



# **INDEPENDENT SCHOOLS INSPECTORATE**

**ABINGDON PREPARATORY SCHOOL (FORMERLY JOSCA'S)**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Abingdon Preparatory School (Formerly Josca's)

The senior school was inspected at the same time and a separate report published.

Full Name of School	<b>Abingdon Preparatory School (Formerly Josca's)</b>		
DfE Number	<b>931/6095</b>		
Registered Charity Number	<b>1071298</b>		
Address	<b>Abingdon Preparatory School (Formerly Josca's) Josca's House Kingston Road Frilford Abingdon Oxon OX13 5NX</b>		
Telephone Number	<b>01865 391570</b>		
Fax Number	<b>01865 391042</b>		
Email Address	<b>school.sec@abingdonprep.org.uk</b>		
Acting Headmaster	<b>Mr Mike Rees</b>		
Chair of Governors	<b>Mr David Lillycrop</b>		
Age Range	<b>4 to 13</b>		
Total Number of Pupils	<b>256</b>		
Gender of Pupils	<b>Mixed</b>		
Numbers by Age	4-5 (EYFS):	<b>16</b>	5-11: <b>161</b>
	11-13:	<b>79</b>	
Number of Day Pupils	Total:	<b>256</b>	
Head of EYFS Setting	<b>Mrs Deirbhle Mannion</b>		
EYFS Gender	<b>Boys</b>		
Inspection dates	<b>12 Jan 2011 to 13 Jan 2011 07 Feb 2011 to 09 Feb 2011</b>		

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in April 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government 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 is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Standards Regulations replace those first introduced on 1 September 2003.

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

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) 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 31<sup>st</sup> 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.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will 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.

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Abingdon Preparatory School is a day school for pupils aged 4 to 13 situated in a rural setting in Frilford, Oxfordshire. The school occupies a former country house and associated educational buildings set in fifty acres of grounds. Founded in 1956, and originally known as Josca's, the school moved to its present site in 1970. After a formal merger with Abingdon School, both schools became part of the Abingdon foundation in September 1998. Under the foundation's governing body and central administration Abingdon Preparatory School operates independently in its day-to-day educational arrangements. The governors' preparatory school committee has the delegated responsibility for overseeing the school's affairs. The deputy head is currently acting headmaster until the new appointee assumes his responsibilities in the summer term.
- 1.2 Abingdon Preparatory School endeavours to provide an excellent education to all its pupils in a stimulating environment where pupils feel happy, secure, safe and valued, and where they learn to develop confidence and leadership skills. It aims to offer a broad and academically challenging curriculum with emphasis placed on thinking skills, questioning and independence skills. Of the 256 pupils on roll, 16 boys are in the Early Years Foundation Stage (EYFS), 160 boys and one girl are in Years 1 to 6 and 79 boys in Years 7 and 8. Girls do not proceed beyond Year 2. Most pupils proceed through entrance and scholarship examination to Abingdon School although a few leave to attend a range of day and boarding independent schools in the local and wider area.
- 1.3 Standardised tests show most pupils in the lower school are of above average ability with the majority of pupils in the upper years having far above average ability. The school has identified ten pupils as having learning difficulties and/or disabilities (LDD) all of whom receive specialist learning support. Ten pupils have English as an additional language (EAL) but none require specialist support. Most pupils are white British, with a small number from a range of minority ethnic British backgrounds.
- 1.4 Since the last inspection, considerable development and growth of numbers has occurred following the partnership with Abingdon School. Substantial building development has provided the school with new classrooms, an art room, changing areas, a sports hall, an all-weather outdoor area for the pre-prep and the enclosure of the swimming pool.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

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

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

- 2.1 The pupils' achievement and progress throughout the school is outstanding. They are well educated in line with the school aims, and their success is strongly supported by the rich curriculum and wide-ranging programme of activities. The school is highly successful in meeting its aims. Excellent teaching enables pupils to achieve high standards and they are very well prepared for the next stage of their education. Pupils in the EYFS receive a stimulating and enjoyable start to their education which is built upon successfully as pupils move through the school. Central to the pupils' success is their eagerness to learn and their excellent relationships with each other and their teachers. Pupils are articulate and communicate effectively. They read fluently and expressively from an early age and their writing shows critical thought and creativity. They have a well-developed grasp of mathematics and are skilful users of information communication technology (ICT). Pupils show initiative and have well developed reasoning and thinking skills. Those needing additional help are given good support. Appropriate attention is paid to pupils with particular skills and talents.
- 2.2 The personal development of the pupils is outstanding as a result of the high quality pastoral care, welfare arrangements and health and safety procedures. Pupils are confident and self-aware. Their personal development is promoted extremely successfully through the ethos of the school. Pupils show respect and tolerance and their strong sense of community are evident throughout the school. In their responses to the pre-inspection questionnaire, parents were overwhelmingly supportive of the school. A few expressed a few concerns regarding the support provided to pupils with learning difficulties, and a few others felt they received insufficient information about the progress of their children. These concerns were not substantiated by inspection findings.
- 2.3 Governors are assiduous in fostering appropriate aims and values for the school and provide excellent oversight and guidance. Together, with a strong and cohesive senior leadership team, they have worked diligently to maintain strengths and to improve the areas identified in the last inspection report. Considerable progress has been made. The school now recognises that the role of middle managers is not developed sufficiently to ensure a coherent approach to planning, monitoring and evaluation throughout all subject areas. The roles and responsibilities of the EYFS staff are not sufficiently clear and the outside area is not yet fully developed as a learning environment.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.
- 2.5 In order to comply with the learning and development requirements of the Early Years Foundation Stage, the school was required to:
- provide parents with a written summary reporting the child's progress against the early learning goals and the assessment scales, and provide parents with an opportunity to discuss the EYFS Profile and its results.

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

- 2.6 (In addition to the above regulatory action point, the) The school is advised to make the following improvements.
1. Strengthen subject leadership to ensure consistency of planning, monitoring and evaluation in all areas of the curriculum.
  2. Continue to develop the outside learning environment for children in the EYFS.
  3. Clarify the roles and responsibilities of EYFS staff.

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

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

- 3.1 The achievement of pupils throughout the school is excellent. The pupils, including those with LDD and EAL, are well educated in line with the school aim to offer a broad and academically challenging curriculum. They demonstrate excellent levels of knowledge, understanding skills and skills across the full range of the curriculum. The emphasis on literacy skills through the phonics programme, currently being developed with the younger year groups, is having a positive effect on the standard of achievements in the pupils' reading and writing. Pupils rapidly develop these skills as they move through the school, reading fluently and eloquently and writing for a range of purposes and audiences. They are extremely articulate and enjoy talking about their work. They confidently present individual research, reading aloud with intonation and expression. Numeracy skills are highly developed and applied competently to solving problems. The pupils have well developed information and communication technology (ICT) skills which they use creatively across the curriculum. Striking and innovative displays of the pupils' craft, design and technology (CDT) and art work demonstrates the high standards pupils achieve in these areas. The pupils gain excellent standards in a wide range of musical and sporting activities both in and out of school. The presentation of pupils' work is mostly of high quality, with many examples showing that they spend time and effort over their class and home work.
- 3.2 Most pupils achieve high standards and make rapid progress in their learning over time in relation to their ability. A range of standardised tests is used by the school, and results confirm these high levels of achievement. Children in the EYFS are on course to meet or exceed the early learning goals by the time they leave reception. The high number of scholarships for academic achievement, sport, music, drama and art is a testament to the excellent standards many pupils achieve by the time they leave the school. Pupils regularly compete in sports teams, with the majority playing for the school each year. Several have represented the school in high quality squads for cricket and rugby, whilst others have been chosen for the England national fencing squad. Pupils are also highly successful in local debating programmes and national competitions for science.
- 3.3 The pupils' achievement is strongly supported by their excellent attitudes to learning, which they clearly enjoy. They work enthusiastically in pairs and groups, and show independence and initiative in many of their activities. They benefit from a stimulating environment where learning is nurtured and their successes and achievements are recognised.

#### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.4 The curricular provision of the school is excellent. In line with the school aims, the school provides a strong and broad curriculum, enhanced by outstanding extra-curricular activities and beneficial links with the community. This significantly contributes to pupils' high standards across a wide range of subjects and activities.
- 3.5 The broad curriculum offers pupils many rich experiences and provides equality of access and opportunity for all. It contributes effectively to the development of pupils' mathematical, scientific and linguistic skills, and gives them many opportunities to

explore their aesthetic, creative, physical and technological capabilities. Curriculum planning is generally thorough and regularly reviewed. It ensures that pupils learn and progress well. In a few areas planning is more limited and lacks sufficient detail on how a subject is to be developed throughout the school. For pupils in the younger years, topic work consolidates the core curriculum. All pupils enjoy excellent opportunities to practise and develop listening and speaking skills through actively taking part in assemblies and a wide range of dramatic activities. Discussion is a major feature of many lessons and debate is encouraged. Setting provides the opportunity for work to be planned appropriately according to the pupils' ability. Subject specialist teaching strongly contributes to the pupils' high standards. Creativity is valued and included in many areas of the curriculum. Appropriate ICT provision enables all pupils to develop their skills successfully. Physical and musical development is given a high priority. The programme for PSHE supports the school's aims and strengthens pupils' personal development. It is presently under review to ensure pupils' experiences are developed consistently and systematically as they move through the school.

- 3.6 Provision for those with additional needs is efficiently organised. Pupils with LDD or EAL are given specialist help. Individual education plans, are used effectively to support their learning in class. Those with special gifts or talents are supported and given challenging activities.
- 3.7 The pupils benefit from the excellent extra-curricular programme, called 'The Other Half,' which includes an extensive range of activities such as team games, sports, music groups, arts and drama activities, fencing, board games, judo and science club. Provision for games is excellent, enhanced by extensive outdoor facilities. Staff provide expert teaching and coaching enabling most pupils to enjoy competing against one another and other schools. Residential trips for Years 4 to 8 give pupils the opportunity to broaden their horizons, learn new skills and gain greater independence. Their experiences are further enriched by external visits and visiting speakers. Parents talk to pupils about their professions. Pupils also benefit from links with the local community which includes visits by local fire and police services, sporting fixtures and strong ties with Abingdon School.
- 3.8 Pupils are prepared thoroughly for entrance examinations to their next schools, but not at the expense of the broad curriculum. Year 8 pupils commented that whilst they had to work hard, they greatly valued the range of opportunities that they had to pursue many interests.

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

- 3.9 The overall quality of teaching is excellent and a significant factor in helping pupils develop their academic potential in line with the school's aims to deliver an excellent education and prepare pupils for senior school.
- 3.10 Teachers throughout the school, have a thorough knowledge of pupils' strengths and weaker areas. They are particularly effective at recognising the next steps in pupils' learning, and plan accordingly. The school's learning support department provides valuable information about pupils requiring extra support with their learning, and excellent use is made of teaching assistants for one-to-one support for pupils with particular needs. Teachers are conscientious and most have expert subject knowledge. This, coupled with their enthusiasm, fosters in the pupils a keen interest and a desire to learn. Lesson planning is mostly thorough. Teachers make excellent use of time, vary their teaching styles and use a wide variety of resources,

including ICT, to capture the pupils' interest and maintain pace in the lesson. The opportunities for subject specialism capitalise on teachers' strengths, which, together with high expectations, contributes to the pupils' rapid progress. Strong relationships between teachers and pupils ensure that lessons are characterised by an air of mutual respect. As a result of positive encouragement, pupils remain focused and excellent behaviour is the norm. During lessons, the use of skilful questioning encourages independent thinking and discussion. In lessons, the pupils are given a range of opportunities to learn independently and to develop their creative and critical thinking. Particularly good examples were seen in the pupils' research projects where they had used both the internet and books to find information for themselves. Across the curriculum pupils have access to a wide range of high quality resources which they use effectively.

- 3.11 Marking is regular and thorough, and constructive comments are made so that pupils understand how to improve the quality of their work. The best practice ensures that targets are set at the end of individual pieces of work and employs checklists for pupils, to ensure that they have covered the objectives required. However, on occasion marking is less effective and of a cursory nature. The pupils value the information they receive in constructive comments and the system of rewards for good work. Results of assessments are used effectively by teachers in lesson planning and to track pupils' progress. They also give useful information to target individual pupils for support or inclusion on the gifted and talented register. Specific effort has been made to identify these pupils in order to provide appropriate additional activities and levels of challenge. Contributions from all pupils are strongly encouraged and valued and teachers encourage pupils to take responsibility for their own learning.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The quality of pupils' personal development is excellent, underpinned by the strong relationships within the school community and the high quality of the pastoral care. The school has built well upon the strengths identified in the last inspection.
- 4.2 The pupils' spiritual awareness is strong and readily noticeable. Pupils exhibit considerable confidence and self-awareness. Their self-worth is strongly evident and fostered through many aspects of school life. Pupils' well-developed sense of the spiritual is reinforced through assemblies, religious education, PSHE, and visiting speakers, including the chaplain of the senior school. This contributes strongly to the excellent atmosphere that exists in the school. Many pupils belong to 'Quest', a Christian group that meets regularly. Pupils are able to express their thoughts and feelings through activities such as circle time, or in the listening club where many issues are resolved in secure, relaxed meetings.
- 4.3 The pupils' moral development is excellent. From the earliest years, pupils are able to distinguish between right and wrong, consider others and make choices. The moral values of respect, trust and care are fully understood by all pupils. They respect these values and appreciate their positive impact in fostering good relationships. Pupils understand why they have a code of conduct and can explain how it benefits the school community. Through their enthusiastic commitment to raising money for a wide range of charities, pupils demonstrate considerable care and moral responsibility for others.
- 4.4 The pupils' social awareness is excellent. They are confident and outgoing and their manners and behaviour are exemplary. The natural use of first names between pupils and teachers demonstrates the mutual respect shown across the community. Pupils enjoy opportunities to take on responsibilities. Older pupils willingly accept the responsibilities conferred upon them and stated that they would like even more opportunities for responsibility. Throughout the school, pupils have a broad knowledge of public institutions and services appropriate to their age.
- 4.5 The pupils develop a strong understanding of Western cultural tradition through their participation in the performing arts, and through tours, educational visits and visiting speakers. They understand and respect other customs and cultures. Close links with a Kenyan school contribute to pupils' global citizenship and cultural awareness. Visits to other countries and visitors from other faiths and cultures help pupils to develop an awareness and acceptance of the cultural diversity of the world. The religious education programme, visits to places of worship and the celebration of religious festivals promotes awareness of faiths other than Christianity.

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

- 4.6 The contribution of arrangements for welfare, health and safety are excellent and continues to be a strength throughout the school. The care and support provided for the pupils by all members of staff enables the school to achieve its aims to enable pupils to grow in a happy and secure environment where they are valued. The detailed pastoral care systems are well supported by policies and clear guidance and implemented effectively. Staff work well together for the good of the pupils. Most pupils feel that they are able to approach them with any issues and that their

opinions are valued. The excellent relationships that prevail between the staff and pupils encourage a caring atmosphere in which pupils thrive.

- 4.7 Measures to promote good and responsible behaviour are clear and well understood by the pupils. Effective discipline and behaviour policies focus on positive issues, but when behaviour is unacceptable staff use sanctions appropriately, taking into account pupils who may have a related difficulty or disability. These sanctions are seen as necessary and fair by the pupils. Any issues or concerns about pupils are discussed thoroughly at staff meetings. Positive behaviour and work are recognised and rewarded through spoken and written praise and through the house system. House points and merits recognise achievement and effort, and provide incentives and rewards. Pupils are particularly proud if they receive a gold award from the headmaster. Policies and procedures to guard against bullying and harassment are clear. Pupils believe that bullying is very rare, and most agree that staff deal with any difficulties quickly and constructively.
- 4.8 The school takes every care to ensure pupils' health and well-being. Safeguarding systems are secure; procedures are thorough, and staff are appropriately trained and understand their responsibilities. All necessary measures to reduce risk from fire and other hazards have been taken. Health and safety procedures are thorough. An effective range of risk assessments covers all areas of school life. The school has a clear and helpful first aid policy. Good facilities exist for pupils who are unwell and thorough records are kept of any accidents or incidents. Plans to deal with improvement for accessibility meet current guidance. The school ensures that pupils are encouraged to eat healthily and take regular exercise. Pupils have a suitable choice of nutritious options for lunch and catering staff are aware of their special dietary requirements. The admission and attendance registers have been accurately maintained. Effective procedures are established to follow up any unexplained absences.

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

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

- 5.1 The governors provide an excellent level of support and ensure that a high quality of education is offered to all pupils, in line with the school's aims. They accept the commitment involved in their appointment and play an important part in steering the work of the school and contributing to improvement planning.
- 5.2 The two schools of the foundation are governed as one body with appropriate structures. These include well-defined committees, which provide a high standard of analytical oversight of the school's development, education and finances. The successful completion of building developments since the last inspection indicates prudent financial planning. Particularly strong oversight is provided by members of the preparatory school committee, who are dedicated to ensuring that all governors are kept well informed about the preparatory school and its needs. They are dedicated to its continued educational development and further extension of its facilities.
- 5.3 The governing body is fully aware of its responsibilities and committed to the welfare of the pupils throughout the school. Governors receive copies of all policies and a programme for reviewing them at governors' meetings is firmly established. Health and safety matters are dealt with properly through a committee who report regularly to the board. Safeguarding procedures are secure and a governor has delegated responsibility for this important area.
- 5.4 Governors affiliated to the prep school visit regularly; they meet staff, enjoy school events and observe various areas of educational activity. Strong relationships between governors and staff enable the governing body to have a clear insight into the working of the school and the valuable contribution it makes to the foundation as a whole. Staff feel well supported by the governors who also provide effective advice and stimulus for growth and improvement.

### **5.(b) The quality of leadership and management**

- 5.5 Leadership and management are excellent overall and underpin the school's aims to provide an excellent quality of education to all its pupils in a stimulating environment so that they achieve high standards.
- 5.6 The school benefits from a strong leadership team who provide clear educational direction. They ensure that pupils benefit consistently from the high quality all-round education. Effective management structures and strategies have been carefully considered and implemented. Senior leaders work well together for the good of the pupils. They review and evaluate policies and procedures rigorously. Departmental leadership is good overall, although the quality of planning, monitoring and evaluation is uneven within subjects. The best documentation shows clearly how the subject is to be developed, but this good practice is not consistent. Senior leaders have recognised this as an area for future improvement. Central to the school's success is the level and quality of self-evaluation which generates sensible objectives for improvement. The departmental plans provide the main threads for the school development plan and assist in setting out well considered priorities. Financial, human and material resources are well managed to meet the needs of the

pupils. In particular, ICT resources and training have been considerably developed since the last inspection.

- 5.7 Thorough recruitment and induction procedures contribute to the appointment and retention of well-qualified staff. Teaching and support staff are deployed effectively and contribute significantly to pupils' learning and welfare. Since the last inspection, the arrangements for staff appraisal have been strengthened. A robust and effective system recognises the importance of the professional development of all staff. Teaching is observed systematically, and targets are agreed to the benefit of professional and school development. Staff are provided with appropriate training to ensure they understand their responsibilities in meeting the needs of all children, including safeguarding and welfare, health and safety. All those working in the school are suitably checked through the recruitment procedures which are recorded correctly on one register.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.8 The school has developed excellent links with parents, carers and guardians which strongly support the academic and personal development aims of the school. In their responses to the pre-inspection questionnaire, parents expressed their high level of satisfaction with the quality of education that their children receive. In particular, they praised the progress made by the pupils and the wide range of subjects and activities offered. They also feel that they can communicate readily with the school and receive the information they need. The number of concerns was small. A few parents felt that they received insufficient information about their children's progress, whilst others had some concerns regarding the support for pupils with learning difficulties. The inspection evidence found that the school provides a good range of information about pupils' progress and appropriate opportunities for discussion. The teachers support pupils with LDD in a sensitive and caring manner. Nevertheless, the school values the views of parents and is actively seeking ways of improving communication.
- 5.9 Parents are welcomed to the school on many occasions. They have a wide range of opportunities to be involved and contribute to the learning and progress of their children. Many are enthusiastically involved in the Parents' Association. Through a system of class representatives, this provides an effective link with current and prospective parents. The association helps to host a vast range of events in partnership with the school. The school also welcomes parents to special functions such as concerts and productions. Reading journals and homework diaries provide valuable opportunities for regular contact with form teachers. For younger pupils, daily contact with the class teacher ensures that parents of these pupils are kept extremely well informed.
- 5.10 Good quality termly reports, together with regular consultation evenings, provide parents with good insights into how their children are progressing. Reports include informative comments and grades for the pupils' effort and attainment. Many provide targets to show how a pupil's work can be improved or extended. Recently introduced interim grades provide feedback more frequently. Parents have access to a wide range of information which highlights the experience of school life and the pupils' many achievements over the academic year. Regular forums with parents and the increasing use of email has provided parents with easy communication with staff. Policies and procedures are openly posted on the excellent website and parents express considerable appreciation of the information. The school handles

parental concerns with due care. The school's complaints policy is clear and meets requirements.

**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) 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 setting is highly effective overall, ensuring that the children's individual needs are well met. The nurturing, stimulating environment and the teachers' detailed knowledge and commitment ensure that children have the best start to their education and achieve high standards in their learning and development. The recent self-evaluation reveals a clear vision for future developments and the capacity for sustained improvement to build on the current good standards. The recommendation from the last inspection to site a door from the Reception classroom to give direct access to the outside area has been achieved.

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

6.2 Leadership and management are good with significantly strong features. The head of the setting is new in post and the roles and responsibilities of EYFS staff are not yet sufficiently clear. Teachers successfully implement policies which provide invaluable guidance, promote equality and eliminate discrimination. Children are properly safeguarded and appropriate recruitment checks ensure that adults are suitable to work with children. Thorough risk assessments are in place. Close communication amongst staff and regular informal discussions facilitate good team work and provide clear priorities for improvement. Children's progress is monitored closely, leading to the completion of informative and extensive EYFS profiles. However, the school has not provided parents with the required summary reporting progress against the Early Learning Goals and assessment scales, nor discussed the results with parents. The school has taken immediate steps to ensure that parents will receive a written summary reporting their child's progress against the Early Learning Goals and assessment scales within the final term of the EYFS. Staff are regularly appraised and have good opportunities to attend courses relevant to the EYFS. Relationships with parents are excellent. Their responses to the pre-inspection questionnaire were extremely positive. Children have access to a wide range of good quality resources which are used effectively.

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

6.3 The overall quality of the provision is good with outstanding aspects. The children benefit from a stimulating and welcoming environment enhanced by excellent facilities. The well-equipped classroom reflects children's interests. Detailed planning takes account of individual children's needs so that they have challenging experiences across all areas of learning. Adults give children many opportunities to explore and experiment indoors. These experiences are more limited outdoors. This has been identified by management as an area for continuing development. Staff work closely with parents to ensure that children have excellent care. Teachers manage children's behaviour sensitively, whilst providing a warm and secure emotional environment where children are happy and confident. Recording and ongoing assessment are thorough.

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

- 6.4 The outcomes for children are good and in many instances outstanding. They achieve well and make good progress in relation to their starting points and capabilities. They are active learners. A daily phonics programme ensures that most children are beginning to read by the end of the autumn term. They can trace and copy their name and many are beginning to develop independent writing skills. Children have an excellent understanding of number values, as exemplified in their drawings of six muddy puddles. Children take responsibility for putting equipment away. They care for one another and show kindness and respect. Their skills and attitudes are good. They know how to stay safe when in the swimming pool and using the climbing frame. Children are aware of the need to make healthy choices about what to eat and drink, and understand the importance of taking regular exercise. Children are well prepared for the next stage of their education.

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

## **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 governors, 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 Gail Purt

Mrs Eileen Parris

Mr David Roberts

Mr Mark Albini

Miss Mary Regan

Reporting Inspector

Former Headteacher

Head of Department

Deputy Head, ISA school

Early Years Co-ordinating Inspector