



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION**

**NETHERLEIGH AND ROSSEFIELD SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Netherleigh and Rossefield School

Full Name of School	<b>Netherleigh and Rossefield School</b>
DfE Number	<b>380/6000</b>
EYFS Number	<b>EY439714</b>
Address	<b>Netherleigh and Rossefield School Parsons Road Heaton Bradford West Yorkshire BD9 4AY</b>
Telephone Number	<b>01274 543162</b>
Fax Number	<b>01274 493011</b>
Email Address	<b>nandrschool@gmail.com</b>
Headmistress	<b>Mrs Mary Midgley</b>
Proprietors	<b>Mr Graham Midgley and Mrs Mary Midgley</b>
Age Range	<b>2 to 11</b>
Total Number of Pupils	<b>117</b>
Gender of Pupils	<b>Mixed (72 boys; 45 girls)</b>
Numbers by Age	<b>0-2 (EYFS): 12    5-11: 61 3-5 (EYFS): 44</b>
Number of Day Pupils	<b>Total: 117</b>
Head of EYFS Setting	<b>Mrs Christine Trybula</b>
EYFS Gender	<b>Mixed</b>
Inspection Dates	<b>19 Nov 2013 to 22 Nov 2013</b>

## PREFACE

This inspection was conducted to assess the suitability of Netherleigh and Rossefield School for membership of the Independent Association of Prep Schools (IAPS). It follows the *ISI schedule*, which occupies a period of four continuous days in the school

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State 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, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website [www.legislation.gov.uk](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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 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 Education (DfE) 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, although inspectors 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.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

## **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 one of the proprietors, 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

Mr Nigel Helliwell

Ms Emma Stratford

Reporting Inspector

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Early Years

## 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) Recommendations 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 learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	4
(c) The contribution of teaching	5
<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 pastoral care	8
(c) The contribution of arrangements for welfare, health and safety	8
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>10</b>
(a) The quality of governance	10
(b) The quality of leadership and management, including links with parents, carers and guardians	10
<b>6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE</b>	<b>12</b>
(a) How well the early years provision meets the needs of the range of children who attend	12
(b) The contribution of the early years provision to children's well-being	12
(c) The leadership and management of the early years provision	13
(d) The overall quality and standards of the early years provision	13

## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Netherleigh and Rossefield School is a proprietorial day school for boys and girls between the ages of 2 and 11. One of the proprietors is also the head. It was formed in 2002 by the merger of two schools and is situated in a residential area of Bradford. The building has been extended to provide outdoor accommodation for the Early Years Foundation Stage (EYFS) and an enclosed grassed play area has been developed.
- 1.2 The school aims that every pupil will achieve his or her best, academically, emotionally and physically. It seeks to provide a firm grounding in all aspects of development and to ensure that when they leave, pupils are on the correct path to take their place in society. It aims to treat each pupil as an individual in an environment that will nurture them and encourage them to thrive.
- 1.3 At the time of the inspection 117 pupils were on roll. This included 56 children (33 boys and 23 girls) in the EYFS of which 26 attend part time. Ten pupils have been identified by the school as having special educational needs and/or disabilities (SEND) and all of these receive specialist help. Most of the pupils come from British Asian backgrounds with a range of other cultures represented in very small numbers. Their families live and work in the area surrounding the school. The majority of pupils are bilingual but the school has identified 13 pupils who require and receive support with English as an additional language (EAL). The ability profile of the school is broadly in line with the national average, with a range of abilities represented both within individual cohorts and across the school.
- 1.4 National Curriculum (NC) 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 equivalence are shown in the following tables.

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

School	NC name
Corbett (age 2 – 3)	Nursery
Hockney (age 3 – 4)	Nursery
Bronte	Reception
Delius	Reception

### ***Junior Department***

School	NC name
Lister	Year 1
Titus	Year 2
Cartwright	Years 3 and 4
Peel	Years 5 and 6

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

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

- 2.1 From the EYFS upwards pupils at Netherleigh and Rossefield school are successful in their learning and personal development. The school largely achieves its aims. It enables its pupils to achieve their best academically and emotionally and ensures that they are given a firm grounding to enable development towards adulthood. The school's aim to enable pupils to reach their best physically is not completely fulfilled because the sound curriculum offers very limited opportunities for physical development. Good teaching, especially in English and mathematics ensures that all pupils, including those with SEND and EAL make good progress and achieve standards high enough for some of them to gain places at local selective independent schools. Pupils who are able, gifted or talented (AGT) progress rapidly within the small classes.
- 2.2 The pupils' personal development is good and this is a reflection of the small, close-knit community which has been created. Pupils are generally confident and are courteous and unfailingly polite when greeting visitors. They have a sense of their own self-worth which is encouraged by the celebration of individual talents, progress and behaviour. Pastoral care is good although systems for sharing information are largely informal and rely on staff discussion. The school's arrangements for welfare and safety are unsatisfactory because the required staff training procedures for safeguarding are not implemented. Recruitment checks and some aspects of welfare, health and safety do not meet requirements.
- 2.3 Leadership and management are sound. The good achievement and personal qualities of the pupils are a direct result of the positive ethos which has been created within the school and the example which is set by the leadership and the teaching and support staff. In their responses to the pre-inspection questionnaires parents were overwhelmingly supportive of the education which the school provides for their children. Governance of the school is unsatisfactory because the proprietors have not made the necessary checks and reviews of the school's policies and procedures and their implementation.

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

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

2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:

- implement all required safeguarding arrangements including suitable training for staff in child protection, and taking up two references before appointment [Part 3, paragraph 7.(a) and (b), under Welfare, health and safety];
- ensure effective implementation and monitoring of health and safety, in particular with regard to external lighting. [Part 3, paragraph 11, under Welfare, health and safety and Part 5, Premises and accommodation, paragraph 23E (b)];
- implement the recommendations of the most recent fire risk assessment, in particular with regard to regular tests of fire alarms and staff training in the use of fire extinguishers [Part 3, paragraph 13, under Welfare, health and safety];
- include all required elements in the admissions register [Part 3, paragraph 17, under Welfare, health and safety];
- ensure that checks of medical fitness and the right to work in the UK are carried out on all staff before appointment and that these, together with checks of identity and checks against the barred list, are entered on the single central register (SCR) of appointments [Part 4, paragraph 19. (2) (b); (3); paragraph 22 (3) (a), (b), (f) (7) (a)];
- ensure the three-year accessibility plan has timescales for work to be done [under Schedule 10 of the Equality Act 2010].

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

2.5 In addition to the above regulatory action points, the school is advised to make the following improvements.

1. Strengthen arrangements to monitor the implementation of policies and procedures and the provision of professional development.
2. Define roles and responsibilities for pastoral and academic areas.
3. Improve the balance of curriculum time spent on each subject.
4. In the EYFS develop provision for the outdoor environment paying particular attention to the prime areas of learning and development.



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

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

- 3.1 The quality of the pupils' learning and achievements is good.
- 3.2 Pupils reach good standards and show good understanding in their lessons and in their written work, especially in English and mathematics. The school fulfils its aim to give pupils a firm academic grounding. Pupils listen and speak well to each other and read with confidence from an early age. In an assembly older pupils enjoyed performing a play they had recently prepared for a local Shakespeare festival. They are able to converse with adults but can lack confidence when speaking to those who are unfamiliar. They acquire good mathematical skills and are able to use these to very good effect, such as when younger pupils were able to halve two-digit numbers. Pupils achieve lower standards in science, the humanities and modern foreign languages because of the limited time made available for these subjects within the curriculum. Skills in ICT are developed in weekly discrete lessons but ICT is not used to support the pupils' learning, for example as a tool for independent research or investigative work. Some opportunities for creative development exist in art and music lessons and occasional dramatic activities, and for those pupils who opt to audition for the choir which sang to a good standard. Logical thought is developed through lessons in verbal and non-verbal reasoning skills. The pupils' physical development is restricted by the limited provision of physical education.
- 3.3 The pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, it is judged to be good in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make good progress in relation to pupils of similar ability. This includes pupils with SEND or EAL who are given very good help by the learning support department. Evidence of improvement in their writing and mathematics was seen both in their books and in conversation with these pupils. Pupils who are able, gifted or talented progress rapidly within the small classes because individual teachers plan work appropriate for their needs. Some pupils are able to gain places at local selective independent schools from the age of 7 upwards.
- 3.4 Pupils thrive in the atmosphere of hard work and effort. Their attitude to their work is excellent and they take pride in both their achievements and those of others. During lessons they generally sustain high levels of concentration and, when given the opportunity, work well together. In their responses to the pre-inspection questionnaire parents reported that they are very pleased with the levels of progress and achievement of their children

#### **3.(b) The contribution of curricular and extra-curricular provision**

- 3.5 The contribution of the curriculum and extra-curricular provision is sound.
- 3.6 The curriculum covers all of the required areas of learning. It is strongly weighted in favour of mathematics and English with well over half of curriculum time devoted to these two subjects. This restricts opportunities for science, the humanities, creative and aesthetic subjects and physical education, which limits the pupils' development in these areas. Pupils have one swimming lesson each week and either a PE/apparatus lesson or formal gymnastics on a fortnightly rotation, but no further provision is made for sporting activities within the curriculum. An optional after-school football club is available. Opportunities for design technology, art and music

are limited to one short session each week and drama is taught occasionally. Pupils learn French from Year 2.

- 3.7 The curriculum is suitable for all ages and abilities and most needs, and generally supports the aims of the school. In the pre-inspection questionnaires parents indicated that they are very satisfied with the school's provision and feel that the needs of their children are well provided for. Pupils with SEND and EAL are supported very well through individual education plans and carefully planned small group teaching. Provision for able, gifted or talented pupils is not considered systematically by the staff as a whole and is limited to individual teachers' planning for these pupils' needs within lessons although this is successfully done.
- 3.8 Extra-curricular provision is unsatisfactory. A minority of parents in response to questionnaires felt that the school does not provide a good range of extra-curricular activities. Inspection evidence supports this view. Provision is limited to Arabic after school on three evenings each week, a football club on one evening and a choir which meets during one lunchtime. This limits the pupils' opportunity to develop talents alongside their academic work, particularly in sport and the creative and performing arts.
- 3.9 The curriculum is enriched by occasional visits from outside speakers such as local business figures; pupils were inspired by an account of the success of a car accessories company. A small number of educational day trips are made during the year and pupils are offered the opportunity to take part in a yearly residential visit. The choir has visited an old peoples' home and members of the local allotment society have begun preparations to grow plants and vegetables with the pupils in the school grounds. The recent participation in the Shakespeare festival at a theatre in Bradford was much enjoyed by the pupils.

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

- 3.10 The quality of teaching is good.
- 3.11 Teaching helps all pupils to reach their best academically, especially in mathematics and English. Teachers know their pupils well, and make appropriate provision for the learning needs of each individual, in line with the recommendation from a previous inspection. In a music lesson, older pupils were required to compose and play different pieces on the recorder, according to their ability. The variety of tasks enabled every pupil to achieve well. In the most successful teaching, the most able are challenged and support is provided for those who need more time to reflect. Such teaching proceeds at a brisk and stimulating pace and activities are carefully planned to provide opportunities for constructive interaction, both between the teacher and pupils, and amongst the pupils themselves. In addition, this teaching employs a variety of stimulating methods, with a kind and firm manner, which keeps pupils engaged and eager to learn. In a literacy lesson with older pupils, expectations were high and pupils could identify words such as anthropomorphic. Less successful teaching provides few opportunities for pupil interaction. Relationships between teachers and pupils are very good. Teachers have developed a strong rapport with their pupils and praise them warmly. Their high expectations and reassurance encourage pupils to suggest ideas and answers even if they are not sure whether they are correct.
- 3.12 Those pupils requiring additional help in mathematics and English receive effective help from the learning support department. Pupils who show high abilities in English

and mathematics are effectively challenged in class and sometimes by a pupil moving to work with an older year group. In general, teaching makes effective use of the limited resources available to capture and develop the pupils' interest and eagerness to learn. Some teaching which is over rigid and teacher-directed creates a slow pace. This hinders the pupils' overall progress and achievement. In such teaching, little opportunity is provided for collaborative activities. Evidence from the pupils' books indicates that pupils spend little time on independent or investigative activities.

- 3.13 Subject planning in mathematics and English is very good but is less well developed in other subjects. Teachers have strong subject knowledge, which enables pupils to make good progress. Teaching encourages pupils to apply themselves to all tasks with good concentration and perseverance, supported by high expectations and standards of behaviour. Effective support is provided for children with EAL who are having difficulty with written English. They receive individual or small group lessons which enables them to make rapid progress.
- 3.14 Regular, suitable assessments are used to ensure that lessons are appropriate to each pupil's stage of development. No formal system of meetings exists for staff to discuss and plan using the results of assessment, which limits opportunities to ensure that all pupils' potential is fulfilled. Marking is generally thorough, encouraging and supportive, and sometimes includes targets for improvement, in line with the recommendation from a previous inspection.

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

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is good.
- 4.2 The pupils are courteous, respectful and well-mannered reflecting well the school's aim to set pupils on the correct path to fulfil their potential and take their place in adult society. The pupils' development is aided by small class sizes and a kind, caring and thoughtful approach from the teachers.
- 4.3 The pupils' spiritual awareness is good and is developed through the curriculum, assemblies and charity work. Because many pupils study on most evenings at the local mosque they have a good understanding and appreciation of the Islamic faith. Pupils learn to value and appreciate the beliefs of others through the religious education curriculum which covers major world faiths and religions. Younger pupils successfully expanded their knowledge of other faiths recently by learning about the Hindu festival of Diwali and visiting a local Christian Church as part of a topic on religious buildings.
- 4.4 The pupils' moral development is excellent. They understand the high standards of behaviour expected of them by their teachers. Pupils are well aware that their actions have consequences and may affect the rights and needs of others. Pupils explore moral themes competently through the personal, social and health education (PSHE) programme and assemblies, which include topics such as anti-bullying and how to be a good friend. Pupils were proud to receive their anti-bullying bracelets at the end of the 'national anti-bullying' week assembly. Pupils understand the difference between right and wrong, and have respect for other people's feelings. In interviews with inspectors, pupils spoke positively and supportively about the rewards and sanctions system despite indicating to the contrary in their responses to the pre-inspection questionnaires. The inspection evidence shows that rewards and sanctions are fair.
- 4.5 The pupils' social development is very good. They show tolerance and respect for each other and take responsibility seriously, from being monitors in the younger classes to being a prefect in their final year in the school. School prefects exert their authority sensibly and productively, as seen when they supervised younger children as they entered the school after break time. The pupils' leadership skills are underdeveloped as there are few opportunities for them to learn about leadership and show initiative. In the meetings with inspectors pupils were not as confident or as self-assured as might be expected for their age. Pupils identify with and strongly support many charity fund-raising events, both locally and nationally. The bun-cooking for Children in Need, and the 'Give Hunger the Boot' campaign are two examples of recent successful charity events which have contributed to the pupils' good awareness of the needs of others.
- 4.6 The pupils' cultural awareness is satisfactory. They develop a broad general knowledge of democracy, public institutions and services in Britain through a planned, but very limited PSHE programme. Most year groups have an annual trip to a local place of interest but generally, visits to museums and other cultural sites are infrequent and therefore do not make a significant contribution to the pupils' cultural awareness. Limited curriculum time is devoted to the creative arts, which prevents pupils from developing a good awareness of their own and other cultures.

- 4.7 Overall, the pupils show a good level of personal development by the time they leave the school.

#### **4.(b) The contribution of arrangements for pastoral care**

- 4.8 The arrangements for pastoral care are good.
- 4.9 Throughout the school, staff provide informal support and guidance in accordance with the school's aim to ensure that all children are valued. Small classes led by teachers with a positive and kind manner enable pupils to receive individual attention resulting in positive relationships and good social skills with familiar people.
- 4.10 No formal structure exists for the monitoring of pastoral issues. A suggestion box is available for the pupils, but the contents are scrutinised infrequently. The pupils' questionnaire shows that the majority of pupils do not feel that their views or opinions are sought and the inspection evidence supports this comment.
- 4.11 The school is effective in promoting good behaviour. Pupils respect each other's similarities and differences and take account of one another's needs. In their responses to the pre-inspection questionnaires a small minority of both pupils and parents indicated that they do not feel that the school deals well with bullying. Thorough investigation of this area did not substantiate these views. The school has effective measures to guard against bullying. Lessons in PSHE attempt to address the misunderstandings which some pupils have about what constitutes bullying. An anti-bullying assembly emphasised what constitutes bullying and pupils were all presented with a wrist-band with an anti-bullying slogan. Appropriate sanctions are used for pupils who do not follow the school's codes of behaviour.
- 4.12 Pupils have free access to water and are provided with a healthy range of snacks and fruit. At lunch time pupils have the option to eat a cooked lunch organised by school or bring in their own packed lunch. In science pupils learn about their body functions and activities which contribute to a healthy lifestyle, but planning for active physical development within the curriculum is very limited.
- 4.13 The school has an accessibility plan to improve educational access for pupils with SEND but lacks suitable timescales for improvements in physical access to be implemented.

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

- 4.14 The arrangements for welfare, health and safety are unsatisfactory.
- 4.15 The school does not currently maintain suitable procedures for the safeguarding of children and child protection. The school's child protection policy now meets requirements and provides for children to be kept safe from harm. All staff have now been given and have read the safeguarding policy but regular training in safeguarding has not been arranged previously. The designated senior person for child protection has received appropriate training including in inter-agency working. Recruitment procedures do not reflect official guidance in terms of obtaining declarations of medical fitness to work or references, although all staff have a Disclosure and Barring Service (DBS) check.

- 4.16 Health and safety documentation exists but it is not comprehensive and although an outside provider has written a report not all of the recommendations have been acted on and the policy is not reviewed on a regular basis. The school does not have appropriate arrangements for fire safety. A qualified outside provider has carried out a fire risk assessment, but not all of the recommendations have yet been addressed, including those designated as in need of immediate attention. Fire drills are regularly conducted in school time and are logged but not evaluated. Staff training in fire safety is limited in scope.
- 4.17 All electrical equipment is tested regularly by external contractors. Records of accidents are maintained and stored appropriately and first aid training has been provided for staff. Adequate risk assessments have been written. Satisfactory provision has been made for pupils who are ill or are injured in school and pupils are only issued with prescribed medicines or household remedies in accordance with parental consent forms.
- 4.18 The admissions register has not been maintained accurately. Parents' telephone numbers are not recorded, nor is the address of any previous school. 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 unsatisfactory.
- 5.2 Governance is provided by the proprietors, one of whom is the head and who has created the ethos of the school which successfully promotes the pupils' good achievement and personal development. The proprietors support the aim for every child to be given a firm grounding and to achieve their best, academically, physically and emotionally. The aim is only partly achieved, as provision for physical development is very limited.
- 5.3 The proprietors maintain sound financial oversight which ensures appropriate investment in staff and adequate resources. The school now has a satisfactory safeguarding policy to ensure the safety of the pupils. In the past the proprietors have not fulfilled their responsibilities regarding the regulations for child protection and safeguarding, in particular with regard to staff training and recruitment checks. The policy and procedures have not been reviewed annually or monitored for their effectiveness. All staff currently working at the school have been checked by the DBS but insufficient attention has been paid to evidence of identity, medical status and references. The proprietors have not reviewed the SCR to ensure all the necessary checks have been carried out and recorded accurately.
- 5.4 Key school policies are not reviewed regularly and the proprietors do not ensure that they are fully implemented. The premises are maintained to a satisfactory standard in most areas although external lighting is unreliable. There are appropriate facilities but these are limited in areas such as the creative arts and physical education.

### **5.(b) The quality of leadership and management, including links with parents, carers and guardians**

- 5.5 The quality of leadership and management, including links with parents, carers and guardians is sound.
- 5.6 The senior leadership promotes and communicates the aims of the school effectively. The pupils' good personal development and standards of achievement are a direct result of the ethos which has been created by the school's leaders.
- 5.7 Strategic development planning is limited in its vision for implementing future educational improvements. Clear direction is given about the aims of the school which focus largely on the teaching of mathematics and English. Leadership and management implement suitable educational policies but monitoring is very limited. A lack of job descriptions and clearly defined roles leads to uncertainties about responsibilities for the academic and pastoral areas of the school. No system exists for staff appraisal and staff are provided with very few opportunities for professional development or training.
- 5.8 Procedures to ensure the checking of the suitability of staff are insufficient although all members of staff currently working in the school have been checked by the DBS. Staff do not receive regular training in safeguarding. Weaknesses exist in the monitoring of welfare, health and safety.

- 5.9 The school has established good links with parents, carers and guardians. Questionnaire responses were very supportive of the school, with most parents praising the happiness, safety, support and progress of their children. A few criticised the availability of school information such as policies. The school now has a suitable formal complaints policy; there have been no recorded formal complaint from parents in the past twelve months. Suitable policies and information for prospective and current parents are now available from the school office; a list of these is now on the school website.
- 5.10 Small class sizes and the approachability of staff ensure an open and effective flow of information between the school and parents. Parents are made welcome in the school at the beginning and end of the day and teachers are willing to deal with any issues as soon as they arise. A weekly newsletter provides parents with up-to-date news about the school and information about forthcoming events. A parents' group meets informally four times each term to raise any issues with the leadership and discuss fund-raising ideas.
- 5.11 Parents have some opportunities to be involved in the work of their children. Clear and well-written reports about their children's progress are sent to parents twice a year. Once a year, parents are invited to a parents' evening, giving them the opportunity to discuss their children's progress and achievement.

**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) How well the early years provision meets the needs of the range of children who attend**

- 6.1 Provision to meet the needs of the range of children at the school requires improvement. Classrooms are well laid out and provide free-flow access to colourful interactive displays and resources. The outdoor play space is less well developed and children have limited access to climbing apparatus and resources to further their physical development. The children's developmental needs are supported by warm and caring key people who recognise each child's unique qualities. Observations are used to assess children's learning and children now benefit from planning tailored to their individual needs, including those with SEND, although provision for those with EAL is limited in scope.
- 6.2 An appropriate balance of adult-led and child-initiated activities promotes play and an early interest in books and simple mathematical concepts. Detailed and well-thought-out plans for literacy and mathematics exist in all classes. Planning in all other areas of learning and development lacks similar rigour. As a result, children make good progress in literacy and mathematics, supported by a very effective special needs intervention programme and broadly reach the levels expected by the end of the EYFS.
- 6.3 Parents' evenings, a weekly newsletter and daily greeting encourages positive links between home and school. In the Nursery, including the classes with children under three, children develop the confidence to attempt activities and gain new skills such as construction and holding a pencil correctly. These and other developmental milestones are recorded and shared regularly with parents. Children in Reception extend their knowledge and skills by learning to read captions and write labels enabling a sense of independence. A report is provided at the end of the year for Reception parents but these give little information about the EYFS requirements.
- 6.4 In response to the pre-inspection questionnaire, parents expressed a very high level of satisfaction. A few parents reported that very able pupils do not receive appropriate support. Inspection evidence does not support this view but does confirm the views of those parents who stated that they do not receive information about the school and its policies. Policies are now provided on the school website.

### **6.(b) The contribution of the early years provision to children's well-being**

- 6.5 Provision for children's well-being is good. A welcoming environment helps children under the age of three to settle quickly and form positive relationships with their peers. Key persons are good role models for children and have very high expectations of children's behaviour. Simple class rules displayed in and out of the setting encourage the children to be aware of social courtesies. Consequently, children respect each other's similarities and differences. Reception children show understanding and empathy for others in their work about Remembrance Day. Children are very happy in school and feel safe to approach familiar adults with confidence. Good arrangements for transition ensure that children are well prepared for the move into Reception and to Year 1.

- 6.6 Consistent routines support the development of personal hygiene practices such as washing hands after messy activities and before snack times. Staff regularly check the facilities and operate good health and safety practices in the Nursery and Reception to ensure the children's well-being. However, equipment used by adults is not always stored safely or well-organised.
- 6.7 Healthy meals and snacks are popular with the children but at lunch times few opportunities exist for children to be independent or to make good choices about healthy eating. Children spend lengthy periods of time sitting down, whether in the classroom or watching television or videos after lunch. This limits opportunities to extend their knowledge and practice of healthy lifestyles through physical exercise.

### **6.(c) The leadership and management of the early years provision**

- 6.8 Leadership and management in the EYFS requires improvement. Governance is not effective in its oversight of regulatory compliance. School safeguarding procedures, recruitment checks and procedures to ensure health and safety, including for the under-threes, are insufficiently robust. The school has not organised induction training or training in child protection although some practitioners have sought their own training. Leadership roles and responsibilities have been unclear in the past but this was rectified during the inspection. An appropriate number of staff have paediatric first aid training to ensure the well-being of children.
- 6.9 Practitioners are well qualified and knowledgeable about child development but their professional development is sporadic. No effective system exists for staff appraisals, although arrangements for continued supervision are now in place. Visits by outside agencies have highlighted the need to monitor the quality of provision and management systems at the school and this need has not yet been met. An EYFS development plan, put in place during the inspection, has a strong emphasis on self-evaluation and vision for the future.
- 6.10 Staff have very productive relationships with parents which ensure that the individual needs of the children are met. Information about the EYFS framework and how the school meets its responsibilities are now accessible to parents.

### **6.(d) The overall quality and standards of the early years provision**

- 6.11 The overall quality and standards of the EYFS provision requires improvement. The school provides a happy, caring environment in which the children clearly enjoy their learning. Children develop skills for life through interesting topics in a curriculum which focuses strongly on literacy and mathematics but has limited provision in other areas.
- 6.12 Children in the Nursery develop good fine motor skills and can handle equipment safely to enhance their play. They enjoy dressing up and pretending to make cakes for a role-play tea party. By the end of Reception children are working towards achieving their Early Learning Goals with some children exceeding the expected level in literacy and mathematics. The more able children move into Year 1 being able to read and write sentences using correct punctuation and use their number skills for problem solving.
- 6.13 Children with SEND are well supported but the provision for children with EAL is less effective. The dedicated staff set a good example which enables children to develop good personal, social and emotional skills such as sharing and using good manners.

The systems to monitor and evaluate the implementation of safeguarding, welfare, health and safety and all other policies, including for those children under three, and to ensure they are securely embedded in practice, are not effective, although the setting has now demonstrated a clear plan for the future of the EYFS.

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

- 6.14 In order to meet the requirements of the Childcare Act 2006, those responsible for the registered provision must:
- ensure that all staff have up-to-date knowledge of and training in safeguarding issues.
  - ensure that information about staff, including qualifications, identity checks, dates of DBS disclosure and details of who obtained it are recorded accurately.
  - ensure that all staff receive induction training to help them understand their roles and responsibilities, including information about child protection, safeguarding, and health and safety issues.
  - ensure that the appropriate fire detection and control equipment, including fire alarms, are checked to ensure they are in working order.

**Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.**