



# **INDEPENDENT SCHOOLS INSPECTORATE**

**THE RICHARD PATE SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## The Richard Pate School

Full Name of School	<b>The Richard Pate School</b>
DfE Number	<b>916/6039</b>
Registered Charity Number	<b>311707</b>
Address	<b>The Richard Pate School Southern Road Leckhampton Cheltenham Gloucestershire GL53 9RP</b>
Telephone Number	<b>01242 522086</b>
Fax Number	<b>01242 584035</b>
Email Address	<b>hm@richardpate.co.uk</b>
Headmaster	<b>Mr Robert MacDonald</b>
Chair of Governors	<b>Mr David Barnes</b>
Age Range	<b>3 to 11</b>
Total Number of Pupils	<b>304</b>
Gender of Pupils	<b>Mixed (152 boys; 152 girls)</b>
Numbers by Age	<b>3-5 (EYFS): 69    5-11: 235</b>
Head of EYFS Setting	<b>Mrs Josephine Jones</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>17 May 2011 to 18 May 2011 15 Jun 2011 to 17 Jun 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 February 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 The Richard Pate School is a preparatory day school for pupils aged 3 to 11 situated on the southern outskirts of Cheltenham on an eleven and a half acre site. The school was founded in 1946 and forms part of the Pate's Grammar School Foundation, a charity dating back to the 16<sup>th</sup> century. The school aims to hold high expectations for the pupils and to ensure they develop their full potential, academically, socially and emotionally. It seeks to do this within a safe, caring, Christian environment where all faiths are welcome and where emphasis is placed on the importance of manners, respect and discipline. The school is run directly by The Richard Pate School Committee. Members of the committee act as governors and are also Trustees of The Pate Foundation Board who are responsible for the overall running of the charity. Under the foundation's governing body and central administration, the school operates independently in its educational arrangements. The headmaster has been in post since 2006.
- 1.2 At the time of the inspection there were 304 pupils on roll, (152 boys and 152 girls). Of these, 69 (30 boys and 39 girls) were in the Early Years Foundation Stage (EYFS), all attending full time. 72 pupils were in the prep department for Years 1 and 2 and 163 were in the junior school for Years 3 to 6. Extended day care is provided until 5.30pm in the evening. The majority of pupils live in the surrounding area and come from families with a variety of social and economic backgrounds. Most pupils gain entry to selective grammar schools or independent senior schools through entrance or scholarship examination, with a few moving to local comprehensive schools.
- 1.3 Standardised tests show most pupils are of above average ability with a significant number having ability which is far above average and very few below the national average. The school has identified 27 pupils as having learning difficulties and/or disabilities (LDD) of whom 26 receive specialist support. One pupil has a statement of special educational needs. No pupils have English as an additional language. Most pupils are white British, with a small number from a range of minority ethnic British families.
- 1.4 Since the last inspection, significant development has occurred. Major building projects have provided the pupils with larger classrooms and subject specialist rooms for French, science and art. Investment in new technology has been made to support the curriculum and administration arrangements.
- 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 Pupils of all abilities and needs are successfully educated in a stimulating and caring environment, where individual talents are nurtured and encouraged. They make good or better progress in relation to their ability and achieve high standards, thereby successfully gaining entry to a range of selective senior schools. This is because of the rich educational experience they receive and the excellent pastoral care which promotes their positive attitudes and self confidence. Effective and enthusiastic teaching contributes significantly to the high standards achieved. On occasions, pupils are not sufficiently challenged to learn independently and take intellectual risk. Learning support is of good quality, and exceptional ability in all areas is recognised and fostered. Central to the success of the pupils is their excellent attitudes to learning and the extremely good relationships they enjoy between themselves and with staff.
- 2.2 The personal development of the pupils is outstanding and supported by the excellent pastoral care and effective welfare, health and safety procedures. Pupils are valued and, in an atmosphere of mutual respect, they develop high levels of social and moral awareness. As individuals they make a considerable contribution to the life of the school through the support and friendship they offer each other.
- 2.3 Effective governance ensures that the school is successful in meeting its aims by providing high quality education and care for all pupils. Overall, governors carry out their responsibilities efficiently. They have a good overview of the school's direction but the current strategic plan lacks clarity and definition in some areas. They have responded well to the recommendations of the last inspection and significant improvements have been made since that time. Leaders and managers at all levels are strongly committed to the work of the school and, through robust self evaluation, ensure improvement and the best possible outcomes for pupils. They promote high levels of care which strongly contributes to all pupils' personal development and particularly benefits pupils with LDD. Subject leaders are closely involved in the development of their subject but monitoring of teaching and standards varies from subject to subject. The school enjoys strong parental support. In their response to the parent and pupil pre-inspection questionnaire, both parents and pupils were extremely positive about all aspects of school life. Parents particularly endorsed the wide-ranging curriculum, the pastoral help and the open communication with the school. A few felt they would like more opportunities to be involved with the school but inspectors did not find the evidence to support this.

## **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 welfare requirements of the Early Years Foundation Stage, the school was required to:
- ensure that their recruitment procedures accord with current EYFS requirements
- 2.6 At the time of the final team visit, the school had rectified the above shortcoming, as noted in the text of the report.

### **(ii) Recommendation(s) for further improvement**

- 2.7 The school is advised to make the following improvements.
1. Strengthen strategic planning and establish clear priorities in the longer term.
  2. Ensure that all subjects are monitored effectively to ensure greater consistency in the quality of teaching and learning.
  3. Widen the range of teaching methods to require pupils to think more for themselves.
  4. Develop the outdoor provision to enhance the learning of children in the reception class.

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

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

- 3.1 Pupils' achievements are good in their academic and wider activities and many excel in music, speech, drama and sport. Pupils are well educated in line with the school's principle aim to help children develop their full potential academically, socially and emotionally. Literacy and numeracy standards are high and pupils apply their skills confidently. From an early age, the reading skills of pupils are excellently promoted and they read with growing competence. Pupils are articulate, fluent and often able to respond to demanding questions thereby extending their knowledge and understanding. Extended writing skills are exceptionally well developed, notably in English and humanities for descriptive and imaginative writing. Numeracy skills are well taught and pupils use their skills confidently to solve problems in both written and mental exercises. Many are skilled at applying mathematical concepts in investigatory activities. Pupils' creativity is particularly strong, as seen in the inspirational art displayed around the school. Through their information communication technology (ICT) lessons, pupils become confident in using a broad range of applications. Older pupils competently use ICT for presentations and independent research.
- 3.2 Pupils frequently achieve high standards for their age and capabilities. A range of nationally standardised tests is used by the school and results confirm these levels of achievement. Pupils make good and often rapid progress over time in relation to their ability and there are no significant differences in the progress made by pupils of different abilities. This enables almost all pupils by the age of eleven to gain places, sometimes with awards, in schools of their choice. The school is notable for its many individual and team successes in a wide range of sports and activities. In addition to academic scholarships, pupils gain awards for sport, music and drama. Individual pupils often achieve excellent levels of success in local performing arts festivals, national music concerts and external music examinations. Many pupils play musical instruments to a high standard. Pupils sing and perform exceptionally well as seen in the preparatory department's production of Aladdin. Others achieve team success in a range of sports such as hockey, football, swimming and cricket. Fundamental to the school is the mutual respect between staff and pupils; this gives pupils every opportunity to learn and achieve successfully. Pupils are diligent and approach learning with evident enthusiasm and enjoyment. They respond positively to the high expectations of their teachers and there is an air of purpose and determination to do their best.



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

- 3.3 The school provides a good curriculum. It has breadth and depth and is complemented by a wide range of extra-curricular activities which effectively contribute to the achievement of its aims. The curriculum and the resources supporting it are well suited to all ages, abilities and needs. It includes a wide range of subjects, including French, Latin, drama, religious education and personal social and health education (PSHE), with enough time for each. Excellent provision is made for pupils in their aesthetic and creative development and a comprehensive physical education programme ensures that all pupils have opportunities to build on their talents. Pupils benefit from enthusiastic specialist subject teaching which increases as they move through the school. In the prep department, subjects are linked and consolidated through imaginative and stimulating topics which provide pupils with a broad knowledge base. Many subjects in the junior school have strong cross-curricular links, particularly in ICT and mathematics. A whole school focus each term on specific areas of the curriculum has successfully raised pupils' awareness of, and enhanced, many subjects and the links between them. Good quality opportunities are provided for pupils to develop their scientific and technological skills. Since the last inspection the introduction of a structured programme of PSHE, delivered through dedicated lessons, effectively strengthens pupils' personal development. The curriculum is planned effectively through regular co-ordination meetings which help to ensure pupils build on their knowledge year by year. Schemes of work give appropriate guidance on the curriculum. The most effective are detailed and provide clear information on learning objectives, assessment opportunities and how pupils' different needs will be met. Pupils with LDD receive strong support so they too benefit fully from the curriculum. The most able pupils are provided with appropriate extension tasks in many subject areas.
- 3.4 The extra-curricular programme represents a good range of activities. Pupils are enthusiastic about the variety of clubs on offer and feel that they are actively encouraged to be involved. Sport is particularly well represented. Other clubs include a popular gardening club, which makes excellent use of purpose-built flower boxes, chess, knitting, textiles, art and musicianship. A range of visits is organised for each year group and includes a residential visit to France for the older pupils. Pupils with particular gifts or talents also benefit from enrichment activities at local senior schools. The school has a strong commitment to the local community through a range of charitable activities, public performances by the choir and links with local organisations. Pupils have close links with a local elderly care home and write letters to the residents and receive replies. These activities increase awareness of others in the local community and benefit the pupils' personal development.

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

- 3.5 The quality of teaching is good overall with a significant proportion being outstanding. It is a significant factor in promoting effective learning and high standards in line with the aims of the school. Teaching enables all pupils to acquire new knowledge, increase understanding and develop skills. Consequently, most pupils make at least good and frequently rapid progress and give of their best. Pupils with LDD are catered for by careful planning. In lessons they receive targeted assistance from teachers and assistants with appropriate expertise, or one-to-one support from specialist teachers. This is reflected in the particularly good progress they make in their development of reading, writing, spelling and number skills. Similarly, those identified as gifted and talented make good progress due to the well planned extension tasks and encouragement to take part in challenging activities both in and out of school.
- 3.6 Lessons are invariably well-planned and competently organised, with good management of time, and a wide range of methods employed. Overall, teachers have strong subject knowledge and they use questioning skilfully to consolidate and extend understanding. At its best, teaching has verve and rapid pace so that learning progresses rapidly. Tasks set are challenging, varied and well matched to the pupils' abilities. On occasions, progress is slower because activities are tightly structured and too directed, and do not provide opportunities for more open-ended, creative and investigative learning.
- 3.7 Excellent relationships between staff and pupils encourage high levels of interest as well as good motivation. Teachers manage pupils well and for the most part achieve high standards of behaviour. Effective use is made of a wide range of good quality resources for learning which maintain pupils' interests. The well-resourced library, although it is inviting and encourages pupils to read and enjoy books, is not always used effectively to promote independent learning. Most classrooms have interactive whiteboards although more use is made of these by the staff in their teaching than pupils in their learning. Marking is encouraging and most, but not all, is perceptive in assessing what needs to be done to help pupils improve. The quality of assessment has markedly improved since the last inspection. Standardised testing and internal assessments are well compiled to check on pupils' progress, and to inform planning.

## **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 outstanding throughout the school. It is fostered through the excellent relationships and care shown by all staff and by pupils for each other within a framework of Christian values.
- 4.2 Pupils have developed a strong spiritual awareness and show high levels of self esteem. They show considerable poise when, for instance, they sing in the choir or give musical recitals. They listen to the views of others respectfully and reflect on their views during circle time, PSHE and religious education lessons. During assemblies, pupils are attentive and thoughtful and sing hymns and say prayers with feeling and expression. They understand the need to look after their world and have an appreciation of the beauty around them when, for example, they study wild flowers in the school's ecology area.
- 4.3 Pupils are outgoing and confident and have an excellent awareness of moral issues. They have a clear sense of right and wrong. Golden rules and class rules are followed conscientiously and pupils understand why these rules are necessary. Pupils understand the meaning of fairness. Their strong moral convictions were evident throughout a discussion on the right to vote. During break pupils were heard encouraging each other and praising successes.
- 4.4 The school community is characterised by the pupils' high degree of social responsibility. Pupils participate in a 'buddy system' where they willingly help each other, for instance during lunchtimes when older pupils assist younger ones in the dining hall or in the playground. They actively consider the needs of others when they support charities through ideas from the school council. Pupils are polite and courteous to visitors and to others and their excellent manners are evident everywhere -- a characteristic that makes the school special.
- 4.5 Pupils' awareness of their own cultures and of others is strongly developed. Younger pupils think about other cultures through a range of festivals and topic work and older pupils develop their understanding of cultural diversity through the study of world religions. Cultural values are broadened through studying subjects such as art and French, through educational visits and by participating in events such as the school Greek day and India week. From displays and from discussion with pupils, their enhanced understanding of the wider world is clearly evident.

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

- 4.6 The pastoral care provided for pupils is excellent and successfully fulfils the aims of the school in encouraging good manners, respect and discipline. A caring and supportive ethos is a significant strength and is underpinned by the successful implementation of clear policies to ensure the welfare, health and safety of all pupils.
- 4.7 The effective pastoral care arrangements are well established. Class teachers are initially responsible for the welfare of the pupils in their class and any concerns are shared with other members of staff. They have a thorough overview of pupils' academic performance and personal development and provide high quality support and guidance. The quality of relationships between staff and pupils and between pupils themselves is a great strength. Pupils are considerate and work and play happily together. Staff are supportive and encouraging and pupils understand that

they can talk to any member of staff if they have a problem or need advice. Behaviour throughout the school is mostly exemplary. Class rules help to reinforce the need for good manners, kindness and respect. Rewards and sanctions are understood and pupils know what is expected of them. They enjoy receiving house points, privilege time and 'wow vouchers' and are proud to have their successes displayed on the school's electronic achievement board or called out from the commendation book in assembly. The sanctions for misbehaviour are clear and constructive but are needed infrequently. Thorough and conscientious attention is paid to the prevention of bullying. The anti-bullying policy is detailed and effective and pupils confirm that incidents are rare.

- 4.8 Measures to safeguard and promote pupils' health and well-being are thorough. Safeguarding arrangements are secure and in line with requirements and all staff have received up to date training in child protection procedures. A clear policy details the management and procedures for off-site visits which are carried out and acted upon. All necessary measures to reduce the risk from fire and other hazards are implemented appropriately. The checks of fire and electrical appliances, plus records of regular fire drills are all up to date. Health and safety procedures are effective and regular checks are made on the building and grounds for hazards. Accidents are suitably recorded and facilities for those who become ill during the school day are good. Pupils understand well the importance of choosing a healthy diet and participating in physical exercise. The school has a suitable plan to improve access for those with disabilities. Admission and attendance registers are accurately maintained.

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

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

5.1 Good quality governance helps secure the school's aims and has enabled the school to make substantial progress in many areas since the time of the last inspection. Governors are effective in their management responsibilities for ensuring that a high quality of education and care is provided for all pupils. Clear and effective oversight is provided by members of the Richard Pate School committee who are also trustees of the foundation board. They ensure all trustees are kept well informed about the school and its needs. Governors represent a broad range of professional skills and have a clear understanding of their strategic role. The current strategic plan is useful but limited in scope. It is efficient in identifying areas for future development but does not outline specific overarching priorities, timescales or financial implications. Nevertheless, governors use their expertise effectively to lead developments and to provide sufficient high quality human and material resources and excellent accommodation. Astute financial management has enabled the successful completion of building developments since the last inspection to effectively support the education that is provided. Individual governors of the committee have delegated responsibility for overseeing and monitoring specific areas, including child protection, health and safety, LDD, and the EYFS. As a consequence they are well positioned and mostly effective in discharging their responsibilities for the welfare, health and safety of pupils and safeguarding, and they regularly review policies. Governors receive regular reports from the headmaster which gives them an insight into the school, its achievements and its challenges. The chairman knows the school extremely well and works closely with the headmaster and bursar providing excellent support for improvement. Although individual trustees take the opportunity to visit the school, and attend social and formal functions they are seen as more remote.

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

5.2 Strong and effective leadership together with good quality management provides clear direction for the development of the school in line with its aims. Leaders and managers at all levels are strongly committed to the work of the school and ensuring improvement and the best possible outcomes for pupils. Developing pupils' self-esteem, enthusiasm for learning and sense of responsibility is central to this and reflected well in the day-to-day life of the school. Since the last inspection, particularly good progress has been made in the support given to pupils with LDD and strengthening the provision for the most able. In addition, significant progress has been made in improving the monitoring of all aspects of the school's work, and in strengthening the leadership role of senior staff. The school is aware of the need to ensure that these changes, some of which are recent, are consolidated and integrated smoothly into its work. Most subject leaders demonstrate a strong sense of accountability for what is happening in their particular areas of responsibility and ensure that teaching, planning and standards are monitored well. Where subject leadership is less effective, these areas are not monitored sufficiently. Good progress has been made in producing subject review plans which appropriately link to the school development plan. As a result, the level and quality of the school's self-evaluation generate sensible priorities for improvement. This benefits the whole community and is reflected in the high quality of education and the excellent

personal development of the pupils. Policies and procedures have been produced for most aspects of school life and are implemented successfully by staff.

- 5.3 High quality staff are appointed and deployed well so that strong support is given to the pupils' learning and welfare. Staff training is comprehensive. In-service training and appraisal are now regular features of staff development although not all staff have been appraised under the current system. The school is now beginning to turn its attention to lesson observations and peer mentoring as more regular features. The safeguarding, welfare, health and safety of the pupils are given high priority, with all staff trained in these areas. Recruitment procedures are well established. Appropriate arrangements are made for checking the suitability of staff and are recorded on an efficiently maintained central appointments register. By the time of the main visit recruitment checks had been updated in line with the EYFS framework requirements.

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

- 5.4 Links between school and parents are excellent throughout the school. They make a valuable contribution to the pupils' learning and personal development and the aims of the school. Parents are extremely supportive of the school and their response to the pre-inspection questionnaire was highly positive. In particular they appreciate the progress their children make, the wide-ranging curriculum, the pastoral help and guidance, the high standards of behaviour achieved and the promotion of worthwhile attitudes and values. A small number of parents felt they would like more opportunities for involvement with the school. Inspectors found that parents have sufficient opportunities to become involved in the school and that their contributions are welcomed and valued. Parents support the school by helping with clubs. They are made welcome at sports matches, school productions and concerts. An active parents' association organises a wide variety of functions such as the popular 'Pets and Pimms' event and parents with a particular skill or interest are invited to the school to share their knowledge and enthusiasm.
- 5.5 Parents receive regular and comprehensive written reports which give specific information on pupils' attainment, achievement and personal development. Most of these reports refer to targets, which supports future progress. Parents' evenings are held twice each year for all year groups from Reception to Year 6. Parents are provided with clear and helpful information about the school and how it works. The school calendar, newsletters, and the website all contribute to effective communication with parents. The school handles the concerns of parents with due care. Any issues arising are dealt with promptly and sensitively. The written complaints procedure allows for complaints to be made informally and formally. Parents are strongly encouraged to come into the school to discuss any concerns. The school endeavours to promote an open door policy; time is made available at the beginning and end of the day for parents to speak to staff. The headmaster and staff at all levels are approachable and available to meet with parents.

**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 EYFS provides an outstanding start to the children's education and is highly effective in meeting the needs of all the children. Since the previous inspection the relationship with parents and carers has developed and is now a strong area. Varied and stimulating learning environments ensure that all are welcomed and valued. Reflective self-evaluation, along with a clear vision for the setting's future development, guarantees that the capacity for sustained improvement is excellent.

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

6.2 Leadership and management are outstanding and characterised by highly effective team work and genuine concern for the individual welfare of each child. Children's well-being and happiness are always central and they are safeguarded effectively through the consistent implementation of policies and risk assessments procedures. In a few instances, staff recruitment checks had not been updated in line with current EYFS requirements. Inclusive practice is promoted through the setting's strong partnership with parents and others. Meticulous planning, based on observations of children's interests, abilities and parental commentary, drives an effective cycle of purposeful play and continuous assessment. As a result staff have an accurate understanding of the settings' strengths and areas for development and ensure effective use of resources. Books allowing input from the child, school and parents are used in various forms through EYFS and make an excellent resource for recording the unique development of each pupil.

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

6.3 The provision overall is outstanding with caring, involved adults who constantly support learning and development for all pupils. The nursery makes excellent use of high quality outdoor provision which enhances learning. Reception children have only limited outside resources, however the school seeks to remedy this with plans in place to develop Reception children's outdoor learning experiences. That children's work and achievements are highly valued is reflected in bright and colourful interactive displays of original work and photographs. Resources are plentiful and accessible, especially of dressing up clothes, much enjoyed and treated with great respect by the pupils. An appropriate balance between adult-led and child-initiated activities promotes children's independence well. This was observed when reception children obviously enjoyed re-enacting the royal wedding. Welfare requirements are met well, good health and well-being are promoted, and children really enjoy the healthy lunches on offer.

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

- 6.4 Outcomes for children are excellent. All children achieve well, with the majority achieving the Early Learning Goals by the end of the EYFS and some exceeding them. This is helped by the excellent way that teachers plan for individual needs and abilities. Clearly interested and motivated to learn, children are encouraged to work independently. They make excellent progress in developing personal skills. Children feel safe and are well aware of what constitutes a healthy lifestyle. They respond very well to the high expectations demanded of them from adults. Outstanding behaviour enhances the progress that they make and ensures that high standards are reached. In the Nursery, children are confident, curious and independent learners who communicate effectively with staff and one another. They show interest in sharing books and emergent writing. In Reception many are keen readers, write their own well formed sentences and can manipulate numbers up to twenty.

**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 chair of 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

Mr James Phillip Foley

Mr Peter Kelly

Mrs Annabelle Hancock

Reporting Inspector

Head IAPS school

Head preparatory school

EYFS Coordinating Inspector