



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
BURGESS HILL JUNIOR SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

Burgess Hill Junior School

The senior school was inspected at the same time and a separate report published.

Full Name of School	Burgess Hill Junior School		
DfE Number	938/6201		
EYFS Number	EY392559		
Registered Charity Number	307001		
Address	Burgess Hill Junior School Keymer Road Burgess Hill West Sussex RH15 0EG		
Telephone Number	01444 233167		
Fax Number	01444 870314		
Email Address	registrar@burgesshill-school.com		
Head	Mrs Heather Miller		
Chair of Governors	Mr Charles Cooper		
Age Range	2 to 11		
Total Number of Pupils	209		
Gender of Pupils	Girls.		
Numbers by Age	0-2 (EYFS):	42	5-11: 110
	3-5 (EYFS):	57	
Number of Day Pupils	Total:	209	
Head of EYFS Setting	Mrs Suzanne Arnold		
EYFS Gender	Mixed in nursery		
Inspection Dates	02 to 05 Dec 2014		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in March 2009.

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. 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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Graham Gorton

Joanna Gay

Kathleen Hayes

Jason Whiskerd

Ros Ford

Reporting Inspector

Team Inspector (Deputy Head, IAPS/ISA school)

Team Inspector (Former head, IAPS/ISA school)

Team Inspector (Head, IAPS school)

Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(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)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(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	9
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	10
(a) The quality of governance	10
(b) The quality of leadership and management, including links with parents, carers and guardians	10
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	13
(a) How well the early years provision meets the needs of the range of children who attend	13
(b) The contribution of the early years provision to children's well-being	13
(c) The leadership and management of the early years provision	14
(d) The overall quality and standards of the early years provision	14

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The junior school of Burgess Hill School for Girls is a day school for girls between the ages of two and eleven years, with boys up to the age of four in the Nursery. The school was founded in 1906 and the junior school is set alongside the senior school in 13 acres of grounds. The Early Years Foundation Stage (EYFS) and Years 1 and 2 are situated in purpose-built accommodation. The classrooms for Years 3 to 6 are based in Edwardian houses. The wider facilities of the senior school, such as the dining room, school hall, gymnasium, tennis and netball courts and games fields, including an all-weather surface area, are available to the junior school. The junior school has the same board of governors as the senior school. In January 2014 the Nursery hours were extended to 51 weeks a year.
- 1.2 The overall vision of the school is to work in partnership with parents and pupils to ensure each pupil is happily, successfully and confidently building a foundation for her future. The school aims to provide an education of high quality within a happy, supportive and caring atmosphere, which encourages young people to use their initiative, be inquisitive and creative, and to develop responsibility and independence.
- 1.3 There are 209 pupils on roll including 172 girls and 37 boys. Ninety-nine pupils are in the EYFS, of whom 42 are under the age of three, and 110 pupils are in Years 1 to 6. The school has identified 58 pupils as having special educational needs and/or disabilities (SEND) and 28 of these receive specialist support, either in small groups or on a one-to-one basis. One pupil receives support for English as an additional language (EAL). No pupil has a statement of special educational needs. Standardised tests indicate that the ability profile of the school is above the national average. The majority of pupils live within a radius of ten miles from the school. They mostly come from families with business or professional backgrounds. A few pupils are from ethnic minority backgrounds.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Nursery 51	Nursery
Penguins	Reception

Infant Department

School	NC name
Flamingos	Year 1
Storks	Year 2

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Burgess Hill junior school is successful in meeting its aims. Pupils are well-educated and their levels of achievement are excellent. Attainment is high and pupils of all abilities make good progress. Their success in academic subjects is matched by their strong levels of achievement in extra-curricular activities. Pupils demonstrate an excellent attitude towards their learning and they are keen and enthusiastic, always giving of their best. They display independence and initiative and develop skills for lifelong learning. Pupils' excellent achievements are supported by a curriculum which effectively meets their needs. It is carefully designed to ensure that every opportunity is taken to support pupils' academic progress and personal development. The school has successfully met a recommendation from the previous inspection to develop the library accommodation to give greater access to pupils in Years 3 to 6. In the EYFS, opportunities for outdoor play are limited. The excellent teaching in the school is characterised by careful planning, brisk pace and the skilful use of questioning which engages the pupils and encourages them to think for themselves. High levels of subject knowledge and excellent use of resources stimulate the pupils' interest.
- 2.2 The pupils' spiritual, moral, social and cultural development is excellent. They demonstrate a strong set of values which equip them well for life at the school and beyond. Pupils are extremely well-behaved and show a strong sense of community and a deep understanding of their place in society both at a local, national and international level. Tolerance and understanding are at the heart of their daily interactions and in every respect they are ideal citizens. Excellent arrangements are in place for the pastoral care of the pupils. Older pupils are encouraged to take on responsibility and they do so with enthusiasm. The school promotes a healthy lifestyle and successfully guards against bullying and harassment. In questionnaires, pupils stated that they felt safe and well-cared for. A few pupils felt that the school did not ask for their opinions but inspection evidence showed that there were many opportunities for pupils to express their opinions, not least through the adults with whom they felt they could confide and share their thoughts. The school has excellent arrangements to ensure the welfare, health and safety of pupils.
- 2.3 Excellent governance supports the work of the school by providing both effective support and challenge. Pupil safeguarding is given an extremely high priority. Governors are successful in their oversight of all regulatory matters and in ensuring that policies are implemented thoroughly. High quality governance provides excellent strategic direction and ensures suitable investment in staff, resources and accommodation. Strong, dynamic leadership and management further strengthens the provision for the pupils. The school is led with vision and determination where excellent strategic planning and high levels of self-evaluation are key elements to ensure success. The roles of middle leaders are not yet fully developed; practice is inconsistent between subjects. The school maintains excellent relationships with its parents who are overwhelmingly supportive of all aspects of school life.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 See the end of the Early Years Foundation Stage in Section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Improve the effectiveness of oversight and monitoring by all middle leaders.
 2. Make better opportunities for outside play in the EYFS.

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' achievements and learning is excellent.
- 3.2 Pupils are well educated in accordance with the school's aim to provide quality education within a happy, challenging, supportive and caring atmosphere, which encourages young people to use their initiative, be inquisitive and creative, and develop responsibility and independence.
- 3.3 Pupils achieve high levels of knowledge, understanding and skills in curriculum subjects and extra-curricular activities. Throughout the school, literacy skills are excellent. Pupils are articulate and express their ideas and opinions confidently. They listen attentively and make contributions that are responsive to the views of others. They read expressively and with understanding and can write fluently in a wide range of forms. Younger pupils successfully develop their ideas in a sequence of sentences, using capital letters and full stops with increasing accuracy. Their work is well presented, using joined and legible handwriting. By Year 6 they are accomplished writers. Their writing is varied and interesting, with imaginative vocabulary choices to engage the reader. Pupils demonstrate high levels of independent thinking and reasoning. In mathematics early number skills provide a firm basis for development and extension, enabling pupils to successfully apply their skills and knowledge to challenging problem solving and investigative work as they move through the school. Pupils' excellent scientific understanding allows them to make predictions, experiment and analyse results successfully. In information and communication technology (ICT) work pupils achieve to a high level and the skills that they develop effectively support other areas of the curriculum. A testimony to their creativity is the high standard of artwork displayed around the school.
- 3.4 Pupils' physical skills are well developed, with success in a range of sports and activities at both individual and team level. Many pupils achieve individual success in music, speech and drama examinations and they achieve a high quality of performance in the school choirs, orchestra and instrumental ensembles. The school recognises and values achievement in all areas, particularly in the Friday celebration assembly, where pupils may share their achievements in a variety of activities.
- 3.5 Pupils' attainment cannot be measured in relation to average performance against national tests, but on the evidence available, it is judged to be high in relation to national age-related expectations. This represents good progress in relation to the pupils' starting points, based upon lesson observations, scrutiny of work, discussion and the school's own records. The achievement of pupils with SEND and EAL is excellent and, overall, the achievement of the pupils identified as being more able, or having a gift or talent, is strong.
- 3.6 Pupils display an excellent work ethic and they are enthusiastic learners from an early age. They are highly motivated and co-operative, keen to be involved in lessons and activities, and display high levels of concentration and perseverance. Respect for one another amongst pupils, and between pupils and staff, is a strength of the school and the pupils share and support one another's learning in a natural manner. They work well both together and independently. Pupils demonstrate well-developed thinking skills, both during and outside of lessons. They achieve

excellent learning skills as they progress through the school, effectively equipping them for the next stage of their education.

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

- 3.7 The quality of the curricular and extra-curricular provision is excellent.
- 3.8 The curriculum is highly effective in covering all the requisite areas of learning, and is suitable for all ages and abilities, making a significant contribution to pupils' achievements. It is supported by an excellent range of extra-curricular activities, fulfilling the school's aim of providing a breadth of learning opportunities for the pupils. Schemes of work, including a personal, social, health and citizenship education (PSHCE) programme, are detailed and support learning. The use of specialist teachers in music, French and physical education enhances the quality of the pupils' learning experience. The curriculum is also strengthened by the willingness and eagerness of senior pupils to help and work alongside younger pupils. The curriculum is well-planned and includes many cross-curricular links in subjects such as history with art or literacy with ICT. The experiences and aptitudes of the pupils are taken into consideration when planning the curriculum for the following academic year. This innovative approach seeks to maximise the knowledge and potential of each cohort. The school also has a wide range of themed events which augment the pupils' learning as well as providing opportunities for pupils to both consider other cultures and to work independently. Pupils throughout the school also benefit from a well-planned and inclusive sports programme.
- 3.9 Provision for pupils with SEND is excellent. They are identified at an early age and their needs, along with those with EAL, are made known to teachers, who are involved in the provision of effective individual education plans. The individual needs of more able pupils are met well within the curriculum and enhanced by a range of clubs designed for able pupils, but open to all. The enrichment programme also allows the more able pupils to extend their learning by taking part in well-planned activities. There are many opportunities for talented musicians such as the school orchestra and a highly accomplished school choir.
- 3.10 The school offers an excellent range of extra-curricular activities. This programme includes a large number of sporting and musical offerings, as well as others that respond to the different interests of the pupils. Pupils are also able to make requests for certain clubs such as Scrabble and fashion design thus further widening their opportunities. Pupils benefit from educational trips, residential visits and visitors to the school, which are carefully planned to complement the curriculum, and these support pupils' academic and personal development very well.
- 3.11 The school has fully met the recommendation from the previous inspection to develop the library accommodation to give greater access for pupils in Years 3 to 6 by establishing an excellent learning hub in the heart of the school.
- 3.12 The school maintains positive links with the local and wider community through activities such as visits from veterans of Bomber Command, singing at a local residential home for the elderly and participation in a community concert organised by the local Rotary Club. The pupils also learn a great deal about the needs of others by raising money for local, national and international charities.

3.(c) The contribution of teaching

- 3.13 The contribution of teaching is excellent.
- 3.14 Teaching promotes the school's aim to provide quality education within a happy, challenging, caring and supportive atmosphere where mutual respect is at the heart the school's values. As a result, pupils are confident in expressing their views and answering questions.
- 3.15 The teaching is characterised by accurate understanding of pupils' needs and clear learning objectives which enable prompt assessment of pupils' understanding. For example, in a numeracy lesson, excellent planning and frequent checks on learning led to a high level of understanding of how to recognise and find a half of a length and number. Marking is thorough and regular, but does not always include written comments to show how the pupils might make improvements. However, teaching provides pupils with helpful oral feedback which, alongside marks and test results, gives the pupils an understanding of their progress. In the pre-inspection questionnaire, pupils overwhelmingly agreed that teachers help them to learn and that they provide individual help when required.
- 3.16 The teaching reflects excellent subject knowledge and management of time. It provides pupils with investigative activities and opportunities to work successfully both independently and collaboratively. Inventive open-ended tasks to broaden knowledge and extend their understanding and skills results in good progress. Skilful questioning that challenges pupils and leads to deeper understanding is a strong feature of the teaching. An inventive use of resources provides opportunities for practical work which enriches pupils' learning, as was shown in a physical education (PE) lesson where pupils filmed one another and were inspired to self-analyse their performance to identify how they could improve.
- 3.17 Teaching promotes extremely positive relationships throughout the school, encouraging pupils to use their initiative, to be inquisitive and creative. Pupils are highly motivated by inspired teaching which captivates their interest and fosters application. Pupils' independent thinking is encouraged through teaching which challenges and creates opportunities. Weekly cross-curricular learning logs provide excellent opportunities for Year 4 pupils to pursue their own learning. The teaching allows pupils to manage their own time, so that their open-ended tasks and projects display a high degree of inventiveness.
- 3.18 The teaching successfully meets the needs of pupils of all abilities. Support for pupils with SEND is of the highest quality, enabling them to make significant progress. The school has developed its work for the most able and their needs are generally well catered for in lessons. However, occasionally work is not always matched sufficiently closely to their needs.

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 excellent.
- 4.2 Pupils demonstrate excellent spiritual awareness and they are emotionally mature. The emphasis placed on the individual as a member of a vibrant learning community ensures that they have high self-esteem, self-knowledge, respect for self and a vital sense of belonging. Pupils make good use of the mindfulness sessions as a space to think and reflect on their meaning, behaviour and on the non-material aspects of life. Pupils are confident and are not afraid to celebrate their individuality and are sensitive to the points of view of others.
- 4.3 The pupils' moral development is excellent. Pupils have a strong sense of right and wrong as demonstrated in interviews during which they showed a mature understanding of the importance of thinking before speaking or acting inappropriately. They show a desire for fair play and manners and behaviour of the highest order. Pupils demonstrate a high level of care for the environment through bodies such as the eco-committee. They respond seriously to moral and world issues with mature discussion of thought-provoking topics. Pupils are often passionate and articulate advocates of a cause and develop a strong sense of natural justice. Pupils also develop an understanding of the over-arching nature of the criminal and civil law of England.
- 4.4 Pupils' display excellent social awareness. They demonstrate a respect for other people, and a sense of loyalty and pride and the school actively promotes giving pupils responsibility and trust to develop their self-confidence. Those with responsibility are very conscientious, enthusiastic and proud of their role in the smooth running of the school. Pupils are deeply committed to helping others and develop an appreciation of public service when they participate wholeheartedly in a variety of charitable events supporting those locally, nationally and internationally. Pupils' understanding of citizenship, British public institutions and services, and how communities operate effectively, are highly developed. Their respect and appreciation of their importance in a modern civilised society is enhanced through links with a local youth council.
- 4.5 Pupils' display strong cultural understanding. They have a global outlook and show respect and tolerance for their own and other cultures, faiths and races. Pupils' studies of life in other countries, such as sponsoring a girl's education in Uganda, enable them to develop social, political and economic awareness and increase their appreciation of the variation within the world in which they live. The quality of pupils' experience of Western cultural traditions is strong and this is reflected in their participation in events such as the local Remembrance Day service and the Lord Mayor's Show. British values are actively promoted through a range of democratic processes, such as the pupils deciding their class rules and opportunities for their voices to be heard in class and school council meetings. Pupils experience first-hand the importance of the rule of law, individual liberty and mutual respect as they are encouraged to know, understand and exercise their rights and personal freedoms safely.
- 4.6 By the time they transfer to the next stage of their education, pupils exhibit an excellent standard of personal development.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Pupils of all ages receive extremely effective support and guidance from the staff, in accordance with the school's aim to provide a safe environment which values everyone in it. Detailed pastoral records are kept, to which all teachers have access, and this ensures that the pupils are well-cared for and supported. Staff liaise closely and share relevant information promptly.
- 4.9 Relations are extremely positive between staff and pupils and among the pupils themselves. These form the foundation for effective support and guidance. Staff are excellent role models for the pupils as they are approachable and demonstrate patience, kindness, friendliness and helpfulness. They effectively support the pupils' personal development by encouraging them to become organised and independent. One pupil commented that, "Although the teachers are there for us, we often try and sort out our own problems". The form teacher plays a key role in ensuring the general well-being and happiness of each pupil in their care and all staff play their part through the school's pastoral mentoring programme.
- 4.10 Pupils in Year 6 act as effective role models for the younger pupils. Prefects take on roles of responsibility and have been trained to be active listeners. The younger pupils know they can go to them if they have a worry or concern. House captains in Year 6 organise regular meetings which enable pupils to mix together and take part in valuable team work. Pupils also benefit from their social interactions with pupils from the senior school.
- 4.11 Pupils are encouraged to engage in a healthy lifestyle by exercising regularly and eating healthily. This is promoted within the curriculum and through a range of physical activities and clubs. High quality food is offered at lunch time with plenty of choice. Pupils are encouraged to be independent in food choices from a young age.
- 4.12 The school is successful in promoting good behaviour and guarding against harassment and bullying. There is a strong emphasis on encouraging positive behaviour and this is witnessed by the impeccable behaviour of the pupils around the school. Pupils value the rewards system in its many forms and they are eager to gain recognition for effort in work and behaviour.
- 4.13 The school has a suitable plan to improve educational access for pupils with SEND or EAL, demonstrating the high priority given to the needs of all members of the school community.
- 4.14 In questionnaires, a very small minority of pupils did not feel that the school asks for their opinion and responds to them. However, inspection evidence found that the school provides regular opportunities for listening to the views of pupils through the school council and eco-committee. The school has responded to suggestions put forward, such as reinstating the popular fashion design club run by the sixth form pupils. Pupils feel comfortable about approaching staff and are confident that they will be listened to and supported effectively.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 The school gives the highest priority to the need to safeguard pupils' welfare, and in accordance with its aims to provide a safe environment which values everyone within it.
- 4.17 Safeguarding procedures are rigorous and applied very effectively, closely following official guidance. The school has two designated child protection officers, and all members of staff receive appropriate child protection training. Detailed records are kept of any safeguarding issues. Staff are made aware of the requirements for child protection and day-to-day implementation is excellent. Bullying is dealt with appropriately and effectively and in questionnaires pupils reported that they feel safe and secure.
- 4.18 Measures to minimise the risk of fire and other hazards are stringently applied. Regular fire drills are carried out, and the school keeps detailed records of all evacuation drills. Risk assessments are carried out for all activities taking place either on the school grounds or off site. The school has an effective system in place for identifying and supporting pupils with SEND.
- 4.19 The health and safety policy is clear and detailed, as is all the related documentation. Safety protocols in specialist teaching areas are observed at all times. Staff awareness of health and safety matters is high and the overwhelming majority of parents and pupils indicated in questionnaire responses that the pupils feel safe at school.
- 4.20 The school's arrangements for the care of any pupil who is taken ill or sustains an injury are suitably strong. Members of the teaching staff and all relevant support staff receive regular first-aid training.
- 4.21 Registration of pupils in the morning and afternoon is carried out thoroughly. Any unexpected absences are followed up promptly and efficiently. The school's admission and attendance registers are suitably maintained and correctly stored for the preceding three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governing body provides effective oversight of all sections of the school so that it is successful in meeting its aim to provide quality education within a caring environment. Governors approach their roles, duties and responsibilities with passion and determination. The welfare, health and safety of pupils is given the highest priority.
- 5.3 Governors know the school well, attending most school events, visiting classes and scrutinising school policies and their implementation. In this way, they ensure that standards within school remain high.
- 5.4 A detailed strategic plan is in place, based upon a realistic assessment of the school's needs, which has enabled sound financial planning and appropriate investment in staff, accommodation and resources.
- 5.5 Governors bring a wide range of experience and expertise to their roles which benefits the school. Three committees overseeing education, health and safety, and finance meet regularly and are effective in providing support whilst challenging the rationale for existing practice, so stimulating self-review, growth and improvement. Other committees to consider matters such as staff appointments or recruitment of governors are formed when required. Governors with responsibility for the junior school provide an excellent conduit between the leadership and management of the school and the board. Governors have an excellent understanding of their roles and responsibilities, receiving appropriate training where relevant. In the past, the most recent changes to requirements were not always followed in a timely manner, although this did not affect the safety of the pupils. Governors now review regulatory policies in a way that ensures full compliance.

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

- 5.6 The quality of leadership and management including links with parents, carers and guardians is excellent.
- 5.7 The leadership and management are effective in supporting the aims of the school in ensuring each pupil is happily, successfully and confidently building a foundation for her future. The leadership and management of the school carry out its duties and responsibilities in relation to ensuring the school's compliance with all regulatory matters in a thorough and detailed manner. The school places a high priority on all matters relating to the safeguarding of the pupils and its systems are fully understood by all members of the school community. Procedures for the safer recruitment and checking the suitability of all staff at the school are excellent. School policies are regularly reviewed to ensure that they meet the most recent requirements and the monitoring of their implementation is of a high order.
- 5.8 The leadership provides strong educational direction. They ensure that the school provides an education with high academic standards, where pupils come happily to learn in an environment where they feel safe and secure and are where they are

valued for their unique personalities and qualities. Strong leadership is influential in establishing an atmosphere of mutual support coupled with appropriate and targeted challenge. A recommendation from the previous inspection was to develop the roles of subject co-ordinators. In some subjects, this development is not yet fully in place, particularly in terms of oversight and monitoring.

- 5.9 The senior leadership is most effective in the self-evaluation of the school's work. The clear school action plan readily identifies priorities and the next steps to ensure continued success. Complacency and stagnation are challenged at every opportunity and the desire to improve the educational outcomes for the pupils is strong.
- 5.10 The management is successful in ensuring that the school recruits high calibre teaching staff who are well qualified to carry out their duties efficiently. There is an excellent programme of professional development that is provided from both within the school and through external providers. This ensures that staff are afforded excellent opportunities to develop both their professional and personal portfolios of skills which have a positive impact on the pupils. All staff are fully qualified in their roles in safeguarding and in the welfare, health and safety of the pupils. An excellent staff induction programme ensures that all new members of staff fully understand their roles, particularly in relation to the safeguarding of the pupils. An excellent appraisal system, coupled with a successful peer observation programme, adds to the staff's professional competencies. The high quality of school leadership and management is supported by excellent administrative arrangements.
- 5.11 The school has excellent links with parents. In their pre-inspection questionnaires and in conversation with inspectors, parents were overwhelmingly positive about the school and the support their children are given. The school has an open-door policy to ensure concerns and other issues are dealt with quickly and efficiently. Excellent systems are in place to enable effective contact between parents and the school. The procedures for parental complaints are robust and appropriate.
- 5.12 There are many opportunities for parents to be involved in the life of the school. Parent volunteers assist in a variety of ways including on school trips, hearing children read and contributing to workshops and assemblies. Parents provide excellent levels of support to events such as sports fixtures, concerts, plays and other productions. The highly supportive Friends of the School organises events both for parents and for pupils. Each year group is represented on the committee and it helps with open days and organises fundraising activities for the school and for charity. Events are also held outside term time and these provide excellent opportunities for families who are about to join the school to become involved in school life.
- 5.13 A wide range of information about the school is available to the parents of both current and prospective pupils, including all the required policies on the website. In addition, parents appreciate the weekly Friday email newsletter which contains all the up-to-date information. The annual school magazine provides an excellent mechanism to showcase the work of the school. A number of information evenings are held to inform parents about the curriculum, and are well attended. Detailed handbooks for each year group are also provided. Parents receive thorough reports, which give very detailed information about pupils' achievements and set targets for further improvement. Formal meetings with staff are held each term to discuss the next steps and any issues arising further strengthening the school's links with its parents. Pupil profiles are shared with parents and provide an excellent opportunity

for pupils to reflect on their achievements and these contribute further to the excellent home school links.

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 The setting makes outstanding provision for the children who attend. The education programmes provide interesting and challenging experiences, which are highly effective in promoting the children's language, communication, personal, social and emotional development so that they reach levels that are typical for their age. An excellent balance of adult-led and child-initiated activities provide children opportunities to solve problems, create their own play and to explore their ideas. All children are given opportunities to develop excellent speaking and listening skills. The under-threes enjoy looking at books and retelling stories. All children are keen to learn both indoors and outdoors but in some sessions the opportunities to use the outside learning environment are overlooked. The curriculum for the older children is greatly enhanced by the use of specialist staff for music and games.
- 6.2 Adults in the setting make excellent use of detailed observations to identify the progress and the next steps in the children's learning, which is very effectively adapted to what arouses children's curiosity and interests. Children are highly motivated and enthusiastic learners, who respond well to the staff's high expectations of them. Careful assessment and monitoring ensure that those with SEND or EAL and the more able are well supported. Arrangements for reporting progress at two and a half years old are well-established. Key adults work closely with parents in helping their children settle. In their pre-inspection questionnaires and in conversation with inspectors, parents were overwhelmingly positive about the welcoming and friendly atmosphere of the setting. Parents and carers are offered regular opportunities to discuss their child's progress and add comments to the informative learning journals, which are freely available to view. Information is also available on notice boards, daily diaries and in a comprehensive parents' handbook.

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

- 6.3 Provision for the children's well-being is outstanding. Key adults are excellent role models and support the children very effectively so that they feel very safe and secure, readily seeking support or comfort from them. Adults give clear guidelines about the expected standards of behaviour, resulting in a really happy and busy atmosphere, where children benefit fully from all the opportunities provided. Children are encouraged to learn together and from each other, through gentle reminders about sharing and helping one another. They look after their own personal hygiene with great confidence and the older children can dress themselves independently. Staff guide them expertly in exploring and trying out new activities appropriate to their stage of development. Very clear explanations help children understand and manage risk. For example being told to use two hands when using the see-saw. A healthy life style is promoted by the provision of freshly prepared lunches and snacks and by the use of the extensive playground for regular exercise. Health, safety and welfare are given high priority.
- 6.4 The setting offers a very bright and vibrant environment both indoors and outside, which is very well equipped and organised so that resources are easily accessible to children. The younger children have extensive opportunities to interact with one

another as they mix together for outdoor activities and for the extended day sessions. Children in Reception join with older pupils at playtime, for lunch and assemblies and for some child-initiated activities, preparing them well for the next stage in their education.

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

6.5 Leadership and management are outstanding. Governors take great interest in the Early Years provision and receive regular feedback from staff. The safeguarding and welfare policies are implemented effectively and regular reviews ensure that the regulatory requirements are fully met. All adults that work with children are well qualified. Regular appraisal and supervision ensures that their performance is monitored carefully and they benefit from a wide programme for professional development. The management team, which has been recently strengthened ensures there is a strong emphasis on self-evaluation so that areas for development are quickly identified and action taken to improve. Staff share a clear vision for the continued development of the setting. The setting works very closely with external agencies and parents to secure appropriate provision for children requiring additional support.

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

6.6 The overall quality and standards are outstanding. All children including those with SEND and EAL and those who are able make rapid progress in relation to their starting points. All children make outstanding progress in their personal and social development. They share resources and take turns and develop independence to a high level by the end of Reception. The very strong relationships between staff and children contribute to the development of excellent learning habits. The youngest children are able to select what they want to do independently and move between activities with great confidence. Their physical skills demonstrate increasing control, for example when using scooters and cutting with scissors. The older children in the nursery, are able to recognise numbers up to 10 and hold a pencil and form initial letters correctly. The oldest children in the Early Years have a secure knowledge of sounds and can write simple sentences. They are able to count to 20 and beyond and place numbers in the correct order. They demonstrated their fast developing ICT skills, by being able to manipulate a mouse to draw pictures and use the interactive white board to drag and drop items. The children are able to sustain concentration very well and take great pride in their work.

6.7 Safeguarding policies are implemented very effectively and the children feel very happy and secure. There is a shared understanding of how to protect children.

6.8 Since the previous inspection improvements have been made to the consistency and quality of planning and to the outdoor provision, which has added greatly to the children's experiences and the nursery provision has been extended to open for 51 weeks a year. The setting demonstrates continuing capacity for improvement through strong leadership and reflective practice.

Compliance with statutory requirements for children under three

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

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