



# **INDEPENDENT SCHOOLS INSPECTORATE**

**YARDLEY COURT AND SOMERHILL PRE-PREP**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Yardley Court and Somerhill Pre-Prep

The other school forming the Schools at Somerhill, Derwent Lodge, was inspected at the same time and a separate report published.

Full Name of School	<b>Yardley Court</b>
DfE Number	<b>886/6021</b>
EYFS Number	<b>EY404048</b>
Registered Charity Number	<b>1002212</b>
Address	<b>Yardley Court Somerhill Tudeley Road Tonbridge Kent TN11 0NJ</b>
Telephone Number	<b>01732 352124</b>
Fax Number	<b>01732 363381</b>
Email Address	<b>office@yardleycourt.kent.sch.uk</b>
Headmaster	<b>Mr John Coakley</b>
Chairman of Governors	<b>Mr Philip Thomas</b>
Age Range	<b>2 to 13</b>
Total Number of Pupils	<b>521</b>
Gender of Pupils	<b>Mixed to Year 3; boys from Years 3 to 8 (419 boys; 102 girls)</b>
Numbers by Age	0-2 (EYFS): <b>25</b> 5-11: <b>322</b> 3-5 (EYFS): <b>105</b> 11-13: <b>69</b>
Number of Day Pupils	Total: <b>521</b>
Head of EYFS Setting	<b>Mrs Ruth Sorensen</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>09 Nov 2010 to 10 Nov 2010</b> <b>06 Dec 2010 to 08 Dec 2010</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 November 2004.

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.

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</b>	<b>2</b>
<b>(a) Main findings</b>	<b>2</b>
<b>(b) Action points</b>	<b>3</b>
(i) Compliance with regulatory requirements	3
(ii) Recommendation(s) for further improvement	3
<b>3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS</b>	<b>4</b>
(a) The quality of the pupils' achievements and their learning, attitudes and skills	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
<b>4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT</b>	<b>7</b>
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>9</b>
(a) The quality of governance	9
(b) The quality of leadership and management	9
(c) The quality of links with parents, carers and guardians	10
<b>6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE</b>	<b>11</b>
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	11
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	11
(c) The quality of the provision in the Early Years Foundation Stage	11
(d) Outcomes for children in the Early Years Foundation Stage	12
<b>INSPECTION EVIDENCE</b>	<b>13</b>

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

- 1.1 Yardley Court, a boys' preparatory school, and Somerhill Pre-Prep are two of the three Schools at Somerhill. The pre-prep caters for boys and girls up to the age of seven and the boys then transfer to Yardley Court, while the girls transfer to the third school in the group, Derwent Lodge. All three schools are housed in a large Jacobean mansion set in 150 acres of beautiful parkland near to Tonbridge in Kent. Each school has a separate head, but the headmaster of Yardley Court is the principal of all three schools. One board of governors looks after the interests of all three schools, which are part of one charitable trust.
- 1.2 Yardley Court was founded in 1898 as the feeder school for Tonbridge School and was based in Tonbridge. In 1990 the school moved into its present building on the Somerhill Estate, and in 1991 became a charitable trust that included the pre-prep. A girls' preparatory school, Derwent Lodge, joined the trust in 1993 to form the Schools at Somerhill.
- 1.3 Currently, Yardley Court and Somerhill Pre-Prep have 521 pupils, 102 girls and 419 boys, of whom 130 are in the Early Years Foundation Stage (EYFS). These children, together with those in Years 1 and 2, are in the pre-prep. The overall ability profile of the pupils is above the national average, with a wide range of abilities within it. Of the 49 pupils who have been identified as having learning difficulties and/or disabilities (LDD), 37 are receiving specialist learning support from the school. No pupil has a statement of special educational needs.
- 1.4 The school aims to provide pupils with quality education in a happy environment whilst encouraging them to strive for their full intellectual, social and physical potential. Emphasis is placed on developing a sense of community with respect for all, good manners and polite behaviour. The vast majority of pupils are from families of white British origin, and have parents who work as professionals either locally or in London.
- 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 From the EYFS upwards, pupils at Yardley Court and Somerhill Pre-Prep are highly successful in their learning and personal development. The schools meet their aim to provide pupils with quality education in a happy environment, whilst encouraging them to strive for their full intellectual, social and physical potential. Results in national tests in Year 2 indicate that pupils achieve in line with their above average ability, which is far above the standard for maintained primary schools. Pupils' attitudes to their work are excellent. They are interested in what they are studying, and obviously enjoy the varied opportunities that the teachers provide for them. Many pupils go on to gain scholarships to the senior schools of their choice, both at the age of eleven and thirteen. Excellent teaching contributes to this high standard of achievement. Marking, although regular and full of praise and encouragement, does not often set targets for future improvement or allow for self-evaluation. Since the previous inspection, the schools have developed the facilities for information and communication technology (ICT) and made improvements to the arrangements for teaching French.
- 2.2 The pupils' personal qualities are outstanding, and the emphasis in both schools on developing a sense of community with respect, good manners and polite behaviour results in an environment in which pupils flourish. Pupils are welcoming to visitors and eager to engage in conversation. They show high levels of confidence. Leadership skills are developed in the pupils' final two years, helping them to prepare for life beyond the school. Staff, both teaching and non-teaching, provide an excellent level of pastoral care and this example leads to the happy and purposeful atmosphere that pervades the school.
- 2.3 Throughout the two schools, excellent leadership and management ensure that the schools' aims are met. The schools benefit from the outstanding over-arching leadership of the three Schools at Somerhill. The governors are fully committed to the schools, and through regular and informed discussion, play an important part in their development. Governors and the schools' leaders are in regular contact and governors often visit during the working day. The governors take their legal responsibilities very seriously, and ensure that all statutory policies and procedures are in place, meeting all regulatory requirements. In their responses to the pre-inspection questionnaires, parents and pupils showed overwhelming support for the school, and its leaders and staff.

## **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 marking standards are more consistent and include opportunities for pupils to develop self-evaluation.
2. Implement plans for the development of the outdoor learning area in the pre-prep to encourage greater interaction between children of different ages.
3. Provide further opportunities for children in the EYFS to develop their risk-taking, decision-making, and problem-solving skills.
4. In the EYFS, extend the use of ICT to all areas of learning.

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

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

- 3.1 Throughout the school, pupils' achievement is excellent. They are well educated and extremely successful in their learning across all subjects and activities. In lessons, and in their written work, they show clear understanding and make good progress. The school successfully fulfils its aim to provide a high quality education in a happy environment and pupils are educated in the broadest sense.
- 3.2 Pupils have a marked ability to listen to each other. They speak and read with confidence and self-assurance, whether in a classroom discussion, reading a poem in an assembly or performing in a Christmas play. They acquire good mathematical skills from an early age and are able to use these in problem-solving. Pupils show outstanding ability when given investigative tasks. Excellent creative skills are evident in pupils' writing, speaking and art work. In all age groups, pupils have excellent thinking skills. Pupils achieve high levels of competence in ICT. This is an improvement since the previous inspection. They are able to use their skills in many curriculum subjects, both for research and to present their work. The pupils achieve high standards in physical activities, and school teams are successful in local, regional and national competitions. The outstanding level of musical talent shown by some pupils is highly valued and pupils benefit from the opportunity to hear their peers performing at all levels.
- 3.3 Results in national tests at the age of 7, from 2007 to 2009, have been excellent in relation to the national average for maintained primary schools. The attainment for older pupils cannot be measured in relation to performance against a fixed national average, but on the evidence available, it is judged to be excellent. Pupils are very successful at both ages 11 and 13 in gaining places and also awards at local selective maintained and independent schools. Pupils of all abilities make good progress.
- 3.4 Pupils thrive in the atmosphere of hard work, enjoyment and effort. Their attitude to their work is excellent and they take pride both in their achievements and the successes of others. They sustain high levels of concentration during lessons, maximising all opportunities that are presented to them. Pupils work well together.

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

- 3.5 The pupils are helped to attain high standards through the excellent curriculum, strongly supported by high quality resources that ensure the school is able to fulfil its aim of encouraging all pupils to strive for intellectual, social and physical development. The curriculum is suitable for all ages and abilities, and prepares pupils well for the next stage of their education. The pupils learn effectively within a supportive environment in which a broad, balanced curriculum with an inclusive range of subjects is taught. Pupils report that they greatly enjoy the subjects they study, which cover all requisite areas of learning. The pupils with artistic or musical talent benefit from a diverse and challenging range of opportunities. Since the previous inspection, the ICT provision and use have improved significantly and this is now fully integrated into many subjects across the curriculum. Younger pupils enjoyed using the interactive whiteboard in French lessons and older pupils responded eagerly to the challenge to create an animated cartoon.
- 3.6 Systems for supporting pupils with LDD work well. Individual education plans give subject teachers details about pupils' specific needs and how to address them. Different tasks are provided efficiently in lessons for their individual needs. Close liaison exists between parents and teachers. In the pupils' final years at the school, the curriculum is adjusted to ensure that they focus on preparation for senior school entry.
- 3.7 The curriculum is enriched by a programme of educational visits, both day and residential. These visits extend pupils' learning and their independence, and they speak about them enthusiastically. For example, younger pupils have visited an aircraft museum. Older pupils have also ventured further afield to France and Bermuda to enrich their experiences of life in other countries and cultures.
- 3.8 The pupils in both schools benefit from the excellent extra-curricular provision. From the youngest age, pupils can opt to take part in a wide range of clubs and activities outside the taught curriculum. These provide opportunities for different learning experiences. Camp-building in the school grounds, cross-country running and membership of a cub pack provide challenging opportunities. Pupils can also join choirs, orchestral groups and ensembles, which offer musicians from a range of talent the chance to perform with others. The chapel choir sings at a local boys' senior school, and all pupils can participate in one of the school choirs.
- 3.9 Through links with a group of schools in South Africa, pupils learn about the lives of those less fortunate than themselves and this helps them to put their own lives into perspective. Pupils meet teams from local primary schools who are invited to play in tournaments. Parents and friends are sometimes invited into the school to speak about their work, faith or culture, helping pupils to understand life outside school.

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

- 3.10 The quality of teaching is excellent. It supports the aims of the school for pupils to strive for their full intellectual potential. Since the previous inspection, the teaching of ICT and French has greatly improved. Teaching enables pupils of all abilities to make progress. It promotes exploration and independent learning, and gives pupils confidence in their abilities. A class who have only been learning Latin for one term were able to use the first, second and third person with ease, demonstrating their early confidence. Much teaching encourages pupils to work both independently and in co-operation with others. It fosters thinking and reasoning skills, and allows the pupils to develop very effectively their written and oral communication. In nearly all lessons good pace, the use of humour, and relevant and interesting material captures the imagination of the pupils. Older pupils, working on globalisation by studying members of a football team, were completely absorbed by their tasks. Occasionally, the pace of lessons is less energetic and pupils' progress is not so rapid. All lessons are well planned.
- 3.11 Teachers understand the needs of their pupils. They are successful in creating a supportive and yet challenging environment in which pupils learn rapidly. A skilfully taught games lesson with the very youngest pupils ensured that they all mastered some difficult basic techniques. Teachers have a secure subject knowledge which ensures that pupils' learning is enhanced. Relationships between teachers and pupils are excellent and a warm atmosphere is evident in most lessons. Topics are often linked with relevant environmental, ethical and social issues, such as when the oldest pupils, in a lesson on conflict, were challenged to compare the speeches of Henry V and Barack Obama. In interviews, pupils reported that they appreciate the help their teachers give them and that they feel confident in their learning.
- 3.12 Assessment systems are thorough and work well. Information gained from assessment is used effectively, and a small number of small teaching groups have been formed to ensure that examination preparation is as efficient as possible. Marking is thorough and positive, and often gives targets for improvement, but a lack of consistency exists between subjects and year groups. Examples of pupils evaluating their own work are rare. Teaching is enhanced by excellent resources that are used skilfully. ICT is an integral part of the teaching of many subjects and the well-equipped library is a valuable resource. Older pupils benefit from the opportunities they have to use the beautiful grounds. However, these are not fully exploited for the youngest pupils.

## **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. It ensures that the school is successful in meeting its aim to allow pupils to develop socially and acquire a sense of community. All pupils develop a sense of their own well-being, reflected in their appreciation of the needs of others. The pupils' spiritual awareness is developed through assemblies that provide opportunities for contemplation, prayer and consideration of the spirit. In an assembly just before Remembrance Sunday, the reading of a First World War poem resulted in a deeply moving silence for pupils to reflect on its message. They spoke about it afterwards with genuine feeling. The beautiful grounds, covered in snow at the time of the inspection, encourage pupils to reflect upon and experience the eternal quality of the landscape.
- 4.2 The pupils' moral awareness is excellent. Within the school, a culture of doing the right thing is emphasised. Pupils recognise the effect of good and considerate behaviour on the whole community, and are quite clear about the differences between right and wrong from an early age. They realise that their actions and words affect others, and the feeling of mutual respect between pupils and staff is a strength of the school. Older pupils in posts of responsibility care for younger ones, and the 'golden rules' and school guidelines are a code for living that pupils take on willingly.
- 4.3 The pupils' social development is excellent, and a sense of service pervades the school. Pupils greet each other and visitors with courtesy and respect, and they act with sincerity and ease in all social situations. They are aware that not everyone is as fortunate as themselves, and they are enthusiastic in their charity fund-raising efforts. The pupils gain an understanding of how democracy works through the school council. Pupils bring interesting and well-considered issues for discussion. Reports of the meetings are given in assembly, with the decisions made. This ensures that all pupils feel they are a part of the process. Pupils develop a sense of duty and care for others through the activities undertaken as part of the house system.
- 4.4 The pupils' cultural development is excellent, supported by a wide variety of activities and opportunities. They learn about British culture, and those of others are respected and learnt about in religious education lessons. The daily news on the whiteboards at the start of each day heightens pupils' awareness of national and international events. Visits to museums and the theatre develop pupils' cultural knowledge. Links with the schools in South Africa, and national and international charity fund-raising help to extend and develop pupils' understanding of the needs and beliefs of others. Hymns are occasionally sung in assembly using the language of the South African schools.

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

- 4.5 The pupils' success is enhanced by the excellent arrangements for welfare, health and safety, which fully support the aims of the school. The clear and thoughtful systems enable pupils to thrive in a safe, nurturing environment where the strong pastoral care and sense of community embrace all, fostering traditional values and supporting each pupil's development. Pupils enjoy being at the school and demonstrate great pride and loyalty towards it.
- 4.6 The quality of relationships between staff and pupils and amongst pupils is outstanding. Pupils feel they are listened to, and they understand how to seek help should they need it. The development plan to improve access for those with disabilities is up-to-date and appropriate. Good relationships between younger and older pupils are promoted through the house system. Pupils reported that instances of bullying are rare and are dealt with swiftly and appropriately. Form teachers, as the key people who understand the needs of each pupil, give excellent pastoral care to those in their charge. During weekly staff meetings, pastoral matters are discussed and action is quickly taken to support any pupil in need.
- 4.7 The school has effective procedures for promoting good behaviour, appropriate to the ages of the pupils. 'Golden rules' for the youngest, and stars and house points for older pupils allow both good work and positive effort and behaviour to be acknowledged. Pupils have a clear understanding of the rewards and sanctions in place and regard the discipline system as fair. Pupils feel that emphasis is on the positive and were keen to relate the many times when they had been praised.
- 4.8 Pupils are encouraged to be healthy, and the attractive dining room and good choice of daily menu establish a positive environment in which lunch can be enjoyed. Table manners are good, and staff are watchful of pupils to ensure that they are eating properly. Pupils understand the benefits of exercise and receive great encouragement to take part in the sporting life of the school, and have every opportunity to enjoy the outdoors.
- 4.9 Policies and procedures for the safeguarding of pupils are appropriate and work well. All staff receive three-yearly training in safeguarding and the designated child protection officers are trained at the higher level every two years. All necessary measures are taken to reduce risk from fire and other hazards. Arrangements for pupils who are ill or injured are appropriate and detailed records are kept. The health and safety committee meets termly, and measures to protect pupils and keep them safe are sensible and appropriate. Educational visits are meticulously planned, with suitable risk assessments in place. Admission and attendance registers are correctly maintained.

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

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

- 5.1 The quality of governance is excellent. It ensures that the school is successful in achieving its aim to provide high quality education in a happy environment. Governors are most effective in providing stimulus and resources to ensure an effective education, in line with the pupils' needs. Governors have a valuable blend of experience and expertise, enabling them to give appropriate support to all areas of school life. They exercise prudent financial control and have invested significant funds into high quality staff and building developments. An excellent new dining hall and swimming pool have been built, and all accommodation is well maintained.
- 5.2 Governors are well informed about the school. They take their legal responsibilities seriously, and have good oversight of the policies and procedures for safeguarding and safer recruitment. They review these and the health and safety procedures regularly. Governors spend time familiarising themselves with the staff and pupils, and the education committee regularly receives and considers reports from the school's leaders.

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

- 5.3 The quality of the leadership and management is excellent, and enables both schools to succeed in their aim of encouraging all pupils to fulfil their potential. A sharp focus on future and continuous improvement, and the strong sense of community that prevails throughout the schools, are a great strength. All three schools benefit from the excellent overall leadership of the Schools at Somerhill. More recently, new academic leadership is providing a greater focus on the monitoring of teaching and learning across all three schools, encouraging staff to share good practice and resources. Shared leadership of the provision for pupils with LDD also makes good use of staffing.
- 5.4 Senior managers have devised clear strategies for ensuring that the staff of each school operate as a cohesive unit under the overall umbrella of the Schools at Somerhill. Monitoring and self-evaluation play an important role, and these, coupled with peer review and work scrutiny, ensure that high academic standards are maintained. The outstanding personal development of the pupils is a direct result of the clear vision of the school's leaders, and the ethos that has been created. Subject co-ordinators have clearly defined roles and play an important part in developing teaching and learning. Teachers of the younger pupils work efficiently together to plan and prepare work to ensure a uniform approach.
- 5.5 The school's leaders ensure that appropriate attention is given to the welfare and safety of the pupils. All staff have received suitable training in safeguarding. Safe recruitment procedures are carefully carried out and the central register records these appropriately. Induction systems for new teachers are efficient. They are monitored regularly during their first term to ensure that they have settled into their posts. Pupils benefit greatly from the dedicated and hard-working staff. In their responses to the pre-inspection questionnaires and in interviews, pupils reported their great pride in the school and their appreciation of the staff.

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

- 5.6 The quality of links with parents and carers is excellent, and enables parents to support their children's learning and development. All required information is available to parents of current and prospective pupils. They are kept fully informed of the school's curriculum, and forthcoming and recent events through the informative website and regular newsletters. The homework diary gives parents and staff the opportunity to communicate and share information. The procedure for parental complaints is robust and appropriate, and any concerns are dealt with quickly and efficiently.
- 5.7 Responses to the pre-inspection questionnaire indicate that the overwhelming majority of parents are extremely satisfied with both schools. They are especially pleased about the worthwhile attitudes and views which the schools promote and the provision for extra-curricular activities. They expressed appreciation for the hard work of the staff and especially for the overall leadership.
- 5.8 Informative written reports are sent home to parents three times a year. These give an indication of progress and suggestions for future improvement. Parents receive details of their children's progress at the twice-yearly parents' evenings. Many opportunities are provided for parents to share in the life of the school. They are welcomed to matches, plays and concerts, and a number have been invited in to school to speak about their work, faith or culture.
- 5.9 The active parents' organisation organises fund-raising and recreational events, all of which are well supported, and parents have formed a choir which performs locally.

**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 outstanding features. Children under three are highly supported, making excellent progress. The setting provides a warm, caring environment, and children are happy and enjoy school. Children of all abilities receive constructive support, enabling them to make good progress. However, they lack sufficient opportunity to challenge their independent thought through problem-solving. High priority is given to children's personal and social development. A strong focus is placed on developing key skills in literacy and numeracy, but the use of ICT is limited. The setting knows itself well and has plans to improve the outdoor environment. Children's welfare and safety needs are well met. Since the last inspection, the setting has strengthened further the home-school links. Parents speak highly of the setting.

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

6.2 The leadership of the EYFS is good, with some outstanding features. The leadership provides the setting with a clear educational direction. Managers demonstrate clear vision and have identified priorities for continuous improvement. The commitment to professional development is strong. Resources and staff deployment are well managed. Staff are appropriately qualified and staffing ratios are good. Relationships between staff and parents are strong. Policies, procedures and practice are detailed and effective. Planning is thorough and detailed. The setting has good links with external agencies. Equal opportunities are provided for all children. The use of outside space and ICT is limited. Monitoring procedures are in place, but child-initiated learning is not well established. Although the EYFS staff are a cohesive team, the children within the setting rarely integrate. Measures to safeguard children are robust; risk assessments are undertaken regularly and medical procedures are carried out with care.

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

6.3 The quality of the provision is good, and outstanding in some areas. It is particularly good for children under three. A generous adult-child ratio supports children's progress, although insufficient opportunities exist for them to learn to take appropriate risks and undertake independent thought. In development plans the management has identified the need to improve the outdoor area, particularly as the space for Reception is restricted. Teacher-led and child-initiated activities outside are limited. Staff use spontaneous and planned observations to ensure that appropriate next steps are identified for each child. Planning throughout the EYFS is thorough. Children's relationships with one another are excellent and their behaviour is well managed. Staff guide and support children well, providing safe, clear routines for them. Healthy eating and regular exercise are an integral part of the daily routine.

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

- 6.4 All children, both those under three and those from three to five, make good and often rapid progress in relation to their starting points and capabilities. Children in the Nursery join in with number rhymes, and those in Reception are starting to write words and sentences, and can use numbers and recognise shapes. All children make good progress with oral communication. Consequently, they make significant gains in all areas of learning, with many reaching the expected goals by the end of Reception. ICT, however, is not routinely used throughout the curriculum. Children understand well the concept of taking turns, and they share and play happily alongside one another. They benefit from regular physical education sessions and learn about healthy eating, hand-washing and keeping themselves safe. Children rarely demonstrate their abilities to make their own decisions, truly investigate or practise problem-solving skills.

#### **Compliance with statutory requirements for children under three**

- 6.5 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

#### **Complaints since the last inspection**

- 6.6 Since the last inspection, there have been no complaints made to Ofsted that required any action to meet national requirements.

**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 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 Penny Horsman	Reporting Inspector
Mrs Seona Rivett	Head, IAPS school
Mr Paul Moss	Principal, ISA school
Mrs Sara Robinson	Early Years Lead Inspector
Ms Gabriel Weber	Early Years Team Inspector (Assistant Principal, IAPS school)