportunity to take on the role of form captain and personal responsibilities are developed in later years when pupils are appointed as house captains, prefects and sports captains. All the responsibilities are taken seriously and are seen as important stages in the pupils' development.

4.6 **The cultural development of the pupils is excellent.** Younger children celebrate Chinese New Year and the annual visit from an African drum group from Kenya for Year 2 pupils is very popular. Pupils appreciate the art that is on display around the school and they enjoy the high quality musical concerts that are a feature of the school. The programme of educational visits to art galleries and other places of interest helps pupils to appreciate their own and other traditions and cultures.

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

### 4.7 Pastoral care is excellent.

4.8 The staff provide excellent support and guidance for the pupils in accordance with the school's aims. **Relationships between staff and pupils and amongst pupils themselves are excellent.** Pupils say that staff look after them and care for them very well, and they know who to turn to if they need help.

4.9 Pupils are encouraged to be healthy through developing healthy eating habits. The school meals are very carefully planned and are healthy, nutritious and thoroughly enjoyed by pupils. Healthy life styles are encouraged and pupils have excellent opportunities for physical and sporting development.

4.10 **The school is highly effective in promoting excellent behaviour** with appropriate policies and procedures to promote good behaviour and tolerance, and to combat bullying and harassment. This is enhanced by work done in assemblies and PSHE lessons. Younger pupils talk enthusiastically about the school friendship bench, where you can go if you are feeling lonely and others will invite you to play with them. In conversation with pupils, they commented that on the very rare occasions when there is poorer behaviour or bullying staff are quick to deal with it.

4.11 The school has a suitable plan to improve educational access for pupils with SEND. Whilst a very few parents expressed concern about support for those children identified as needing extra help, inspectors found that the provision for these pupils is excellent.

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

##### 4.12 The arrangements for welfare, health and safety are excellent.

##### 4.13 The staff provide excellent support and guidance for the pupils in accordance with the school's aims.

The safeguarding arrangements have regard to official guidance and are up to date, and staff receive suitable training. Policies and procedures meet requirements.

Pupils are encouraged to live healthy lifestyles and have suitable opportunities to do so through sport and games activities, and by eating the school's healthy lunches.

4.14 Pupils say they feel safe. Older pupils help younger ones in pre-nursery and nursery at lunchtime and at other times during the week. Fire practices are held regularly, and the school takes seriously the need to minimise the risks of fire. Risk assessments are in place for all classrooms and activities around school and beyond. Staff are suitably first aid trained and pupils who are ill are well cared for. Admission and attendance records are appropriately maintained.

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

##### 4.15 The quality of boarding is good.

##### 4.16 The school provides a strong community ethos and a secure, supportive environment in which the boarders can grow. Boarders are confident, self-reliant and tolerant. They are loyal and helpful to

each other and warmly welcome flexiboarders who join them during the week. Boarders very much enjoy the boarding experience and are eager to make the most of the opportunities on offer. They contribute their own ideas for improvements to the running of their daily lives through house meetings and through council meetings, including those for boarding and for food. Boarders' pleasant and constructive relationships with staff and with each other continue to be a significant strength. New boarders thoroughly enjoy an induction activity weekend at the beginning of the academic year and 'Guardian Angels' act effectively as 'buddies' to ensure new girls are helped to settle and become integrated into boarding life. Any friendship issues that arise are dealt with promptly by the housemistress on neutral ground'. Boarders appreciate the support provided by the boarding team.

4.17 **The dedication and commitment of the team of house staff provide a stimulating, caring and healthy environment for boarders**, who enjoy the boarding experience and feel safe and secure. Boarding staff know the boarders very well. There is close liaison with the boarders' teachers, with boarding staff involved in staff meetings. Academic staff visit the house for an evening duty once a week and the boarders greatly enjoy this point of contact. Boarders know to whom to turn if they have a problem. There is a designated teacher to advise on any worries or concerns boarders may have and details of the outside contacts are posted on notice boards and in the boarding handbook. Boarders have healthy and nutritious meals and enjoy the variety of

menus offered. The concerns regarding suppers in the previous report have been solved. The excellent medical centre is staffed appropriately and pupils also have access to off-site facilities if needed.

4.18 In their spare time, boarders have access to extensive facilities in the senior school and there are good recreational facilities in the boarding house and outside, including the weekday extra-curricular activities. Care is taken that no boarder's timetable becomes over loaded. A programme of week-end trips is in place but the activities do not always reflect the interests of all age groups. Accommodation in dormitories is suitable. Boarders have access to a quiet room for study, a play area and a television room, but do not have a personalised or age-appropriate area of their own in which to relax or somewhere in the house to prepare snacks under supervision at the weekends. Most boarders have mobile phones and keep in regular contact with their parents. These are collected in at bedtime. There is also a telephone in the house and access to e-mail. The termly newsletter provides lively reports and photographs of activities and achievements in the boarding house.

4.19 All boarding, academic and support staff at the school are given training in safeguarding. Recommendations from the previous report to include all staff and school prefects in safeguarding training have been implemented. Appropriate health and safety policies and procedures are in place. In the pre-inspection

questionnaire vast majority of parents and boarders were highly supportive of the boarding arrangements. A new medical recording system has been introduced following concerns at the previous inspection. Boarders stated that bullying was not a problem at the school and that they enjoyed being at a school where there is no bullying. There are suitable arrangements for pupils to contact staff at all times, staff know where the boarders are at all times, and there are appropriate arrangements for dealing with cases of a missing child. The effectiveness of the leadership and management is good.

4.20 A member of the governing body oversees the boarding provision and development and reports back to the full board. There is a coherent vision for boarding, with priorities that are clear and in line with the aims of the school. The director of boarding is a member of the senior leadership team. Good initiatives for the improvement and development of boarding provision are being introduced, alongside a rolling programme of refurbishment. The annual boarding review effectively evaluates the quality of the boarding provision. Although appropriate boarding policies are in place, implementation is not always consistent. New staff are provided with a thorough induction programme and are encouraged to attend relevant courses to keep their boarding practice updated.

# THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 5. (a) The quality of governance

### 5.1 Governance is good.

5.2 The governing body's oversight of the work of the school is very supportive, and helps to secure the school's aims, which effectively support the pupils' personal and academic development. Regular visits and meetings ensure that they keep abreast of their responsibilities and are strongly involved in financial and strategic planning, so that resources, both human and material, are used to best advantage to meet the needs of the pupils. Inevitably, some governors are more active than others in their knowledge and understanding of the school and how often they come in to visit. Governors receive regular reports from the acting head, which gives them an insight into the school, its achievements and its challenges. They effectively discharge their responsibilities for child protection, welfare, and health and safety throughout the school. This includes reviewing the implementation of child protection policies and procedures

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

### 5.3 Leadership and management are good.

5.4 At the time of the inspection the school was without a permanent head teacher, with the headteacher of the senior school acting as head on a temporary basis. A new headteacher is due to start in April 2012. Although clear monitoring and evaluation of the curriculum, teaching and learning and other aspects are not yet being undertaken sufficiently regularly, the school improvement plan has clear and relevant ideas for future developments. The school functions very well on a day to day basis because of the commitment of the staff as a whole.

5.5 There are appropriate arrangements for checking the suitability of staff. All those 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, classroom support staff and other staff are deployed appropriately and contribute significantly to the pupils' progress and their welfare. This is particularly pertinent for those pupils identified as having SEND.

5.6 The vast majority of parents are very supportive and appreciative of all that the school does for their children. A small minority of those who responded to the preinspection questionnaire were concerned about support for those children identified as needing more help, communication between home and school, how the school dealt with their concerns, and the behaviour of some children. The inspection team looked carefully at these concerns but inspection findings did not agree with them.

5.7 Communication with parents is strong and they are welcomed to a wide variety of school events. The parental handbooks produced for each stage of the child's development provide details of what is required and expected of parents and the role they play in the development of their child. Parents enjoy receiving the termly and annual newsletters and magazines, which provide them with a good insight into the school's activities. Parents are welcomed into the school to watch matches or attend plays and concerts, and there is a coffee morning each week which is combined with a weekly acting headmaster's clinic for parents, giving them the opportunity to speak informally and raising any concerns if appropriate. There is also a very active Friends Association that organises social and fund raising events.

5.8 Parents of pupils, and those of prospective pupils, receive all required information. Detailed reports provide parents with a clear picture of their child's progress, as do the regular consultations between parents and staff at formal parents' evenings. A particular strength is the open door policy that allows consultation at any time. An appropriate complaints policy is available if needed, and is applied appropriately when required.

What the school should do to improve is given at the beginning of the report in section 2

# THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

## 6. (a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

### 6.1 The overall effectiveness of the EYFS provision is good.

6.2 The small numbers of children enable the staff to know each individual so that the needs of all children are met well. Consequently they make good progress in their learning and development. The school has a good capacity to make continuous improvement. Improvements since the previous inspection include more detailed observations, recording and assessment procedures, although in the latter, the information gathered is not being used to best advantage.

## 6. (b) The effectiveness of the leadership and management of the Early Years Foundation Stage

### 6.3 Leadership and management are good.

6.4 There are effective policies to safeguard children and eliminate discrimination, and all staff have been suitably checked. Links with parents and the local authority are strong, which further enhance the opportunities for the children to develop. Parents are highly supportive of the school as seen by their response to the pre-inspection questionnaire. They appreciate the detailed profiles, the reading diaries, and the daily contact with staff that keep them fully informed of their child's progress. There is a clear vision for the setting, and a constant striving for development that is shared with the effective team of staff members. Regular self-evaluation enables existing standards to be maintained and also identifies areas for further development. Whilst they meet regularly to reflect upon current practice and plan further improvements, the staff have recognised that the overall planning for the department is not sufficiently well-focused. Staff make good use of opportunities for further training. The consistent implementation of appropriate policies ensure that each child has an equal opportunity to succeed, supported by an extensive range of appropriate resources.

## 6. (c) The quality of the provision in the Early Years Foundation Stage

### 6.5 The quality of the provision is good.

6.6 The well-qualified and caring staff enable children to learn and make rapid progress. The wide range of resources both in the classrooms and in the outdoor area, provide all children with numerous opportunities to develop their imagination through role play. In Nursery there is a quiet area as well as a kitchen for role play. There is a well-stocked vegetable shop in Reception as well as a phone box and puppet theatre to enhance creative and imaginative development. Both Nursery and Reception have well-equipped outdoor play areas. A suitable balance is struck between child-initiated and adult-led activities and an accurate profile of each child guides staff about the next steps in learning. However, the children's profile scores have not previously been summarised, reducing the effectiveness of planning within the curriculum. Children are cared for extremely well and are taught about keeping safe in many contexts including how to use scissors safely and taking care whilst walking across roads to lunch. Regular checks of equipment both indoors and outside create a safe environment. Risk assessments are carried out thoroughly.

## 6. (d) Outcomes for children in the Early Years Foundation Stage

### 6.7 Outcomes for the children are good overall.

6.8 **From different starting points they all make substantial progress.** By the end of Reception, most achieve high standards in all six areas of learning, exceeding the expectations of the Early Learning Goals. Children are enthusiastic learners who enjoy all their activities and work exceedingly well both individually and cooperatively. By the end of Nursery, most children can write their name, are able to recognize and order numbers up to ten know the sounds of most of the letters of the alphabet and use a mouse to operate a computer. At the end of Reception children can recite the days of the week, write simple sentences, read fluently and are articulate. Their creative skills can be seen in the various styles of artwork produced either as a painting or by using the computer. Children care for and respect each other taking turns and sharing willingly. They develop a strong sense of safety, seen in the way they move carefully round the school. They understand that healthy eating, personal hygiene and physical exercise are all requirements for a healthy lifestyle. **They are developing considerable skills for the future, displaying exemplary behaviour and relating extremely well to one another and adults.**

### Compliance with statutory requirements for children under three

6.9 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.