



# **INDEPENDENT SCHOOLS INSPECTORATE**

**SALTERFORD HOUSE SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Salterford House School

Full Name of School	<b>Salterford House School</b>		
DfE Number	<b>891/6017</b>		
Address	<b>Salterford House School Calverton Nottingham Nottinghamshire NG14 6NZ</b>		
Telephone Number	<b>0115 965 2127</b>		
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Email Address	<b>office@salterfordhouseschool.co.uk</b>		
Head Teacher/Proprietor	<b>Mrs Marla Venables</b>		
Age Range	<b>3 to 11</b>		
Total Number of Pupils	<b>127</b>		
Gender of Pupils	<b>Mixed (65 boys; 62 girls)</b>		
Numbers by Age	<b>3-5 (EYFS):</b>	<b>23</b>	<b>5-11: 104</b>
EYFS Gender	<b>Mixed</b>		
Inspection dates	<b>10 May 2011 to 11 May 2011 08 Jun 2011 to 10 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 June 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 Salterford House School is a co-educational preparatory day school located in a rural setting on the outskirts of Nottingham. Founded in 1981 by the current head teacher, who is also the proprietor, the school operates on two sites, and educates one hundred and twenty-seven pupils aged between three and eleven years. The main school site accommodates pupils from Year 1, whilst the 23 Early Years Foundation Stage (EYFS) children are based in the nearby village of Oxton.
- 1.2 The school aims to provide its pupils with opportunities to achieve their academic potential within a supportive and caring environment, where they feel valued, fulfilled and confident. Since the previous inspection, a member of the family has been appointed as deputy head and together with the head teacher forms the senior management team, which also acts as the body that oversees the governance of the school.
- 1.3 The school's ability profile is above the national average. Most pupils are from professional families in the locality. Very few are from ethnic minority backgrounds. Fourteen pupils have been identified as having learning difficulties and/or disabilities (LDD), four of whom receive specialist support from the school. No pupil has a statement of special educational needs, and no pupil has English as an additional language.
- 1.4 National Curriculum nomenclature is used by the school for Years 1 to 6 and throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the EYFS and its National Curriculum (NC) equivalence are shown in the following table.

### ***Early Years Foundation Stage Setting***

School	NC name
Kindergarten	Nursery
Transition	Nursery
Pre-School	Reception

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

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

- 2.1 Salterford House School is most successful in achieving its aim to provide a caring and supportive environment where all pupils have the opportunity to achieve their academic and personal potential. From the EYFS onwards, pupils are very well educated and achieve high standards in both their learning and personal development. They make good progress in relation to their above average abilities because of good and effective teaching, which in many cases has outstanding features, and an excellent programme of activities both in and outside school. The academic curriculum is good overall, although opportunities for pupils to work on practical mathematics tasks are not consistent across all year groups. Extra-curricular provision and enrichment opportunities are excellent. Co-ordinators manage their subjects well, although their role as leaders in monitoring the quality of teaching and learning is not fully developed. Pupils with LDD make good and sometimes rapid progress because of the excellent learning support they receive. More able pupils also make good progress, particularly when tasks are closely matched to their abilities. Excellent attitudes to their work also contribute strongly to pupils' academic achievement, as do their exemplary behaviour and their very good relationships with each other and their teachers.
- 2.2 The outstanding pastoral care, the high quality of welfare, health and safety provision and the excellent example set by the staff effectively support the pupils' personal development. In the pre-inspection questionnaire pupils were most positive about the school, commenting often on its family atmosphere. Relationships throughout the school are excellent and older pupils are extremely supportive of younger pupils.
- 2.3 Governance and leadership are strong and management is good, fully supporting the school's aims. The school's needs are identified well through good self-evaluation detailed in a formal development plan. However, the targets set in this plan have not been prioritised or costed. Suitable policies are introduced at all levels and implemented successfully, with effective monitoring. The school has responded well to the recommendations of the previous inspection. A staff appraisal system is in place. Professional development for staff is somewhat limited and senior leaders are aware of this. Links with parents are excellent. Parental replies to the pre-inspection questionnaire were highly favourable throughout the school. Parents are extremely positive about all aspects of the school's educational and pastoral provision. A small minority of parents feel that they do not receive a timely response to their questions. Inspection findings do not support these views.

## **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.

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

- 2.5 The school is advised to make the following improvements.

1. Ensure that all pupils have sufficient opportunities to work with mathematics in practical circumstances, including data handling.
2. Further develop the role of subject co-ordinators, especially in leadership and monitoring the curriculum.
3. Prioritise and cost items within the main school's development plan and produce an EYFS development plan, identifying and prioritising areas for its future development.
4. Ensure that EYFS staff work together as a cohesive unit to plan individual children's next steps in learning and plan for use of the outdoors across all areas of learning.
5. Extend the opportunities for child-initiated activities in 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 The quality of the pupils' overall achievement is excellent. The school's aim to focus on the individual pupil, ensuring that all achieve their academic and personal potential whilst recognising their talents and interests, is very well met.
- 3.2 Pupils of all abilities display high levels of reading and speaking skills because of teachers' effective interaction and the careful monitoring of targets for improvement. Listening skills are also highly developed. Pupils acquire strong foundations in writing so that by the time they leave the school their written accounts are fluent and vibrant. Pupils demonstrate excellent ability in number and mental calculations. For example, younger pupils can mentally add and subtract two-digit numbers and add and subtract three-digit numbers through written methods, and are accurate in their use of multiplication facts. However, opportunities for pupils to develop their own strategies for problem solving and for working with mathematics in practical circumstances, including handling data, are not consistent across all year groups. As a result, these pupils' critical and lateral thinking skills are less well developed. Pupils have a good understanding of scientific concepts and they use information and communication technology efficiently. They work together, in pairs and teams, highly successfully, listening to each other's views carefully and sensitively. For example, in a lively debate on the pros and cons of wind farming, pupils were able to handle opposing views courteously so as to allow the discussion to progress. They achieve high levels of creativity, which is encouraged from an early age through music, art and drama. Excellent displays around the school covering a wide range of their creative work demonstrate a high standard and much individuality.
- 3.3 Achievements both at home and within school are strongly encouraged and celebrated. Achievement in drama is a strength of the school and many pupils achieve excellent individual and team success in London Academy of Music and Dramatic Art examinations and at drama festivals. Older pupils perform in award winning school productions such as *Macbeth* and *The Tempest*. In sport, all pupils are encouraged to participate in teams and tournaments, and compete most successfully against other schools at local, regional and national levels. Achievement is particularly high in swimming, athletics and cross country running.
- 3.4 The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are available. Results in national tests at the age of eleven have been high when compared with the average for all maintained primary schools. The results of standardised tests used by the school in Years 3 to 6 also show that pupils make good progress in relation to their abilities. The evidence obtained from lessons and examining pupils' work confirms this view.
- 3.5 More able pupils, and those with particular talents, generally achieve well. They make particularly good progress in response to tasks with levels of challenge designed to be appropriate to their potential. Less able pupils and those with LDD who find some aspects of their learning more difficult make good progress because they are well supported. Classroom assistants are used effectively, working closely with individuals or small groups, and this makes a significant contribution to pupils' learning. When appropriate, pupils are removed from lessons for group or individual



work and they make rapid progress in these sessions, as seen in work scrutiny and assessment data.

- 3.6 All pupils have excellent attitudes to learning and this contributes to their successful achievement. They are encouraged to achieve high standards within their individual capabilities and they know that their efforts are appreciated.

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

- 3.7 The good curriculum, enhanced by an excellent range of extra-curricular activities, covers the requisite areas of learning and supports the school's aims, giving pupils opportunities to learn and develop their skills to the best of their ability.
- 3.8 The curriculum is suited to all ages and includes a good quality personal, social and health education (PSHE) programme. The development of literacy and numeracy is at the core of the curriculum, although the provision for problem solving and practical mathematics, including the handling of data, is underdeveloped in Years 3 to 6. The curriculum is enhanced by specialist teaching in physical education, music and swimming.
- 3.9 Good quality schemes of work are devised, implemented and reviewed by subject co-ordinators. The curriculum includes good arrangements for transition between different stages of the pupils' education. As a result, 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 6 are prepared to move to their senior schools with confidence. The curriculum is specially adapted to link well with examination requirements for senior schools and, where applicable, a special programme of examination preparation is directly linked to pupils' individual needs.
- 3.10 The provision for those pupils with LDD is excellent. The pupils' specific needs are efficiently identified and individual education plans are provided when necessary. These are reviewed regularly; targets are set in agreement with parents and appropriate support is provided both in literacy and numeracy. More able pupils and those with specific talents are identified, and provided with individual targets and enrichment opportunities both during and outside their usual lessons.
- 3.11 Extra-curricular provision is excellent, in accordance with the school's ethos of encouraging all pupils to participate in a wide range of extra-curricular activities. Over the year these are offered both in school time and at the end of the school day, enabling all pupils to pursue many interests. These include art, French, music and a chess club run by older pupils. The programme of sport and drama is a strength of the school.
- 3.12 The classroom curriculum is enriched, supported and extended by a wide range of high quality visits and visitors. Extensive use is made of local attractions such as museums, art galleries, theatres, historical places and sites of scientific interest. Excellent individual history projects resulted from recent visits to an Elizabethan mansion, a National Trust property and Nottingham Castle. All pupils from Year 4 to Year 6 take part in residential visits to France. These visits develop independence and extend links with the local and wider community. During the summer term, the Year 6 curriculum is enriched through a programme of special activities that further develop strong life skills, including a leadership course and a

residential visit to a field study centre. All pupils are actively involved in raising money for local, national and international charities.

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

- 3.13 The quality of teaching is good overall, with many excellent features. It successfully promotes the school's aims to provide an excellent and challenging education in a caring and supportive manner and makes a strong contribution to pupils' high levels of achievement.
- 3.14 Teachers are most successful in making sure that all pupils are fully involved and all teaching offers good opportunities for oral responses from pupils of all abilities. Praise and encouragement are widely used, which add to the pupils' enjoyment of lessons and foster self-confidence. Most teaching employs a good variety of teaching methods and stimulating tasks for pupils, and is well paced. The best lessons are characterised by lively and enthusiastic teaching, appropriately set tasks and effective questioning techniques, all of which enable all pupils to achieve well.
- 3.15 The needs of those pupils receiving learning support are met with sensitivity and understanding in the classroom. Occasionally, work is not so precisely matched to the more able pupils' abilities. Consequently, these pupils have more limited opportunities to think for themselves or to take some responsibility for their learning, and their progress, though adequate, is less rapid than in the best lessons.
- 3.16 Teachers use a variety of teaching methods to suit different learning styles and to foster interest. Pupils are encouraged to work collaboratively. This was seen very successfully in a drama lesson where pupils made good progress adapting and maintaining differing roles when working in groups. Effective questioning strategies encourage independent thinking and are also used to check pupils' progress. Pupils commented on how helpful teachers are in ensuring their understanding in lessons.
- 3.17 Classroom behaviour is exemplary, with pupils always willing to add to class learning in a constructive manner when invited to discuss or to offer their own views and ideas. Time is used effectively, and resources, including teaching assistants, are deployed well to support pupils' learning. There is a clear whole-school marking policy; however, this is not used consistently across subjects and year groups. Marking is regular and thorough, providing encouragement to pupils. The most effective marking sets clear targets for improvement and progress.
- 3.18 The school places considerable emphasis on assessing pupils' progress. Assessment procedures are good and the school makes effective use of information from assessment to monitor the progress of individual pupils against national norms. Teachers use a variety of informal methods to check the pupils' knowledge and understanding within the classroom, including written and oral tests, quizzes and end of topic 'mini' assessments.

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

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

- 4.1 The personal development of all pupils, including those in the EYFS, is excellent. The school is most successful in fostering the spiritual, moral, social and cultural development of all its pupils, in line with its aims.
- 4.2 Pupils demonstrate excellent spiritual development. They display high levels of self-esteem and respect for themselves and for others, contributing to a tolerant and harmonious school community. Pupils display awe and wonder at the beauty of their surroundings, as exemplified in their observation of hatching birds viewed on a web camera, the planting and growing of new trees through the Woodland Trust and their interest and participation in a rainforest project. They demonstrate curiosity and embrace their rural surroundings, and their mature emotional development is well evidenced in all that they do and say.
- 4.3 The pupils' moral understanding is excellent. Across all ages they demonstrate a clear understanding of right and wrong, and the school's code of conduct is both understood and adhered to. They respond well to the high standards of behaviour expected of them, devising their own class rules and embracing the school rewards system enthusiastically. They are clear about the way sanctions operate, should they be necessary. Pupils' well-developed understanding of moral issues was exemplified by the use of a 'conscience alley', where they listened carefully and made judgements as to whether actions were right or wrong. Pupils have a strong understanding of those less fortunate than themselves and are enthusiastic when raising money for their chosen charities.
- 4.4 The social development of pupils is excellent. They are courteous and pleasant towards adults and demonstrate well-developed social skills. Behaviour throughout the school is exemplary. The interaction and relationships between age groups are a strength. Older pupils develop strong leadership skills, fostered by their positions of responsibility as prefects and house captains. Their social skills are enhanced by their role as mentors for younger pupils.
- 4.5 Cultural awareness is well developed and pupils demonstrate a good knowledge and understanding of other cultures, as exemplified by attractive and informative displays of their work. Pupils show an excellent appreciation of the influences that shape their own cultural heritage. Informative visits to historical sites, theatres, art galleries and museums, pupils' own drama productions of Shakespeare's plays, vibrant, high quality art work and recent participation in a christening service at a local church all strongly foster their understanding. Pupils display a good knowledge of public figures and institutions.

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

- 4.6 The quality of the arrangements for welfare, health and safety is excellent. The high quality of pastoral care effectively supports the pupils' personal development and academic achievement, in line with the school's aims.
- 4.7 Relationships throughout the school are excellent, and are relaxed but mutually respectful between staff and pupils, underpinning the family atmosphere. Form teachers provide support in a friendly and approachable manner and all staff recognise corporate responsibility for all pupils in their care. In response to the pre-

inspection questionnaire, pupils were confident that they have an adult to whom they can turn if needed, and in pupil interviews said that they feel happy and safe in school. A small minority of pupils stated that they do not think they are treated equally by teachers. During interviews it was found that they had not fully understood the question and that, in fact, they do feel that teachers treat all pupils fairly. The school has a comprehensive anti-bullying policy and pupils are confident that any issues that might arise would be dealt with quickly and effectively.

- 4.8 Health and safety arrangements are properly overseen by the head teacher as the proprietor, and risk assessments are detailed and thorough. The school has an appropriate policy and procedures for safeguarding pupils and in response to the recommendation from the previous inspection, all staff receive the necessary level and frequency of child protection training. The school has taken suitable action to guard against the risk of fire. Fire drills are held regularly and all alarms are tested appropriately. The school provides effectively for pupils who are ill and has drawn up an appropriate plan to improve access for those with disabilities. The school keeps all necessary records of admissions and in response to a shortcoming at the time of the previous inspection, attendance registers are completed correctly.
- 4.9 Pupils bring packed lunches and healthy eating is encouraged. Pupils' understanding of the need for a balanced diet is effectively fostered through their science and PSHE lessons. Pupils are also aware of the need to exercise in order to maintain a healthy lifestyle. The wide range of sporting activities helps to promote healthy lifestyles.

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

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

- 5.1 Effective governance is provided by the head teacher in her capacity as proprietor. There is strong oversight of the school, in line with its aims, and the proprietor is effective in exercising the monitoring role, and in providing support, challenge and stimulus for growth and improvement.
- 5.2 The recommendations from the previous inspection have been fully addressed and governance is rigorous in its monitoring of policies and procedures. The proprietor is fully trained in child protection and safeguarding matters, and recognises her responsibility for providing a safe and healthy school for all pupils, employees, parents and visitors.

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

- 5.3 The overall quality of leadership and management of the school is good, with some excellent aspects. The school is strongly led and managed well, ensuring a clear vision for its development and successful achievement of its aims. The strengths in leadership are reflected in the high level of parental support noted in the pre-inspection questionnaire, and in the pupils' excellent levels of achievement and outstanding personal and social skills, as well as the happy and friendly atmosphere that pervades the school. The vision for the school is recorded in a detailed and comprehensive strategic development plan, but the targets set in this plan have not yet been prioritised, or costed, limiting its impact as a working tool.
- 5.4 The school runs very smoothly on a day-to-day basis, thanks to capable managers and teachers who pay careful attention to pupils' needs, and 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 all non-teaching staff, who are dedicated to the pupils' well-being.
- 5.5 Procedures and policies throughout the school are clear and appropriately detailed. They are well implemented by staff and contribute successfully to the smooth running of daily school life. Subject co-ordinators manage their own subjects well, however their leadership role in monitoring the quality of teaching and learning in their subjects, and in providing direction, is not yet fully developed. Since the previous inspection, the school has implemented a suitable staff appraisal system. Professional development for staff is somewhat limited, of which senior leaders are aware.
- 5.6 Staffing levels are good, and staff are well qualified. Teaching and support staff are deployed well and make an excellent contribution to pupils' learning and welfare, particularly for those pupils with LDD. Appropriate care is taken over all aspects of staff recruitment, such as checks on suitability to work with children and the recording of these checks, as well as ensuring effective staff induction and training. Risk assessments are accurately and efficiently undertaken.

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

- 5.7 The school maintains excellent links with parents and takes great care to involve them in its life and in their children's education. Responses to questionnaires indicate that parents are highly supportive of the school. They are particularly pleased with the progress that their children make and with the information they receive about this. Parents are also highly appreciative of the nurturing care and guidance their children receive. Inspectors concur with these views.
- 5.8 Parents of current and prospective pupils are given high quality information about the school. All necessary information, including policies and procedures, is posted on the school website, and through its highly successful portal. This provides an excellent source of material to parents, including their children's achievements, reports, newsletters and assessment results, together with letters from school and general information about school life. In addition, the extremely informative school blog provides parents with up-to-date, valuable and interesting information on a day-to-day basis.
- 5.9 Parents have frequent opportunities to be involved in their children's education through open days, parents' evening, concerts and assemblies. They are also encouraged to offer support in the classroom and on school trips.
- 5.10 Parents receive thorough feedback on their children's achievement and progress, and are provided with many opportunities to speak to teachers. Reports are detailed and comprehensive, clearly indicating progress made and highlighting specific learning objectives to enable improvement. Parents of those receiving learning support receive regular feedback on their children's progress. Parents of pupils in Reception and Year 6 are supported effectively in their children's transition to the next stage of their education.
- 5.11 The school has an 'open door' policy and parents are encouraged to come in to discuss any concern. As a result, concerns are dealt with swiftly, efficiently and sensitively, in line with school policy. In the pre-inspection questionnaire, a small number of parents felt that they do not receive timely responses to their questions. Inspection findings do not support these views. There are clear procedures to deal with complaints.

**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 overall effectiveness of the EYFS is good, with some outstanding features. Children are safeguarded effectively and cared for exceptionally well. The setting supports all children so that they make at least good progress in their learning and development. It has made progress in meeting the recommendations of the previous inspection. Monitoring of the provision to identify targets for further improvement is at an early stage but the capacity to do so is good.

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

6.2 Leadership and management are good. Comprehensive documentation, including risk assessments, ensures the effective safeguarding of children. Staff promote equality so that all children achieve well. The strong relationships with parents, who are extremely supportive of the setting, and good links to the wider community, underpin the high quality education and care. Staff hold appropriate qualifications and fully understand their responsibilities for child protection. They have good access to continuing professional development. Senior managers have a good oversight of the setting, although there is no formal development plan to provide a clear and shared vision for action. A suitable range of resources provides a varied learning environment indoors. The outdoor environment is not as well resourced and planning its use across all areas of learning is less well developed.

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

6.3 The quality of the provision is good. Interesting and informative 'learning story' portfolios document the children's learning, giving a real sense of the individual child. Classrooms are interesting and welcoming places where staff provide well-planned purposeful play. There are fewer opportunities for child-initiated activities and the immediate outdoor area is underused as a learning environment. Observational assessments are not consistently used to plan activities tailored to children's individual learning needs. Welfare is given a high priority and relationships throughout the setting are excellent. Staff guide and support children well, establishing routines that assist their understanding of safety and the development of good attitudes to health and personal hygiene.

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

- 6.4 Outcomes for children are outstanding. Most children make excellent progress in relation to their starting points and abilities, achieving all the Early Learning Goals by the end of their time in the EYFS. Children's early writing, reading, technological and mathematical skills are well developed. Younger children can use directional language accurately, and demonstrate much skill when using a camera to photograph 'mini-beasts' for their topic work. A display of older children's work on their favourite stories showcased effectively their well-developed writing skills. Role play areas, such as The Flower Shop and The Bug Research Lab, enable them to learn about the wider world. Children feel secure and happy at school and are kind, considerate and tolerant towards each other. They offer ideas and show excellent levels of concentration and motivation. They demonstrate a good understanding of how to keep themselves healthy, including diet, and are pro-active in their personal hygiene.

**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 proprietor, 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

Mr Gary Wright

Mr Paul Oldham

Mrs Sally Gray

Reporting Inspector

Head, ISA school

Deputy Head, IAPS school

Early Years Co-ordinating Inspector