

# SCHOOL INSPECTION SERVICE

*Independent professional inspection of schools affiliated to the Focus Learning Trust, schools accredited as members of the Steiner Waldorf Schools Fellowship, and those schools belonging to the Cognita Group which are not members of the Independent Schools Council and its constituent associations*

## INSPECTION REPORT

**INSPECTION CARRIED OUT ACCORDING TO SECTION 162A  
OF THE EDUCATION ACT 2002**

<b>Name of school:</b>	Milbourne Lodge
<b>DfE number:</b>	936/6034
<b>Inspection team:</b>	<b>Reporting Inspector:</b> Mr Mike Thirkell  <b>Supporting Inspectors:</b> Mr Tony Hubbard Mr Peter Jones Mrs Anne McConway
<b>Dates of inspection:</b>	7-9 May 2014

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## SCHOOL DETAILS

Name of school:	Milbourne Lodge
Address of school:	43 Arbrook Lane, Esher, Surrey, KT10 9EG
Telephone number:	01372 462737
Fax number:	01372 471164
Email address:	admin@milbournelodge.co.uk
Proprietor:	Cognita
Name of the Headmaster:	Mr Stephen Ilett
DfE number:	936/6034
Type of school:	Independent school
Age range of pupils and students:	4-13
Gender of pupils:	Male and female
Total number on roll: (Full-time)	Boys: 149      Girls: 37
Number of children under 5:	Boys: 14      Girls: 1
Number of pupils with statements of special educational need:	Boys: 0      Girls: 0
Annual fees:	£9,990-£12,450
Type of inspection:	Section 162A of the Education Act 2002
Inspection Team:	
Reporting Inspector:	Mr Mike Thirkell
Supporting Inspectors:	Mr Tony Hubbard Mr Peter Jones Mrs Anne McConway
Dates of inspection:	7-9 May 2014

## **SECTION A: INTRODUCTION AND SUMMARY**

### **Purpose and scope of the inspection:**

This inspection was carried out by the School Inspection Service in accordance with Section 162(A) (1)(b) of the Education Act 2002, and it follows the inspection framework laid down for the Cognita Group and agreed with the Department for Education (DfE). It was conducted by independent professional inspectors, who looked at all aspects of the school's provision as required by the current regulations. Aspects of the school's management and ethos are summarised in Section C of this document, but this section is not a statutory part of the inspection process.

### **Information about the school:**

Milbourne Lodge is a co-educational independent school set in over eight acres of land in Esher, Surrey. The school was founded in 1912. It provides places for children between the ages of four and thirteen and there are currently 186 pupils attending the school, of whom approximately one-fifth are girls. In September 2009 a pre-preparatory department was formed for pupils from Reception to Year 2, largely housed on the ground floor of the former headmaster's house, and a Year 3 form was added as the new first year group in the preparatory school. There are no pupils with statements of special educational needs, although a small number of pupils receive support for learning difficulties such as dyslexia. There are no pupils who currently require support for English as a second language.

The school has a strong academic and sporting tradition. Streaming by ability starts in the preparatory school in Year 4; the higher form consists of pupils who are deemed to be potential future scholars and the lower form consisting of pupils who are more likely to seek entry to their senior schools via the Common Entrance exam. The school was privately owned until July 2007, when the business was purchased by the Cognita Group of schools. The school is proud of its traditions and the atmosphere of the school continues to be that of a traditional English preparatory school. The curriculum continues to place emphasis on the Classics and all children learn Latin from Year 4 and Ancient Greek is taught to the higher set from Year 6.

The school aims *'to promote quality, excellence and the highest standards of education'* for its pupils *'through providing a positive and caring atmosphere in which pupils are encouraged and enabled to develop their skills, talents and interests to the full; intellectually, physically and spiritually'*. It was last inspected in November 2010 by Ofsted.

### **Summary of main findings:**

Milbourne Lodge is a thriving and highly successful school. It meets its aims and successfully promotes its ethos, based on high academic standards and the provision of regular opportunities for sport. Pupils of all ages make outstanding academic and personal progress. The quality of provision for children in the Early Years Foundation Stage is outstanding. In both areas of the school, this represents significant improvement since the last inspection. The school demonstrates high expectations of what pupils will achieve and pupils continue to attain high levels of success in Common Entrance examinations and in winning scholarships to public schools of their choice. Pupils unanimously say that they are happy at the school and value the support they receive from their teachers. This view is corroborated by the high level of satisfaction expressed by parents in terms of the education and

support their children receive. The curriculum is excellent and ideally suited to the ability and aspirations of the pupils. The quality of teaching and assessment is outstanding and reflects the care and commitment of the teachers to ensuring that pupils of all ages are provided with well planned opportunities to learn and to make progress. Pupils' spiritual, moral, social and cultural development is excellent. Behaviour is exemplary. The wellbeing health and safety of pupils are well catered for, although a small but significant omission in meeting regulatory requirements means that over all welfare health and safety and safeguarding are judged to be satisfactory. Pupils are very well cared for and procedures to ensure safeguarding are in place. The school meets all but one of the independent school regulations.

**What the school does well:**

- relationships at all levels are excellent and pupils have a high level of social awareness;
- teachers take care to mark pupils' work with care and to provide ongoing feedback about how the standard of work can be further improved;
- the school grounds offer an excellent resource for sports which are embedded in the traditions of the school and which are much appreciated and enjoyed by pupils of all ages; and
- it provides a wide range of opportunities for extra-curricular activities.

**What the school must do to comply with the regulations:**

- ensure that arrangements to safeguard and promote the welfare of pupils have full regard to any guidance issued by the Secretary of State (paragraph 7(b)).

**Next Steps:**

- ensure that records of concern related to pupils' well-being provide for a clear indication of outcome and date for review.

## **SECTION B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION**

### **PART 1 - The quality of education provided by the school**

#### **The quality of the curriculum**

The quality of the curriculum is excellent and is ideally suited to the abilities of the pupils in ways which prepare them extremely well for success in their chosen selective secondary schools. It meets all the requirements for registration.

The school has a clear curriculum policy, supported by suitable plans and schemes of work. The curriculum successfully balances the need to prepare all its pupils for the challenging entry or scholarship examinations to their senior schools with the provision of opportunities for a broad, balanced and enriching intellectual and personal development. Pupils' transition from Reception to Year 1 within the pre-preparatory department and from Year 2 in pre-preparatory to Year 3 in the preparatory department are largely well planned.

The curriculum is broad and covers all the required areas of learning in a well balanced way. Language development is extremely well covered and integrated within the teaching of all subjects, so that pupils at all stages are highly articulate for their age. They listen and read intently and intelligently. Their speech and writing shows a wide vocabulary and sophisticated grasp of English grammar and syntax. Numeracy and mathematics are covered effectively so that pupils are securely grounded in their use and application, and accustomed to exploring abstract and challenging problems. The curriculum has distinctive strength in the teaching of foreign languages, and particularly in the teaching of Latin to all pupils from Year 4 and ancient Greek to its potential scholars from Year 6. The daily provision of an average of 70 minutes of sports and physical education for all pupils in the preparatory department contributes vitally to their physical development, as well as breaking up the academic day. The creative arts, and particularly art and music, are thoroughly covered and even though design technology is not taught as a separate subject, art has a strong element of designing and craft skills built into it. Similarly, although music is not taught on the timetable after Year 5, all pupils sing in assembly four days a week, and nearly all pupils are studying a musical instrument or are in a school choir or both. These three areas of sport, art and music are major contributors to the success of talented pupils in winning scholarships to their senior schools. History, geography, religious studies, and information communication technology (ICT) are appropriately covered.

At all ages the curriculum is enriched by a host of extracurricular activities, including sport and the performing arts, and a variety of other activities, such as cookery, chess, Mandarin Chinese or the Chatterbox reading club, whose success can be seen from the host of perceptive pupil reviews of books in the first floor landing library. A group of younger pupils look after a small vegetable garden, including tending plants using a greenhouse made of plastic bottles designed and built by themselves. Formal subjects are enriched by outings, such as that for Years 5 to 8 to the Rose Theatre in London to see *Comedy of Errors*, of Year 5 to a mathematical adventure day at a nearby senior school or Year 3 to Chertsey Museum for a Roman day.

The provision of personal, social and health education (PSHE) is well embedded in the curriculum, and is provided explicitly in the appropriate planning of the weekly form lesson, taken by form teachers and tutors. Preparation for competitive entry to pupils' chosen senior schools is very well managed. Teachers are fully familiar with the syllabus requirements of the Common Entrance examination for entry to senior schools from Year 8. They keep abreast of the widely varying requirements of senior schools, using their own individual approaches to testing for not just attainment but talent and potential. The general studies provision for pupils in Year 8 makes a strong contribution to this and to preparing pupils for interviews. The school also provides preparation for pupils' future lives and careers in a variety of ways, including through interviews and discussion about their educational and vocational aspirations. Such initiatives as the Business enterprise scheme last year included the pre-preparatory pupils in discussions of how to use their pocket money and what they would like to do in the future.

The school caters well for the ability of all its pupils. As pupils move up the school, they are moved from mixed ability in the lower school to setting for English and mathematics in Year 3, after which they are organised in ability streams for all their academic subjects. Teachers' full knowledge of each pupil enables them to cater for individual needs well. Pupils confirm that teachers help them when they struggle and give them challenges if the work is becoming easy. The school has recently established a more formal system of assessment and support by a team of outside specialists, a service for which parents pay extra. This includes batteries of verbal and other tests, individual education plans (IEPs) of a suitable quality, with clear and appropriate priorities and targets for learning, which are shared with teachers. Teachers' familiarity with these is demonstrated by lesson plans which specifically name pupils in need of specific kinds of support.

### **The quality of teaching and assessment**

Teaching is of outstanding quality. Throughout the school teaching is characterised by an expectation that pupils will enjoy learning, will make rapid progress in acquiring new skills, knowledge and understanding, and will achieve to the best of their ability. This is an expectation amply fulfilled by the pupils. They are keen and able learners, and their achievement is outstanding. The key characteristics of successful teaching are securely embedded and sustained in the practice of the school.

Lessons are well planned, managed and resourced, with expectations of high levels of behaviour, response and achievement. Teachers have an excellent understanding of pupils' ability and aptitudes. Pupils are quickly involved in the process of learning and thinking for themselves, and the pace of lessons is suitably rapid. Questioning is used well to develop subject skills and knowledge and to extend vocabulary, and allow the teacher to check that pupils understand the concepts involved, for example, in mathematics and science. Pupils enjoy exploring the use of increasingly complex language and are highly articulate in classes. Teaching shows excellent subject knowledge and employs lively techniques, with skilled use of resources, including ICT, to ensure rapid and effective learning. Individual and group tasks are well designed to promote development of knowledge and understanding.

Teaching is highly successful in ensuring that pupils develop intellectual, creative and physical skills. For example, a Year 3 geography lesson about the capital cities of Europe was very well structured to ensure rapid learning. In a science lesson investigation, observation and plotting results on bar charts were used successfully

by Year 2 pupils. Year 5 enjoyed analysing and exploring atmospheric, 'scary' poetry through very lively teaching which challenged them to use extended creative vocabulary. In Year 5 history, pupils discussed the Magna Carta and were encouraged to explore ideas and theories at a high level. Year 8 pupils looking at modern poetry in an English lesson showed a strong literary vocabulary and mature understanding of metaphor, imagery, rhythm and structure.

Sport plays an integral and positive part in the pupils' education; for example, a boys' cricket session was effectively organised to allow all to participate and develop their playing skills. Those involved in cricket games with visiting teams showed good social awareness and excellent attitudes in hosting the fixtures. Pupils' progress in lessons is rapid and sustained. The volume of work in pupils' exercise books reflects appropriately high expectations of their capabilities, high levels of attainment and is most frequently presented with care. Pupils enjoy creating often complex graphs and diagrams and are notably good at annotating their work.

Regular and detailed assessment, including standardised and internal testing, provides accurate data about attainment and progress. This information is used well to design support for the learning needs of individual pupils and to provide parents with realistic advice when planning school destinations for their children. Marking is of a high standard generally, uses praise well to reward achievement and clearly tells pupils how they can make further progress. However, some of the handwriting used for marking is less legible than it might be to support pupils fully. The school makes good use of assessment to prepare pupils for their next school and for Common Entrance and scholarships. Pupils are highly successful in gaining scholarships and places at leading independent schools locally and nationally.

***Does the school meet the requirements for registration?***

Yes

**PART 2 - The spiritual, moral, social and cultural development of pupils**

The spiritual, moral, social and cultural development of pupils is excellent. Without exception pupils say that they like being at the school and this is strongly confirmed by the views of parents. As they move through the school pupils develop high levels of social and interpersonal skills supported by the high expectations and guidance provided by the school as whole and by staff individually. They develop confidence supported by the teachers who are invariably positive and encouraging in their responses. Pupils of all ages are confident to express their views and to ask questions when they are unsure about something. The oldest pupils are well rounded, demonstrating high levels of maturity and excellent communication skills when responding to adults. Pupils have numerous opportunities for spiritual development through the social and academic aspects of their school life. Pupils of all ages, including those in the Early Years (EYFS) in the pre-preparatory department, respond readily in assemblies to opportunities to participate, to pray and to sing hymns together. The hymns are well chosen to encourage pupils to engage with social themes locally, nationally and internationally and to encourage them to reflect on those less fortunate than themselves and the condition of people in troubled parts of the world. Pupils develop the ability to reflect on the beauty of words and language, for example in an assembly when a Year 6 boy read from the poem 'The Tiger' by William Blake; pupils listened intently to the exceptionally high level of expression and feeling communicated by the reader relative to his age.

Pupils are encouraged effectively to distinguish clearly right from wrong. The school has consistently high expectations in relation to conduct. Pupils confirm their respect for the school's expectations. Behaviour was exemplary in classes and around the school during the inspection and relationships between pupils excellent at all levels. Pupils express confidence in the consistency of the well-balanced support they receive. In expressing her view of the strengths of the school in this respect, a Year 4 pupil described the school as forty-five per cent strict and fifty-five per cent kind. Pupils emphasise the benefits of being a member of a small school and that pupils of all ages mix freely and unselfconsciously. Older pupils show initiative when caring for younger members of the school and accept a range of responsibilities, for example during open days at the school and on a daily basis through providing guidance and support during break and lunch times. Pupils show a strong sense of British values and develop a good understanding of the values of democracy and liberty, through visits, for example to the Houses of Parliament, and through Current Affairs when a wide range of issues are examined and discussed. Topics covered are wide ranging and balanced, for example about the lives of public figures from former prime ministers to trade union leaders. Older pupils show a notably high level of awareness of current news and world events. Pupils show a good understanding of public institutions and this is supported by the opportunities provided by the school through visits, visiting speakers and discussions in classes. Pupils provide support for the local and wider community through raising money for local and national charities. In the pre-preparatory department pupils provide support for a school in South Africa and enjoy singing songs with the African pupils through a video link. The enthusiastic school choir has visited a local home for the elderly to sing and taken part in the Christmas celebrations in Esher town centre.

Pupils develop an appreciation and tolerance of other cultures and traditions through many experiences at school, in particular in religious education classes and through assemblies. Discussions in religious education address issues of similarities and differences between religions both positively and frankly. The pupils' understanding in this respect has benefited from trips, for example to St Paul's cathedral and from visitors to the school, for example to explain about Jewish traditions and beliefs. The school provides a wide range of visits and extra-curricular activities which considerably enhance pupils' understanding and development, for example to the Tate Modern, National Gallery and the Victoria and Albert Museum. Pupils are keen to take part in class discussions and have numerous opportunities to speak publicly through assemblies, dramatic presentations as well as in class.

***Does the school meet the requirements for registration?***

Yes

**PART 3 - The welfare, health and safety of pupils**

The overall quality of welfare, health and safety is satisfactory. There has been one shortcoming in the school's otherwise secure arrangements for safeguarding, which it accepted and immediately took steps to remedy during the inspection. Otherwise, the system of pastoral care is highly effective. Each pupil is well-known to several members of staff and has a personal point of reference in their form teacher or tutor, with whom they spend the registration session at the beginning of each day and one tutorial session a week. A senior member of staff in the pre-preparatory and in the preparatory department act as effective channels for any concerns, which are then discussed more widely at staff meetings. Pupils confirm that their teachers are kind as well as suitably strict, and say that they know at least one member of staff to



whom they could go with a worry. Younger pupils felt that the school's worry box (BOB) was particularly helpful because all they have to do is post a piece of piece of paper with their name and 'BOB' (i.e. the pastoral head) will find them so they can tell him all about it.

The behaviour policy is sensible and balanced. Pupils are well behaved and behaviour is excellent. They understand and respect the school's ethos and rules and the mild sanctions applied where any are transgressed. All sanctions, including any for the most serious misdemeanours, are properly recorded and then shared with the necessary members of staff. No pupil has been excluded in the preceding year, and only one since the last inspection. The school does not tolerate bullying and has a firm policy, in line with current guidance, including the keeping and monitoring of appropriate records. Pupils confirm that bullying is uncommon and is always of a petty nature and effectively dealt with by staff. Pastoral records do not automatically indicate the outcome of a concern or provide for staff to revisit the matter at a later date to ensure it has not arisen again.

The school prepares pupils very well for leading a healthy life. Its extensive curricular and extracurricular sports provision, as well as the fully used grounds of the school, helps pupils to lead a physically energetic life during and outside school hours. In lessons such as science and through the form time programme, they learn of the importance of proper nutrition. The school takes meticulous care over pupils' health and safety. All risk assessments both internally and in relation to trips and outings are thorough. Records and logs of daily, weekly and monthly checks are kept. The arrangements for fire safety are rigorous, and include frequent fire drills, following procedures with which pupils are familiar. These are properly recorded and any problems followed up. They are at times stress tested by, for example, the blocking of an exit. The fire risk assessment is complete and all the recommendations have been scrupulously followed up, recorded and signed off. The school maintains detailed records, supported by appropriate certificates, of training for staff in all matters relating to health and safety, as well as special training for staff responsible for key areas of safety, such as fire marshals. All these areas are supported by effectively implemented policies and procedures. The school has an appropriate policy for first aid and sufficient appropriately trained staff have undergone training as first aiders. These are supplemented on occasions by St John's ambulance at major sporting tournaments.

The school has policies for safeguarding and child protection, which are implemented effectively and have regard for the Secretary of State's guidance in all but one respect. In one important matter, the policy did not make sufficiently clear the required procedures for interagency working in terms of safeguarding and dealing with allegations concerning any harm to children. As a result, key staff were not clear about when to seek advice from the Local Area Designated Officer (LADO) with respect to when to report a concern. The school immediately set about rectifying this important omission by amending the policy, completing missing details in the safeguarding policy and guidance and arranging an introductory meeting with the LADO. In all other respects, the school complies with requirements. The Designated Safeguarding Person (DSP) and his deputy have had up-to-date interagency training with the local authority. All staff have up-to-date triennial training, or, where necessary, induction training in basic child protection. They have a very good understanding of the conduct and recording of sensitive interviews with pupils.

***Does the school meet the requirements for registration?***

No

***What does the school need to do in order to comply with the regulations?***

- revise and implement safeguarding procedures so that they have full regard to any guidance issued by the Secretary of State, including that which relates to interagency working (paragraph 7b).

**PART 4 - Suitability of the staff, supply staff and proprietors**

The school's procedures for checking staff are compliant with regulations and all details kept in an appropriately detailed central register. Records of all checks undertaken are maintained in meticulous order in staff files by the bursar. The details in the files are appropriate to the circumstances of individual members of staff, including staff from overseas.

***Does the school meet the requirements for registration?***

Yes

**PART 5 - Suitability of the premises and accommodation**

The premises and accommodation are suitable. The school benefits considerably from its extensive and attractive grounds and outdoor sports facilities. The buildings receive ongoing maintenance and are in suitable internal decorative order and clean. The entire interior of the school is considerably enhanced by examples of pupils' art work, and display in classrooms is used well to celebrate pupils work and to support learning. Though some classrooms are small they are suitable for the number of pupils using them. Where classroom space is relatively limited the effective organisation of furniture and learning activities ensures their suitability and safety. Classrooms are well lit. Whilst providing suitable interiors the exterior of some wooden classrooms shows considerable wear and the school has firm plans for building developments to replace and refurbish classrooms and to modernise changing room facilities. Specialist rooms are provided for music, science, art and ICT. Outdoor sports facilities include a swimming pool, a playing field large enough for two cricket pitches, and three rugby and football pitches, and a hard surface tennis court. There are sufficient toilet and changing rooms and these include showers for older pupils. These facilities are well maintained and clean with regular recorded checks of such matters as water temperature. The school grounds are excellently maintained and well lit to ensure safety when it is dark. The school has a small medical room conveniently located next to the school office which includes toilet and washing facilities.

***Does the school meet the requirements for registration?***

Yes

**PART 6 - The quality of information for parents**

The school keeps parents very well informed. The quality of information to parents is good and comes mainly by the school website and prospectus which accurately describes the nature of the school. Information on the website is well presented and

includes the *Week Ahead each week*, and an informative fortnightly newsletter which is available by hard copy on request from the school. The school prospectus pack includes a separate booklet for the pre-preparatory department as well as a survey of results on Scholarships, Common Entrance and information about leavers' destinations from 2006 to 2013. The prospectus provides comprehensive information about the educational ethos of the school and succinctly describes the character of the curriculum with a list of the subjects taught by specialist teachers. The necessary school policies and procedures in relation to welfare, health and safety of the children, and the complaints procedure are included on the website. Formal parents' meetings are held regularly to discuss individual pupil's progress. Termly reports provided throughout the school are informative and provide helpful detail. The admissions procedure is clear and an informative guide to future schools has been prepared by the school for parents.

***Does the school meet the requirements for registration?***

Yes

## **PART 7 - The effectiveness of the school's complaints procedure**

Matters relating to complaints procedures are suitable and made available to parents. Records show that there have been no formal complaints this academic year.

***Does the school meet the requirements for registration?***

Yes

## **SECTION C: ORGANISATION AND MANAGEMENT, AND MAINTENANCE OF THE ETHOS OF THE SCHOOL**

*This section is not a requirement of the Education Act 2002. The business organisation and management of the school were inspected by the Lay Inspector, who has written this section of the report.*

### **The quality of the organisation and management of the school**

The management of the school provides effective and continuing support in upholding the strong ethos of the school and ensuring that it meets its clearly stated aims. The school's leadership and management, supported by a hard working staff, have been successful in maintaining the school's high academic success and sporting traditions whilst demonstrating a clear vision for its future development. The school benefits from the effective leadership provided by the headmaster who has been in post for four years following a previous period of unsettled management. The senior management team includes the headmaster, the two deputy heads of the preparatory school and the deputy head who is in charge of the pre-preparatory department, and the school bursar. This team meets regularly, works collaboratively and shares a common understanding of the direction for the school's development. All managers are clear about their respective roles in the daily life of the school and its ongoing development. The school benefits from the unobtrusive support provided by Cognita the parent company. The teaching body is loyal and the school has benefitted from the stability of staffing over a number of years. The school is ably supported by a highly efficient administration team.

Whilst still wishing to benefit from the advantages of being small, the school now looks forward to redeveloping its accommodation to meet the needs of a slightly larger school population and the improvement of some classrooms and other facilities such as changing rooms.

## **PART D: EARLY YEARS FOUNDATION STAGE**

### **The overall quality and standards of the Early Years provision**

The children make excellent progress in their learning and development. Staff plan extensively to ensure that the curriculum meets the needs of all the children. Shared break and lunch times enable the reception children to learn from older pre-preparatory children. Excellent relationships at all levels are a distinguishing characteristic of the EYFS which ensures a smooth transition to support the children in moving into the next stage of their education. The quality of staff planning, observation and assessment provides for a challenging learning programme with high expectations of learning and behaviour. Staff provide excellent detail for parents in their assessment of individual children's learning and development. Adults develop the thinking skills of the children very well. The adults model continuously a rich vocabulary to develop the understanding of the children. The children feel safe and secure. Staff training is given to ensure that the safeguarding and welfare requirements are met. The quality of leadership and management is outstanding in the pursuit of excellence and consistency of approach to high expectations of children's progress, thus ensuring their life chances are continuously improved.

### **How well the Early Years provision meets the needs of the range of children who attend**

The provision in Reception fully meets the needs of all children exceptionally well. The children are extremely well supported by staff in the development of language skills to communicate needs and solve problems. Daily routines are efficiently performed so that the educational programme enables children to make excellent progress and some exceed levels of development for their age. All children are exceptionally well supported in acquiring skills to learn effectively and to be ready for the next stage in their learning. Skilled and knowledgeable adults have high expectations and enthuse, engage and motivate the children to work independently in pairs or small groups. Children are aware that their positive attitude and behaviour has a beneficial impact on their learning. Highly consistent management of behaviour makes a strong contribution to the positive learning environment. Children have strong levels of engagement and good concentration while participating in challenging tasks. Teaching strategies are highly effective in matching individual children's needs to ensure that sustained progress is made from baseline assessment to the end of Reception. Adults have highly effective systems for planning and assessment. Staff systematically and effectively check children's understanding during lessons, anticipating where they may need support, and this has a notable impact on the quality of learning. Effective use is made of all resources including outdoor learning. A sustained high quality dialogue between staff and the children significantly develops their listening and speaking skills. The highly successful partnerships established with parents helps children settle. This continues through the engagement of parents in their children's development and learning in the school and at home through sharing information about their children's achievements and progress.

### **The contribution of the Early Years provision to children's well-being**

The overall quality of care in the provision is outstanding. Staff provide a caring ethos in which children happily share and take turns with easily accessible resources

of high quality. The routine care practices in Reception ensure all children, including those in need of additional support, feel confident and secure in their attachments with the adults. Children are happy and enjoy their purposeful learning. They behave in an exemplary manner, play co-operatively, develop independent thinking skills, explore their surroundings and use their imagination. They communicate confidently with adults and ask questions appropriately. Children have high levels of respect for themselves, others and the environment both indoors and outdoors.

Staff provide children with a good understanding of the importance of physical exercise through the one hour daily PE lesson in addition to use of an extensive outdoor area for play which is well resourced with climbing apparatus. Staff plan activities to increase children's awareness of a healthy diet and through monitoring their snacks brought from home. Hygiene and personal needs are appropriately supervised. Children are emotionally well prepared for their transition to Year 1 in the adjacent room as they are familiar with staff expectations and the consistent daily routines.

### **The effectiveness of leadership and management of the Early Years provision**

The leadership and management of the provision are excellent. They fully succeed in implementing their responsibilities in meeting the learning and development requirements of the EYFS as great attention is given to detail in planning high quality daily learning activities. They provide a stimulating educational programme covering all seven area of learning.

Providers now fulfil their responsibilities in meeting the safeguarding and welfare requirements of the EYFS and have the knowledge to implement them consistently. They create an environment which is welcoming, safe and stimulating. Risk assessments for trips are thorough and daily checks are carried out to ensure the safety and well-being of the children. In-service training in safeguarding and paediatric first aid is provided for staff. Staff need to be more aware in their understanding of safeguarding procedures.

There is a pursuit of excellence driven by an ambition to improve assessment in areas of learning other than numeracy and literacy. A rigorous and highly effective system for self-evaluation has been implemented since the last inspection. In addition, an extensive and detailed improvement plan for the current year is being implemented which informs the priorities and sets challenging targets for improvement. These include the improvement to systems for supervision, performance management and the continuous professional development of staff. The partnership with parents is highly productive and external agencies are deployed where children require additional support with learning. Parents are exceedingly well informed about their child's progress and how to improve their learning and knowledge. A smooth transfer of information to the Year 1 teacher is achieved through the electronic recording of assessment data.

#### ***Does the school meet the statutory requirements?***

Yes

**This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools belonging to the Cognita Group which are not members of the ISC and its constituent associations. Further copies of the report are available from the School Inspection Service website: [www.schoolinspectionservice.co.uk](http://www.schoolinspectionservice.co.uk)**