



INDEPENDENT SCHOOLS INSPECTORATE

GREENFIELDS SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Greenfields School

| | |
|---------------------------|---|
| Full Name of School | Greenfields School |
| DfE Number | 845/6017 |
| Registered Charity Number | 287037 |
| Address | Greenfields School Priory Road Forest Row East Sussex RH18 5JD |
| Telephone Number | 01342 822189 |
| Fax Number | 01342 825289 |
| Email Address | info@greenfieldsschool.com |
| Head Teacher | Mr Grant Hudson |
| Chairman of Trustees | Mr Peter Hodkin |
| Age Range | 3 to 18 |
| Total Number of Pupils | 101 |
| Gender of Pupils | Mixed (66 boys; 35 girls) |
| Numbers by Age | 0-2 (EYFS): 0 5-11: 34 3-5 (EYFS): 13 11-18: 54 |
| Number of Day Pupils | Total: 83 Capacity for flexi-boarding: 0 |
| Number of Boarders | Total: 18 Full: 17 Weekly: 1 |
| Head of EYFS Setting | Mrs Heather Stokes |
| EYFS Gender | Mixed |
| Inspection dates | 08 Feb 2011 to 09 Feb 2011 09 Mar 2011 to 11 Mar 2011 |

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in January/February 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of boarding was not carried out in conjunction with the Office for Standards in Education (Ofsted), Children's Services and Skills, and the report does not contain specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education and development in general. The full Ofsted report refers to an inspection in October 2009 and can be found at www.ofsted.gov.uk under Children's social care/Boarding school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features

- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

CONTENTS

| | Page |
|--|-----------|
| 1 THE CHARACTERISTICS OF THE SCHOOL | 1 |
| 2 THE SUCCESS OF THE SCHOOL | 3 |
| (a) Main findings | 3 |
| (b) Action points | 4 |
| (i) Compliance with regulatory requirements | 4 |
| (ii) Recommendation(s) for further improvement | 4 |
| 3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS | 5 |
| (a) The quality of the pupils' achievements and their learning, attitudes and skills | 5 |
| (b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils) | 6 |
| (c) The contribution of teaching | 6 |
| 4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT | 8 |
| (a) The spiritual, moral, social and cultural development of the pupils | 8 |
| (b) The contribution of arrangements for welfare, health and safety | 9 |
| (c) The quality of boarding education | 10 |
| 5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT | 11 |
| (a) The quality of governance | 11 |
| (b) The quality of leadership and management | 11 |
| (c) The quality of links with parents, carers and guardians | 12 |
| 6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE | 13 |
| (a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage | 13 |
| (b) The effectiveness of the leadership and management of the Early Years Foundation Stage | 13 |
| (c) The quality of the provision in the Early Years Foundation Stage | 13 |
| (d) Outcomes for children in the Early Years Foundation Stage | 14 |
| INSPECTION EVIDENCE | 15 |

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Greenfields is a non-selective, non-denominational mixed school, welcoming pupils of all faiths, located in Forest Row, near East Grinstead, Sussex. It was founded in 1981 in response to parent demand for a school using the educational philosophy of L Ron Hubbard, the founder of Scientology. The school aims to: ensure that all pupils leave feeling enthusiastic about life, being ethical, highly productive and motivated; arm them with basic knowledge and skills for living, with more advanced knowledge and skills in their areas of personal interest; equip them with the study skills to enable them to grasp and apply the data of any subject in the future; enable them to possess a desire to achieve something positive for mankind and civilisation, and to excel and become leaders in their chosen fields. The school is distinctive in that it aims to teach pupils how to study through the use of study technology developed by L Ron Hubbard. The governing body of the school consists of a board of trustees of three people, together with two trust managers.
- 1.2 The school accepts pupils from the age of three; there are currently thirteen children in the Early Years Foundation Stage (EYFS) setting, housed with Years 1 to 6 in the Lower School block. Of the remaining 88 pupils, 8 are in the sixth form. The ratio of boys to girls is approximately 2 to 1, and 18 pupils are boarders. The school actively promotes its international composition: it has a number of pupils from around the world. Pupils come from a wide range of ethnic backgrounds, though the majority come from the local community.
- 1.3 The school has made many changes following the recommendations of the last report, and, since the appointment of the current head teacher in 2009, the management structure within the school has also been reorganised.
- 1.4 The school does not enter pupils for nationally standardised tests prior to GCSE, but school data suggests that the pupils' abilities, on entry, are in line with the national average. The school has no pupils with statements of special educational needs. Twelve pupils speak English as an additional language (EAL), and, while no pupils are identified by the school as having learning difficulties and/or disabilities, it has a variable number receiving additional learning support as and when required.

- 1.5 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 (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

| School | NC name |
|------------|-----------|
| Pre school | Nursery |
| Reception | Reception |

Infants and Juniors

| School | NC name |
|-----------|---------|
| Infants 1 | Year 1 |
| Infants 2 | Year 2 |
| Junior 1 | Year 3 |
| Junior 2 | Year 4 |
| Junior 3 | Year 5 |
| Junior 4 | Year 6 |

Senior School

| School | NC name |
|----------|-----------------|
| Senior 1 | Year 7 |
| Senior 2 | Year 8 |
| Senior 3 | Year 9 |
| Senior 4 | Year 10 |
| Senior 5 | Year 11 |
| Senior 6 | Years 12 and 13 |

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Greenfields School enables its pupils to gain good standards and make good progress in both public examinations and in their personal development. The academic curriculum is balanced, and pupils have the opportunity to join in extra-curricular activities, although these lack sufficient variety. The pupils' attitudes to work are very positive: they enjoy their studies and have highly developed skills of independent learning. Their success is due both to their self-motivation and to a good standard of teaching in many areas. Some work is well marked, in accordance with the school's policy, and the teachers' verbal comments are much appreciated, but detailed written comment is infrequent.
- 2.2 The pupils' personal development is good, supported by effective arrangements to ensure their welfare, health and safety. They benefit from very good relationships with staff, and all new pupils are made to feel welcome. Behaviour and moral standards are high. Pupils achieve a good level of self-confidence and learn, in varying degrees, to be socially and culturally aware. They have opportunity for healthy exercise, and are offered nutritious food. Boarding provision is good, with very committed boarding staff to care for the pupils.
- 2.3 Governance of the school, by its trustees, is good. Under their guidance, the school has now met all the recommendations of the last report. Trustees meet their legal obligations for safeguarding, welfare, health and safety, and the school is compliant with regulatory requirements. Leadership and management of the school are satisfactory, and promote the school's aims. Effective monitoring of a range of school policies is not yet in place. Links with parents are good, and, in their pre-inspection questionnaire, parents demonstrated strong support for the school, in particular its promotion of worthwhile attitudes and views. No area received strong criticism, although some parents did comment adversely on the range of extra-curricular activities. Pupils also strongly supported the school, commenting particularly on teachers helping them to learn, and on the school's effectiveness in dealing with the very rare cases of bullying. A significant minority of boarding pupils were less happy with the boarding experience, and with the activities available to them. Inspectors support these views.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

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

1. Implement the marking policy and monitor its application and effectiveness.
2. Increase the number and variety of the extra-curricular activities.
3. In the EYFS, continue to develop learning opportunities in the outside area.
4. In the EYFS, develop systems of self-evaluation to include the monitoring of teaching and all six areas of learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The overall quality of the pupils' achievements throughout the school is good, showing that pupils are well educated in accordance with the school's aim that they should acquire basic knowledge and skills for living.
- 3.2 Pupils of all abilities display good subject knowledge, understanding and skills. They acquire secure literacy and numeracy skills, and develop a capacity to think critically. Many pupils show strong creative skills, in writing, art work and drama. Pupils are very articulate, listen carefully and contribute well when asked. They are motivated, and work independently and with enthusiasm. The written work of some pupils is well presented, detailed and accurate, but others' work is often untidy and informal. The use of information and communication technology (ICT) across the curriculum is not yet widespread, though planning for it has taken place. Pupils achieved a good standard in computer presentations, where, throughout the school, both self-assessment and assessment by other pupils were cheerfully undertaken and received. Pupils with EAL relatively achieve as well as other pupils, teachers taking particular care to ensure that they understand as the lessons progress. Pupils show confidence in physical activities and enjoy sport.
- 3.3 Pupils' attainment cannot be measured in relation to performance against a fixed national norm at the age of 11, but inspection evidence shows it to be high in relation to age-related expectations. The following analysis uses the national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are currently available. Results at GCSE have been good in relation to the national average for maintained schools. Those at A level are well above the national average, though the very small number of pupils taking such examinations makes close statistical comparison unreliable. Attainment within the Lower School shows an improvement since the last inspection and is now good, in line with the Senior School. Few pupils leave the school at the age of 11, but those who leave at the ages of 16 or 18 generally achieve entry to the establishments of their choice. These levels of attainment indicate that pupils make good progress in relation to pupils of similar ability.
- 3.4 Pupils are good learners, and make full use of the school's systems of self-assessment to aid their progress. The quality, presentation and volume of written work are variable. Handwriting, whilst well developed in the Lower School, lacks quality and consistency within the Senior School.

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

- 3.5 The quality of curricular provision is generally good, and although A-level subjects are comparatively lightly timetabled, pupils nevertheless achieve well in these examinations. The school offers pupils a well-balanced curriculum throughout, in pursuance of its aim to provide them with knowledge and skills in their areas of personal interest. Cross-curricular links are encouraged throughout the school, for example between the English and ICT department in various years in the Lower School, where some interesting book covers and plot descriptions have been designed. In music and science, lessons in Years 5 and 6 enable pupils to explore the nature of the different sounds that a variety of musical instruments can make in a co-ordinated scheme. The school does not offer option blocks at GCSE or in the sixth form, as the limited number of subjects available does not require this, but the curriculum covers linguistic, mathematical, human and social, scientific, aesthetic and creative, technological and physical areas.
- 3.6 The quality of extra-curricular provision is satisfactory, though lacking variety. The Lower School dance class is popular, as is senior hockey, a school observatory project and the model flying association. A school theatre company which is formed each summer is looked forward to enthusiastically by both pupils and staff, and reaches out successfully to the local community. The event is highly regarded and a great deal of evidence around the school demonstrates its success. Other opportunities to forge links outside the school come largely from the pupils' charitable work, for example in the planning by pupils in Years 11 and 12 for a forthcoming charity comedy event. Such events contribute to fulfilment of the school's aim for pupils to achieve something positive for mankind. Pupils are also taken on outings, such as the visit to a nearby Victorian house.

3.(c) The contribution of teaching

- 3.7 Overall, teaching throughout the school is good. It is effective in promoting the school's aims and ethos, encouraging pupils to respond to life with enthusiasm, and to lead lives that are ethical, productive and highly motivated. In their responses to pre-inspection questionnaires, both parents and pupils were enthusiastic about the teaching pupils receive. Some teaching is outstanding, showing good subject knowledge, high expectations, well-planned and interesting lessons with clear learning objectives, and good use of visual aids. Such teaching creates engaging activities for pupils, as in mathematics, where they measured the Parthenon and the shell of a nautilus in exploring the perfect ratio. In less successful but satisfactory lessons, too few activities were planned and the pace was too leisurely for more able pupils, who were thus not fully engaged. Teachers know their pupils well and are sensitive to the needs of individuals, seen in the very large amount of individual teaching that takes place throughout the school. In all areas of the school, lessons are well prepared and well structured, and offer the necessary diversity to enable all pupils to make positive progress. Thus, the school has met the teaching recommendation of the previous report.
- 3.8 A significant feature of the teaching is the school's use of study technology, whereby the pupils are involved in much independent study, closely supervised to ensure full understanding at all stages. The school has a detailed structure, available at all times, for providing individual help to any pupil needing support in any area of the curriculum. This involves pupils being withdrawn from classes, either briefly to help with a small point or over a period of time to find and correct the underlying bar to

comprehension. The system works well in the small size classes at the school and lesson planning is undertaken largely on an individual basis whenever the pupils' needs require it.

- 3.9 As teaching is planned on such an individual basis, pupils with EAL and those who require learning support can be accommodated in all lessons, and consequently invariably progress as well as their peers. In the best lessons throughout the school, the high expectations of both teachers and more gifted pupils enable these pupils also to make fast progress in line with their ability. This is not consistently the case in other lessons.
- 3.10 Library provision is now good: the library is well used by pupils, and library books kept in classrooms and in subject areas are also in regular use. The department catering for pupils with EAL has extensive library provision, covering a range of the pupils' interests. Dictionaries are available in all teaching areas and are regularly used by many pupils.
- 3.11 Work is marked regularly, but the quality of marking in exercise books lacks consistency, particularly within the Senior School, and almost all marking lacks sufficient detail. The school has a marking policy but not all staff adhere to it, and the senior management team does not, as yet, monitor its application. The school assesses pupils' progress in a variety of ways, with the pupils themselves being heavily involved in self-assessment. They speak very favourably of the verbal assessment and check sheets which form key elements of the school's assessment process. Detailed records are kept to ensure that progress remains on track.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The personal development of pupils is good, in accordance with the aims of the school to encourage a desire to achieve something positive for mankind. This marks significant improvement since the previous inspection.
- 4.2 The school provides a range of opportunities through which its pupils develop a system of spiritual beliefs. The pupils develop a good sense of identity, self-worth and self-confidence. demonstrated by their demeanour around the school, and in many of their activities. Leavers are ready to face the challenges of the next stage of their education knowing that so far their experience has been in a supportive friendly environment, in which they have been able to practise skills to give them confidence in the adult world. The school was described by pupils as 'A close knit family community school with a feeling of homeliness'.
- 4.3 Pupils develop a strong moral awareness which pervades the whole life of the school. They clearly understand right from wrong. For example, when playing at lunch time, a group of pupils encouraged each other to 'do the right thing' when sharing the ball. Values are often discussed, at registration and tutor time, with an emphasis on applying them to situations that are relevant to the different age groups. A group of senior pupils was able to distinguish with clarity the difference between knowing the right thing in principle and doing the right thing in practice.
- 4.4 Pupils' social development is good. Relationships are based on mutual trust and respect, which is palpable throughout the school. Measures to promote responsible behaviour are embedded, and focus on encouragement and positive reinforcement from an early age. Pupils accept responsibility readily and happily share the various tasks that fall to them.
- 4.5 Pupils acquire a good appreciation of and respect for their own and other cultures, which encourages harmony between different cultural traditions. Pupils of all ages are happy together and there is a strong sense that they are able to enjoy the environment provided by the school. From the earliest years, local trips and visitors contribute to the pupils' developing understanding of their own cultural traditions and the richness and diversity of others. Within the curriculum, some pupils develop awareness of a variety of other economic, cultural and political contexts, though other pupils have a rather less developed understanding.

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

- 4.6 Arrangements for the welfare, health and safety of the pupils are good and support the pupils' personal development well. The anti-bullying policy is suitable and operates effectively because the school makes sure that it is well known to everyone, and is clear that any concerns will not be brushed aside. Pupils and parents say that bullying rarely occurs; pupils are aware of the action they should take, and are confident that any issues are sensitively and effectively resolved. The school runs a system of house points, that can be earned or lost, and pupils generally feel that this system of rewards is fair. Sanctions are needed rarely, but when necessary are given in accordance with a clearly specified procedure, well understood by the pupils. There are few recorded instances of more serious misbehaviour.
- 4.7 The structures, policies and procedures established to support and secure the pastoral development of the pupils are well thought out and efficiently applied. This is evident in the use of the 'qualifications' (academic support) and 'ethics' (pastoral support) organisations, and in the records on routing forms, which are individual forms tracing the various stages of support for any pupil needing help, ensuring shared, detailed information. The main reason for the success of the procedures is that they are implemented consistently by all staff. The staff handbooks give clear guidance on the various pastoral roles. Pupils know where they can go for help and know that something will be done. Pupils say that they learn self-discipline, quoting the example of learning to communicate verbally, not physically, with anyone causing annoyance.
- 4.8 The good relationships between staff and pupils, and amongst the pupils themselves are a strength of the school. The personal welcome for each pupil from the head teacher or deputy in the morning sets the positive tone for the day. The care that the staff devote to the well-being of their pupils is appreciated by both the pupils and the parents.
- 4.9 The school's safeguarding policy is good, and staff are trained in their responsibilities effectively. The recruitment of staff is in accordance with safe recruitment procedures. Fire precautions and fire practices are all in order and duly recorded, and measures to guard against other risks are in place. The school has a suitable plan to promote accessibility for those with disabilities, and good medical arrangements. Food is nutritious and designed to encourage healthy eating habits, though some pupils feel that it lacks variety. The importance of a healthy lifestyle was discussed at registration with reference to preparing for examinations. Boarders appreciate the facility they have to supplement what is provided with their own food from time to time.
- 4.10 The school's attendance and admission registers are properly maintained and archived.

4.(c) The quality of boarding education

- 4.11 Boarding provision is good, and has improved since the last inspection, undertaken by Ofsted. It contributes effectively to the school's aim to provide pupils with the skills and knowledge necessary to live their lives to the full. Boarders speak persuasively of the extent to which boarding teaches them tolerance and respect for others. All the recommendations of the Ofsted boarding report have been met.
- 4.12 Accommodation is generally good, and has improved significantly since the last inspection. Living and sleeping areas are clean and adequately furnished, and strike a good balance between the need for privacy and communal living. Boarding staff know all the boarders well, and provide a high level of care for them. Procedures designed to ensure the boarders' safety are all in place. A third of the boarders who replied to the pupils' questionnaire cited the limited range of evening and week-end activities as an area needing development. Inspectors found that although activities are provided both at week-ends and in the evenings, they are, as with the main school activities, repetitive and limited in scope. The very few parents who responded to the boarding question in their questionnaire were fully supportive of the boarding provision.
- 4.13 Boarders have very good relationships with each other and the house staff. A clear sense of community prevails within the boarding house, new members are made welcome, and the social and cultural mix of pupils is much appreciated by them; they feel that it adds richness and diversity to the boarding experience.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is good, undertaken by the board of three trustees supported by two further management trustees, all having close and long standing connections with the school. They meet regularly, in some cases weekly, to ensure that they have comprehensive oversight of educational standards, financial planning and the provision of resources. They have a school development plan, which has recently undergone revision, but this is not yet fully costed and is not specifically related to the aims of the school. They receive detailed reports from the head teacher to keep them in touch with school affairs, and they have a clear understanding of the dividing line between their responsibilities and those of the senior management. Senior staff find the trustees both supportive and knowledgeable, and are also willing to use their range of professional expertise to assist in the affairs of the school.
- 5.2 Trustees are collectively extremely well informed about all areas of the school, and are able to offer challenge to the staff and to discharge their responsibilities effectively.
- 5.3 Trustees well understand their responsibilities regarding child protection, welfare, health and safety. All necessary checks are carried out and recorded, and all required policies are in place, implemented and regularly reviewed to ascertain their effectiveness in practice.

5.(b) The quality of leadership and management

- 5.4 The leadership and management in both the Senior School and the Lower School are satisfactory, providing direction for staff both academically and pastorally. Following the appointment of the present head teacher two years ago, management structures have been significantly reorganised, and the recommendations of the last report concerning the Lower School have been met. The new management structures in the Senior School have resulted in various new initiatives, many of which are not yet fully embedded. Monitoring of the implementation of policies throughout the school is currently limited.
- 5.5 Many subjects in the Senior School have only one teacher, and a departmental structure is therefore not possible. Some teachers are therefore somewhat isolated within their subjects, and, being involved in full-time teaching, have little opportunity for the development of new ideas or schemes of work, or for viewing best practice amongst their colleagues. An appraisal system has been introduced, meeting the recommendation of the previous report, whereby support is offered to staff, who expressed appreciation of this scheme.
- 5.6 The educational philosophy and system of study technology used throughout are successfully propounded and executed by the management of the school. The system is less concerned with matters of management, such as whole-school self-evaluation, appropriate assessment, monitoring and the dissemination of best practice, to which areas the school is now turning its attention.
- 5.7 The school is successful in securing, supporting and motivating its staff, and ensuring that they are appropriately trained for their roles in safeguarding, welfare, health and safety. Arrangements for checking the suitability of staff and trustees are

all in place. Premises and accommodation are suitably maintained, and are adequate for the school's needs.

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

- 5.8 Links between the school and parents are good. All parents who responded to the parental questionnaire felt that the school encourages them to be involved, makes information about policies readily available, handles well any parental concerns, makes communication easy and responds to parents' questions in timely fashion. While no question elicited a response of strong disapproval, some parents criticised the range of extra-curricular activities, a view with which inspectors concur.
- 5.9 Parents of current and prospective pupils are provided with all required information, and the website, which has been recently updated, provides access to policies, news and forthcoming events. The publication of regular electronic newsletters is also appreciated. Parents commented on the easy access they have to the head teacher, who is available every morning at the school gate as parents deliver their children to the school. Reports are informative, written with evident detailed knowledge of the pupils concerned and provide useful information on the pupils' progress.
- 5.10 Parents may become involved in the parent and teacher association, which is involved with various school projects and provides significant support for school productions.
- 5.11 The school has an appropriate policy for dealing with complaints from parents, which includes the recording of these in a complaints book. In recent years, no complaint has been recorded as being taken beyond the first, informal, stage.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 The overall effectiveness of the EYFS provision is good. The school fulfils its aim to provide educational opportunities for each child to flourish as a unique individual, and become confident and able in skills to underpin their whole education. The setting supports all children so that they make good progress in their learning and development. Members of staff promote a good balance between academic progress and pastoral care. Improvements have been made since the last inspection.

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

6.2 Leadership and management are satisfactory, with some good features. Safeguarding procedures are secure and all required checks have been carried out. With regard to safeguarding, staff are suitably trained and know what action to take if required. Staff have good professional relationships with parents, carers and others, all of whom work together to meet the needs of all the children. Reports sent to parents at the end of the EYFS currently lack reference to all six areas of learning. Risk assessments are in place to ensure that children are safe and secure. Self-evaluation takes place in weekly meetings and through monitoring of plans. However, this area of management is not fully developed as it does not include observation and monitoring of teaching, and regular evaluation of all areas of the curriculum. The implementation of good policies and procedures promotes equality and eliminates discrimination. All resources are deployed effectively.

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

6.3 The quality of provision is good. The Nursery successfully uses a learning programme that is primarily child centred, and provides a stimulating environment in which children can learn, often by exploration, as they are ready. Planning in Reception covers the six areas of learning, with the addition of this learning programme and the school's own study technology programme. Regular observation and assessments are used to plan effectively for individual needs, including those of children who may need extra support. There is a good balance between adult-led and child-initiated activities. Classrooms are well organised, with clearly defined areas. They include good resources with attractive displays, some of which provide useful learning aids. There is a small covered area which can be used by both classes. The larger playground is well used at lunch and play times but not otherwise during the day, and its resources do not reflect the six areas of learning. The provision for the children's welfare is good. In lessons and daily routines, children are taught about good health and hygiene. All staff know the children very well and provide good care. Those in charge generally manage the children's behaviour appropriately. At lunch and snack times, children are provided with a range of healthy food.

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

- 6.4 The outcomes for children are good. They all make progress and achieve the Early Learning Goals by the end of Reception. The children's personal development and well-being are good; they are friendly and generally well behaved, and respect and tolerate each other. They approach adults with confidence and are willing to share their concerns. Children have a good knowledge of how to keep safe and they are aware of healthy lifestyles. In both the Nursery and Reception, they are eager to participate and become absorbed in activities, showing good concentration. Literacy and numeracy skills are good, and children are beginning to make use of the newly acquired ICT equipment. Children are able to work independently, accessing their own resources, and they enjoy solving problems. Role play areas and projects enable them to learn about the wider world.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chairman of trustees, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the boarding house and 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 Jenny McCallum | Reporting Inspector |
| Mrs Chris Bennett | Former Head, GSA school |
| Mrs Linda Cheverrill | Head, ISA school |
| Mr John Gibson | Head, ISA school |
| Mr Ian Palmer | Deputy Head, IAPS school |
| Mrs Vivien Tabone | Early Years Lead Inspector |