



INDEPENDENT SCHOOLS INSPECTORATE

THE OLD HALL SCHOOL

STANDARD INSPECTION

FINAL VISIT

INDEPENDENT SCHOOLS INSPECTORATE

The Old Hall School

Full Name of School/College **The Old Hall School**

DCSF Number **894/6000**

EYFS Number **523553**

Registered Charity Number **528417**

Address **The Old Hall School**
Stanley Road
Wellington
Telford
Shropshire
TF1 3LB

Telephone Number **01952 223117**

Fax Number **01952 222674**

Email Address **enq@oldhall.co.uk**

Head **Mr Martin C Stott**

Chair of Governors **Mr C Reynolds-Jones**

Age Range **4 to 11**

Total Number of Pupils **236**

Gender of Pupils **Mixed (134 boys; 102 girls)**

Numbers by Age 0-2 (EYFS): **0** 5-11: **213**
3-5 (EYFS): **26** 11-18: **0**

Number of Day Pupils **236**

Head of EYFS Setting **Mrs Chris Hurd**

EYFS Gender **Mixed**

Inspection date/EYFS **25 Jan 2010 to 26 Jan 2010**

Final (team) visit **22 Feb 2010 to 24 Feb 2010**

PREFACE

This inspection report follows the STANDARD *ISI schedule*. It 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 January 2006.

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 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard 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 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.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Old Hall Preparatory School is situated in Wellington, Shropshire. The School, which was founded in 1845, relocated to brand new purpose-built premises on the Wrekin College campus in September 2006 and now caters for 236 pupils between the ages of four and eleven. Twenty-six of these, of whom seventeen are boys, are in the two Kindergarten classes as part of the Early Years Foundation Stage (EYFS). Upon relocating to the Wrekin College campus, the schools' trusts merged to form the Wrekin Old Hall Trust. The school is administered by a board of governors common to both schools, and shares a number of facilities such as the swimming pool and sports hall, and key staff including the bursar and chaplain. Since the previous inspection in January 2006 the school has a new Head. The present headmaster was appointed in September 2007.
- 1.2 Fourteen pupils have English as an additional language (EAL) of whom ten receive support for their acquisition of English. Forty-nine pupils have been identified as having learning difficulties or disabilities (LDD). No pupil has a statement of special educational needs (SEN). Results of the EYFS profiles as they leave Reception, and standardised tests as they leave the school, indicate that the pupils' average ability is above the national average. If they perform in national tests according to their ability, their results will be above average for all maintained schools.
- 1.3 The school aims to provide a broad, balanced and stimulating curriculum and activity programme, ensuring equal access and opportunity so pupils can reach their full academic potential. It seeks, through a secure pastoral system and in a family atmosphere, to encourage pupils as individuals to be as active and ambitious as possible. Within a Christian framework, it strives to enable pupils' lively and happy intellectual, sporting, creative and cultural development.
- 1.4 The school is non-selective at EYFS, with places offered on the basis of a waiting list, following a satisfactory initial visit to establish if the school offers an appropriate setting for the pupil. Pupils entering the school higher up the age range are invited to attend for a 'taster day', during which a general assessment is made by the assessment coordinator. If a place is available and it is believed the child will thrive in the school, an offer is made.

- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Kindergarten	Reception

Junior Department/Senior Department

School	NC name
Junior 1	Year 1
Junior 2	Year 2
Year 3	Year 3
Year 4	Year 4
Year 5	Year 5
Year 6	Year 6

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 From the EYFS onwards, pupils of all abilities achieve well and make rapid progress in their learning and personal development. They do so because of a wide-ranging curriculum and an excellent programme of activities both in and outside school, and effective teaching, which in many lessons is outstanding. The pupils' excellent attitudes to their work also contribute to their academic achievement, as do their exemplary behaviour and their extremely good relationships with each other and their teachers.
- 2.2 Excellent pastoral care, effective welfare arrangements, together with robust health and safety procedures, underpin the outstanding personal development of pupils. They are extremely tolerant and respectful of each other's differences and collaborate very well with each other when working together. Older pupils develop supportive relationships with younger pupils throughout the school. The school council allows pupils to contribute to their community in a positive way and most pupils thoroughly enjoy their time in school. The pupils' awareness of those less fortunate than themselves is apparent in their pro-active approach to charitable giving. The pupils' responses to pre-inspection questionnaires were overwhelmingly positive about the school, and they often commented on its family atmosphere.
- 2.3 The aims of the school are fulfilled, and fostered by the governing body, which is committed to the academic progress and personal development of all pupils. Governors have a good oversight of the school, informed by reports from the headmaster, and, together with senior managers, have responded well to the recommendations from the previous report, related to specific areas of educational improvement. Since then significant progress has been made, particularly in the school's curricular provision, the contribution of teaching, and in pupils' achievements and learning. Leadership is excellent and management strong with effective policies and procedures which support pupils well in their personal and academic development. Curriculum planning is detailed and comprehensive, matching work to the pupils' differing abilities. The provision for pupils with special educational needs, including those needing EAL support, is outstanding and a strength of the school. The school's excellent links with parents noted at the time of the previous inspection have been maintained. Parents are most appreciative, and speak highly of the progress their children make, and of the nurturing, care and support their children receive.
- 2.4 Since the previous inspection there have been a number of significant changes in the school's provision. These include the school's move to its new site, and the successful merger of the governing bodies of Wrekin College and The Old Hall School to form the current board of governors. The pupils' all-round educational experience is greatly enhanced by the excellent administrative, sporting, cultural and spiritual facilities and personnel they share with the college. A new Headmaster was appointed and joined the School in September 2007. Since then the intention has been to unite the Junior and Senior Departments, where previously they had worked quite separately with very few joint activities and shared occasions. Excellent progress has been made in this area.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.5 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.
- 2.6 The school's provision for childcare meets the requirements of the Early Years Foundation Stage and no action is required.

(ii) Recommended action

- 2.7 The school is advised to make the following improvements:
1. develop the continuity and progression of cross-curricular planning throughout the school and across the key stages;
 2. develop assessment in non-core subjects in order to further improve planning;
 3. improve the outdoor area within the EYFS.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Standards are high overall in comparison to the national average. This is evident from data from standardised tests at all ages in the main school in the last three years. The school's aim of enabling all children to reach their full academic potential is effectively met. Pupils display well-developed literacy skills and read, speak and write confidently for a variety of purposes. Mature speaking and listening skills are evident in pupil interviews. Year 1 pupils read well and use phonic blending accurately, older pupils use mature vocabulary and punctuation, and creative writing throughout the school is excellent. The pupils' mathematical knowledge and understanding are well developed. Excellent numeracy skills were observed in a Year 2 class where pupils were able to count on in twos and back, and add on numbers to 10, whilst outstanding problem solving skills were observed in a Year 5 lesson on the measurement of area. Scientific knowledge and skills are strong at all ages, and children use scientific vocabulary with confidence. Year 1 pupils talked about fair testing and enthusiastically conducted an experiment to find out what material would best keep a snowman's hands warmest in winter. In a Year 6 lesson to discover the thickness of a playing card, pupils showed reasoning and critical thinking, as well as perseverance and enjoyment.
- 3.2 Creativity is encouraged through different experiences from an early age and the pupils' considerable success in music, and drama competitions enhances their creative development. The school's many individual and team successes include a steady stream of scholarships to senior schools and certificates in mathematics and other subject competitions. Sporting success is particularly high in swimming, football, netball, rugby and cricket.
- 3.3 Pupils apply their knowledge and understanding effectively in a variety of situations and they are given many opportunities to think for themselves through problem solving and independent research. Information and communication technology (ICT) is used to good effect across the curriculum; the pupils display well developed skills. In a design and technology lesson in Year 4, pupils developed inventive ideas, and displayed excellent skills, when sawing, sanding and vacuum forming with both dexterity and meticulous adherence to health and safety guidelines. Pupils work well individually and co-operatively in many subjects; as observed in a Year 5 music lesson where groups of pupils worked collaboratively on their pieces with percussion instruments.
- 3.4 Progress is good. Well planned lessons and effective teaching contribute significantly to the rapid progress pupils make. By the end of the EYFS, most children have achieved the early learning goals in all six areas of learning, as evident in the EYFS assessment profile moderated by the local authority. The evidence from lessons and work scrutinised during the inspection supports this judgement. Pupils with SEN, LDD or EAL make excellent progress as they move through the school.
- 3.5 Pupils have extremely positive attitudes to learning. Their willingness to settle and apply themselves during lessons and extra-curricular pursuits is clearly apparent. They persevere with great diligence, and show great enjoyment and enthusiasm in everything that they do, which supports powerfully their learning and achievement.

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

- 3.6 The curriculum is excellent. It is well designed to reflect the aims of the school, and includes a wide range of subjects, each having an appropriate allocation of time. This has a substantial impact on achievement and the pupils' personal development. From Year 1, pupils are taught all National Curriculum subjects, whilst effective personal, social and health education (PSHE) and religious studies programmes cover an appropriate range of topics. The development of literacy and numeracy are at the core of curricular provision, and drama is taught as a strong element within English to develop oral competence and self-confidence. The curriculum is significantly enhanced by high quality specialist teaching in French, science, design and technology, ICT, physical education, music, drama, art, and swimming. Since the previous inspection the school has introduced a formal curriculum development plan and recognises the need to continue to improve cross-curricular planning throughout the school and across the key stages. High quality curricular documents are devised, implemented and monitored by subject coordinators, whose roles have been strengthened since the previous inspection. The curriculum includes excellent arrangements for transition between different stages of the pupils' education. Information on pupils joining Year 1 from the EYFS is transferred effectively, and the needs of any who have not yet achieved all the Early Learning goals are addressed well. Pupils in Year 2 make a smooth transition to Year 3 and pupils in Year 6 are well prepared to move to their choice of senior school with confidence.
- 3.7 Support for those pupils with LDD is excellent, as is that for pupils with EAL. The needs of more able pupils and those with particular talents are identified appropriately, and progress is effectively monitored through regular assessment. Pupils in Years 3 to 6 are grouped by ability in literacy and numeracy, addressing their individual needs well.
- 3.8 This is an exciting school, buzzing with activity and endeavour in a wide variety of sporting, musical, dramatic and other activities. Pupils take part in many competitive team and individual sports and are highly successful at local, regional and national levels. An impressive range of well-organised extra-curricular activities further enriches the pupils' experience. These include activities to suit a wide range of interests comprising of sport and music based subjects but also hovercraft, props and costumes, storytelling, Scrabble, construction, and cookery. High quality coaching, direction and organisation ensure that pupils gain much from what they do. After-school care and breakfast club are popular with pupils, providing them with further opportunities to work and play together and extend their social skills.

3.(c) The contribution of teaching

- 3.9 The pupils' achievements are strongly promoted by good teaching that is well-informed, interesting and helpful; some is excellent. This is a major factor in helping pupils to develop their academic potential in line with the school's aims. The standard of teaching has improved since the previous inspection. Then, it was observed that more able pupils sometimes did not always find lessons challenging and that teachers occasionally missed opportunities to develop fully their thinking skills. This has now been fully addressed, with current teaching providing effective challenge through problem solving and the setting of pupils in mathematics from Year 3 onwards and in English from Year 4 onwards.
- 3.10 Teachers know their pupils well and provide support and challenge where it is required. Teachers have strong subject knowledge and plan lessons carefully, building in activities appropriate to the pupils' varying needs. Very occasionally too great a reliance on printed worksheets limits the full range of experience for pupils. All lessons have clear, achievable learning objectives and outcomes and show wise time-management.
- 3.11 High quality materials and equipment which stimulate the pupils' interest and enhance their learning are plentiful throughout the school. In addition to appropriate text books, a rich selection of fiction and non-fiction books is available and pupils clearly enjoy reading in the relaxed environment of the well designed library. Computer equipment and interactive whiteboards are used competently and to good effect by both teachers and pupils. The use of teaching assistants to provide additional teaching support throughout the school, including in the EYFS, is well managed.
- 3.12 The comprehensive assessment policy is well implemented and is effective in identifying and responding to the pupils' learning needs. The pupils' progress is monitored by the use of standardised tests in verbal and non verbal reasoning, maths and English. As a result, pupils know where they stand and what they need to do to improve in these areas. The assessment of pupils' progress in non-core subjects is not as well developed. The quality of the teachers' marking throughout the school is excellent. It is thorough, and offers constructive and encouraging comments, with guidance for future improvement. Pupils also receive useful oral feedback from teachers about their work.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils of all ages have outstandingly well developed personal qualities and are friendly and confident. The school is most successful in its aim to promote strong spiritual, moral, social and cultural development, and this is apparent in the pride pupils take in their achievements. The pupils are thoroughly responsible and tolerant. They appreciate the opportunities they have in the school, as they indicated in their responses to the pre-inspection questionnaire.
- 4.2 Pupils have a well-developed sense of the spiritual and this is effectively enhanced by regular visits to the Wrekin College chapel. They are self-aware and many are confident and outgoing. They sing well in assemblies, and enter fully into the spirit of an occasion. They have an appreciation for what is beautiful and admirable for example looking at art work and sculpture. They are sensitive to the wonders of nature such as the colours of the spectrum. They respond reflectively to the joy and sorrow in the stories they encounter and have sympathy for those suffering bullying and hardship. In these ways they follow the excellent examples set by their teachers.
- 4.3 The pupils' moral development is at a conspicuously high level. They have a strong sense of right and wrong and of injustice done to others. They are proactive in charitable work, for example the collection for the Haiti disaster fund, and they are very clear about the difference their support makes to the lives of those less fortunate. In addition to the school's "golden rules", each class have devised their own "class rules" of behaviour, which demonstrate pupils' innate sense of justice. Misdemeanours are rare and contrition follows naturally in the positive atmosphere set by the staff.
- 4.4 Pupils are extremely well developed socially, and they enjoy responsibility, whether as monitors, team or house captains, or representatives on the school council. Younger pupils, too, derive great satisfaction from the small responsibilities, with which they are entrusted, such as being class leaders, and distributing books and materials.
- 4.5 Pupils' cultural awareness is strongly developed and they have a tolerant attitude towards those from different cultural backgrounds, both among their fellow pupils and in the wider community. They learn to recognise and value diversity and difference. RE makes a considerable contribution, exploring all the major faiths and identifying not only the differences between them but also those features they have in common. The school celebrates not only Christian festivals but also those of other religions.

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

- 4.6 The pastoral care shown to the pupils is excellent, fostering their personal development and academic achievements extremely well. Relationships between pupils are strong and supportive and an outstanding sense of community permeates the life and work of the school. Pupils say that they are very well cared for, and that they have an adult to turn to should they have a problem. The school has a comprehensive anti-bullying policy and pupils are confident that any issues which may arise are dealt with quickly and effectively. They believe that bullying is very rare, and agree that staff deal with any difficulties quickly and constructively. The school's code of conduct is clear and effective, and puts strong emphasis on the encouragement of positive behaviour. Appropriate sanctions exist for unacceptable behaviour, but are rarely used, and pupils comment that discipline is enforced fairly, effectively and proportionately. The school has a strong culture of praise and rewards good behaviour and effort, through successful merit and commendation award schemes. 'Pupil of the Week' provides an excellent platform for demonstrating and sharing the personal qualities which are seen to be positive attributes, and characterise happy, confident, successful children. Pupils have the opportunity to voice their views through the school council, which operates highly effectively
- 4.7 The safeguarding policy contains all the necessary elements. There are designated officers for each section of the school. Their training for inter-agency working is up to date and they have trained all others working in the school. The policy is properly publicised. Detailed and comprehensive risk assessments and fire safety procedures are effective and understood by staff. Registration of pupils is methodical and absence is followed up quickly. The school maintains an appropriate admissions register. Excellent medical facilities, with two matrons, ensure that the pupils' needs are catered for sensitively and effectively. The school building provides impressive accessibility for the educational access of pupils and staff with disabilities.
- 4.8 Pupils understand very well the importance of choosing a healthy diet and participating in physical exercise. School meals are nutritious and with choice. The tuck shop supplies an excellent range of healthy snacks. There are ample opportunities for pupils to engage in physical exercise and they make good use of these.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

5.1 Governance is good. Since the previous inspection and the school's move to its new site, the governing bodies of Wrekin College and The Old Hall School have merged successfully to form the current board of governors. The governing body is fully aware of its responsibilities and is extremely supportive of the work of the school, helping to secure the school's aims, which effectively support the pupils' academic and personal development. Governors diligently keep abreast of their responsibilities in financial and strategic planning, and have recently reviewed, improved and implemented a new instrument of governance to ensure best practice, as the school moves forward. Governors receive regular reports from the headmaster, which gives them good insight into the school, its achievements and its challenges. However, there is at present no member of the governing body with professional educational experience and no specific education committee. In addition, they visit the school regularly to meet pupils, staff and parents. The school buildings and grounds are maintained to a high standard and the governing body is rigorous in its response to all health and safety matters. Policies and their application are constantly under review to keep abreast of current regulations, particularly in the fields of health and safety, security, and child protection. One governor takes a major role in overseeing pastoral and welfare matters, including child protection.

5.(b) The quality of leadership and management

5.2 Leadership within the school is excellent. The headmaster and the senior management team (SMT) provide clear and decisive direction in all aspects of the school's work. As a result, the school successfully fulfils its aims, achieving high standards in all areas of activity and in personal development, and maintaining, through excellent pastoral care, an ethos in which all are valued equally in a caring community. Management is effective at all levels, and the headmaster, who has overall responsibility for the day-to-day running and management of the school, delegates many aspects to his SMT. The headmaster's vision is represented well in a clearly defined school development plan which sets out specific areas of educational improvement identified as a result of widespread consultation among staff, parents and governors. The previous inspection reported on a lack of a clear and integrated overview of the whole school curriculum. In response a formal curriculum development plan was introduced, and excellent progress has been made to further improve educational standards and teaching.

5.3 The headmaster plays a full role in the monitoring of the quality of teaching and learning, but also delegates responsibility to members of the SMT and to subject coordinators. At all levels, leaders and managers are self-critical, searching constantly for further improvement. The professional development and performance management of staff are regular features, and the welfare health and safety of pupils is a high priority, with all staff appropriately trained in these areas, including all regulatory training for the safeguarding of pupils. Strong emphasis is placed on the selection of high quality staff, and checking procedures to ensure the suitability of staff, volunteers and governors to work with children are robust, and the central register maintained effectively. On a day-to-day basis, the school runs very smoothly, thanks to capable managers at all levels who pay careful attention to

pupils' needs, and thanks to the efficiency and welcoming presence of the dedicated administrative staff. The school's sense of community is further enhanced by the effective work of the matrons, catering team, and other non-teaching staff who are dedicated to the pupils' well-being.

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

- 5.4 The quality of links with parents, carers and guardians is excellent and the strengths identified by the previous inspection have been maintained and improved upon. The responses to the pre-inspection questionnaire show that parents are overwhelmingly supportive of the school. They particularly appreciate the quality of teaching, the range of subjects offered and the help and guidance their children receive. Parents feel that behaviour is excellent and that the school promotes worthwhile attitudes and values.
- 5.5 Parents are fully satisfied with the information they are given about their children's progress. They are fully aware that information about the school, including the officially required information on policies and procedures, is readily available from the school office or is posted on the school's website.
- 5.6 Parents are encouraged to be involved in the life of the school in many ways and this helps to ensure excellent relationships between school and home. 'The Friends of Old Hall' organise various social and fund raising events throughout the year for the benefit of the whole school community.
- 5.7 The school has established highly effective ways of providing parents with information. Parents receive regular and worthwhile information about the school. The comprehensive introductory booklet for new parents is extremely helpful and is even translated into Japanese where this is required. The fortnightly newsletter 'Headlines' is bright and informative and the annual magazine 'Reflections' is of a very high quality and truly representative of a year in the school's life. The improved website and new parent mail e-mail system are both excellent sources of information.
- 5.8 Year group meetings at the beginning of each school year help parents to understand any changes in provision, and well-placed notice boards provide useful information. The more formal parents' evenings and the detailed, comprehensive written reports, which include a section of targets to show how a pupil's work can be improved or extended, are effective in keeping parents informed of their children's progress.
- 5.9 The ready availability of the headmaster, SMT, and form teachers ensures that most concerns are dealt with informally and promptly by direct contact with parents. Any that are made in writing receive detailed and sensitive treatment. The complaints policy is comprehensive and the required procedures are followed diligently with any issues well documented.

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 overall effectiveness of the EYFS is outstanding. Children thrive in the family environment of the school. Well-informed observation and highly effective partnerships between adults and parents inform thorough planning and ensure that individual needs are met. Children are provided and cared for exceptionally well. The staff fosters the children's learning particularly well through high quality experiences. The children's welfare is promoted through robust safeguarding procedures, a focus on staying safe and excellent hygiene. Excellent teamwork and regular meetings result in continuous improvement.

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

6.2 Outstanding leadership and management in the EYFS demonstrate high aspirations, clear vision and a constant striving for improvement. Policies, procedures and record-keeping are meticulously implemented. Thorough and ongoing risk assessment ensures that children are safe. Importance is placed on professional development. Dedicated, efficient and suitably qualified staff make excellent use of resources and strongly influence outcomes. Recording of progress is thorough. An outstanding commitment to equality and diversity ensures that children are provided for according to their needs.

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

6.3 Provision is good overall with outstanding elements. Staff have an excellent knowledge of the EYFS, providing children with a stimulating and challenging experience throughout all areas of learning. A colourful indoor environment leads on to the outdoor classroom, although this is limited in areas of learning and resources. The school has recognised this and has plans to develop it. All staff are actively involved in planning and assessment. Evaluative observation is rigorous and consequently teaching is based on a thorough knowledge of each child. The curriculum is well balanced with many opportunities for adult and child led activities. Staff focus on problem solving and excellent questioning is used to challenge thinking skills. Children who need extra help are closely monitored and support is given where needed. Staff actively promote the welfare and safety of children. Children are able to take a full part in the life of the school. They are part of the house system and join the whole school for a weekly assembly. The behaviour policy is well implemented, leading to a calm and happy atmosphere. Excellent behaviour and good manners are the norm.

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

- 6.4 Outcomes for children in the EYFS are outstanding. The pupils' achievement is high in relation to their age and ability and they are beginning to develop skills for the future. They are highly active, inquisitive, happy and independent learners who respond wholeheartedly to their stimulating environment with enthusiasm and enjoyment. They show an awareness of the wider world in their play. Children learn to share and take turns; they get on well with each other and their relationships with staff are excellent. They interact confidently with adults. They are extremely well behaved and respond to the high expectations of the staff, who guide them to behave with consideration and courtesy. Children understand about eating healthily and enjoy their food. They are aware of the need to maintain good hygiene and understand about being safe. During playtime children become part of the wider school family. These happy occasions, where older children care for younger ones are a positive feature of the school.

What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of the pupils' work. They held discussions with senior members of staff and with 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 Felicity Lawson

Mrs Lynda Sharpe

Mrs Eithne Webster

Mrs Bridget Forrest

Reporting Inspector

Junior Team Inspector (Head, IAPS)

Junior Team Inspector (Teacher, IAPS)

Early Years Lead Inspector