



INDEPENDENT SCHOOLS INSPECTORATE

DUMPTON SCHOOL

INTEGRATED INSPECTION

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Dumpton School

Full Name of School	Dumpton School
DfE Number	835/6002
EYFS Number	EY379251
Registered Charity Number	306222
Address	Dumpton School Deans Grove House Deans Grove Wimborne Dorset BH21 7AF
Telephone Number	01202 883818
Fax Number	01202 848760
Email Address	secretary@dumpton.com
Head	Mr Andrew Browning
Chair of Governors	Mrs Kate Waterman
Age Range	2½ to 13
Total Number of Pupils	360
Gender of Pupils	Mixed (222 boys; 138 girls)
Numbers by Age	0-2 (EYFS): 21 5-13: 288 3-5 (EYFS): 51
Head of EYFS Setting	Ms Tonya Monaghan
EYFS Gender	Mixed
Inspection dates	23 Apr 2013 to 26 Apr 2013

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 2008.

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. 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', 'satisfactory' 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 the chair of governors and one other governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Penny Horsman	Reporting Inspector
Mrs Kerry Cooke	Team Inspector (Deputy Head, IAPS school)
Mr Paul Scripps	Team Inspector (Head of Department, IAPS school)
Mrs Maxine Shaw	Team Inspector (Head, IAPS school)
Mrs Sue Bennett	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Dumpton School is a co-educational day school for pupils aged from 2½ to 13 years, set in 26 acres of grounds close to Wimborne, Dorset. The school operates as a charitable trust administered by a board of governors. It was originally founded in 1903 in Broadstairs, Kent, but at the outbreak of the Second World War the pupils were evacuated to Dorset where the school has remained. It moved to its present site in 1987 where the accommodation is centred around a 19th century farmhouse that has been converted and extended. Since the previous inspection a new science and mathematics block has been built, the kitchens and other areas of the school have been refurbished, a design and food technology department has been created, and improvements and additions have been made to the sports facilities and the playground for the youngest children.
- 1.2 The school aims to educate pupils in a safe, supportive and caring environment, within a framework of family and Christian values that stress the importance of teamwork and mutual respect at all times. The school motto is 'You can because you think you can', and pupils are encouraged to fulfil their potential and to become confident communicators, appreciating good manners and tolerance.
- 1.3 At the time of the inspection 360 pupils, 222 boys and 138 girls, were on the school roll. Of these, 72 were in the Early Years Foundation Stage (EYFS), with 40 of these children attending part-time. Twenty-eight pupils have been identified by the school as having special educational needs and/or disabilities (SEND) and all of these receive support for their learning. No pupil has a statement of special educational needs or has support for English as an additional language. Pupils come from professional families who live and work in the surrounding area and the majority are of white British heritage, with a small minority who represent a range of faiths and other cultures. The ability profile of the school is above the national average.
- 1.4 National Curriculum (NC) nomenclature is used by the school from Reception onwards and throughout this report to refer to year groups. The year group nomenclature used by the school for the Nursery and its National Curriculum equivalence are shown in the following table.

Nursery

School	NC name
Robins	Nursery (2½ to 3 years)
Woodpeckers	Nursery (3 to 4 years)

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 From the EYFS upwards, pupils are highly successful in their learning and personal development. The school successfully meets its aim to help pupils to achieve because they believe that they can succeed, within a happy, safe and stimulating environment. Excellent teaching contributes to the high standard of achievement. The pupils' attitudes to their work are highly positive. They are interested in their studies and appreciate the many excellent opportunities that are offered to them, both within and outside the curriculum.
- 2.2 Throughout the school, the pupils' personal qualities are of a high standard. The warm and caring atmosphere in the school fosters pupils who are well mannered and unfailingly polite. Pupils reported that they are proud to be at the school. All staff, both teaching and non-teaching, provide excellent pastoral care and their example leads to the sense of purpose that pervades the school from the EYFS upwards. Arrangements to ensure the pupils' welfare, health and safety are excellent.
- 2.3 Leadership and management are excellent in all sections of the school. Senior leaders have responded to the recommendations of the previous inspection to ensure that schemes of work are consistent across all stages of learning. They have reviewed the marking system and ensured that the outcomes of assessment are used to provide work that matches pupils' abilities. A system to monitor teaching has been developed and this, together with peer observation, is beginning to impact on the sharing of best practice. The governors are committed to the school. Their experience and expertise have played a significant part in the development and improvement of both the buildings and facilities. Several governors visit regularly and have a good working knowledge of the day-to-day life of the school.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendation for further improvement

- 2.5 The school is advised to make the following improvement.
1. Extend the monitoring of teaching so that all teaching reaches the standard of the best.

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 Throughout the school, pupils are well educated and extremely successful in their learning across all subjects and activities. The school fulfils its aim to provide excellence of education both inside and outside the classroom. Pupils show clear understanding, both in lessons and in their written work, and as a result they make at least good progress. Literacy skills are excellent. The quality of younger pupils' writing demonstrates extensive use of descriptive language and excellent handwriting. Pupils have a marked ability to listen to each other. They read and speak well, both in lessons and when conversing with adults. Mathematical skills are good throughout the school. For example, younger pupils doubled two-digit numbers with ease. Logical thought is well developed, as pupils respond to questions such as 'Is there more future than past?'
- 3.3 The pupils' creative skills are clearly evident in two- and three-dimensional art displays around the school, which provide stimulus and interest. Individuals attain high levels in music and drama examinations.
- 3.4 Pupils reach good levels of competence in information and communication technology (ICT), and it is used successfully in many curriculum subjects. Activities such as the music technology group and the Dumpton Radio station provide them with the opportunity to use their skills outside the curriculum. Pupils display highly developed physical skills across a range of sports, thus enjoying individual and team successes. They have reached the finals of local, regional and national competitions in sports such as trampolining, cricket, netball, hockey and rugby. Pupils have also achieved success in poetry, history, science and mathematics competitions, and won places in regional and national children's orchestras. When they move on at the age of thirteen to their senior schools, many of them gain awards for sport, drama or academic achievement, and all of them have gained places at the school of their choice in the past few years.
- 3.5 The pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available, it is judged to be excellent in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils of all ages and abilities make rapid progress when compared with those of similar above average ability. From discussions with pupils with SEND, and from the scrutiny of their work, it is clear that their progress is often rapid.
- 3.6 Pupils thrive in the atmosphere of hard work, enjoyment and effort. They work very well together. Their attitude to their work is excellent and they take pride both in their own achievements and those of others. The pupils' books are well presented and the presentation of their work is important to them. They sustain high levels of concentration during lessons and activities, maximising all opportunities that are presented to them.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 This enables the school to fulfil its aims to educate pupils in a supportive and caring environment, creating an educational experience where the importance of teamwork and mutual respect is paramount. The two-week timetable is well balanced and covers the requisite areas of learning, with the addition of French for all and Latin for older pupils. A curriculum committee meets regularly to ensure continuity and consistency across all stages of the school and academic progress is monitored carefully.
- 3.9 A seamless progression exists between the various sections of the school. Pupils up to Year 3 are taught most of the time by class teachers, with support from teaching assistants. Some subjects, such as music and physical education, are taught by specialists. From Year 4 onwards all subjects are taught by specialist staff, with some setting to provide for differing abilities. Provision for pupils with SEND is strong and detailed individual action plans are created for them by the learning support staff. For the many more able pupils, opportunities for extension activities are provided within and outside the curriculum, which challenge their thinking.
- 3.10 Since the previous inspection, the sharing of good professional practice, together with more effective planning that involves all subject staff, has ensured greater parity of curriculum content across subject departments and year groups.
- 3.11 The academic curriculum is balanced by the extensive range of extra-curricular activities and excellent links with the community. The school regards the academic curriculum as but one aspect of its educational provision; sport, drama and music, as well as outdoor learning, are taken equally seriously. Numerous opportunities exist for musicians to play in one of the many group ensembles, such as the brass band, guitar group or chamber orchestra, and these provide pupils with a rich and satisfying musical experience. Pupils undertake physical activity every day, and the extensive sports programme provides opportunities for all to explore a variety of pursuits and represent the school at an appropriate level. A hobbies afternoon each week provides the pupils with opportunities to explore and enjoy activities as diverse as bee keeping, music technology, golf, film making, scuba diving and cross-country running. A recent development has been the creation of extra-curricular awards, where pupils document their own involvement in extra-curricular activities and links with the community, aiming for bronze, silver or gold standards.
- 3.12 Links with the local community include regular visits by the choir to perform at an elderly care home and work with a local primary school to help develop its ecological programme. Pupils from the top two year groups work closely with a pupil learning partner from a local special school, involving both indoor and outdoor activities. Geography field trips and visits to historic places of interest, museums and galleries all enrich the curriculum, as do visiting speakers both from the locality and from overseas.

3.(c) The contribution of teaching

- 3.13 The contribution of teaching is excellent.
- 3.14 Teaching is highly effective and supports the school's aim to deliver high academic standards. Teachers are enthusiastic about their subjects and deliver lessons with obvious enjoyment. They are well qualified, have excellent subject knowledge and make effective use of the high quality resources available. Lessons are well planned. In the best lessons, the pace is brisk and presentations are dynamic. Activities are focused and offer the pupils a range of tasks that are achievable and enjoyable. Teachers use a good variety of techniques to engage the pupils. For example, older pupils in a science lesson were challenged to build different molecules as they entered the laboratory. Younger pupils used the outdoor chess board to good effect to demonstrate the properties of a shape. Teachers have very positive relationships with pupils and there is clear evidence of mutual respect. Teachers have high expectations that contribute to the pupils' good progress. In the very few less successful lessons observed, the level of direction from the teachers limited opportunities for independent and collaborative learning.
- 3.15 Teachers are aware of the individual needs of the pupils within their classes, including those with SEND. These pupils benefit from careful planning for their needs and from the specialist individual help they receive. The learning support department ensures that all staff are given information about the needs of these pupils through the individual action plans, highlighting requirements and support strategies. In most lessons this information is used effectively. In the majority of lessons, the pupils' needs are met through the use of tasks that are accessible to all. For example, the use of kinaesthetic activities with a group of mathematicians who did not find the subject easy ensured that they were fully engaged; the use of practical apparatus allowed them to develop a good understanding of the concepts being taught. In a few lessons, tasks are not varied sufficiently for the less able pupils to be able to access the planned learning. Across the school, support staff are well prepared and offer excellent guidance, support and reassurance to the pupils with whom they work.
- 3.16 A robust marking policy has been implemented, and most marking celebrates the pupils' achievements and progress whilst also suggesting next steps for learning. Pupils understand the marking system and find comments useful and constructive. Marking strategies include both formative and summative approaches; progress is monitored and concerns are highlighted and acted upon. In an ICT lesson, both self-evaluation and peer evaluation were used effectively to structure the next steps for learning. The outcomes of assessment are almost always used in planning to provide appropriate work for pupils of differing abilities. In their responses to pre-inspection questionnaires, some pupils felt that homework does not help them to learn. Inspectors investigated this thoroughly in discussions with pupils about their work and found that homework effectively support learning.

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' personal development is of the highest standard throughout the school, in accordance with its aims and demonstrating its motto: 'You can because you think you can'. The pupils often reflect upon their own achievements and can offer mature, self-critical observations of their behaviour and work. Through religious studies (RS) lessons, and the PSHE programme, pupils develop an excellent understanding of non-material aspects of life and show well-developed aesthetic awareness and an appreciation of lasting values. They recognise their own strengths and those of their peers. In an assembly where pupils demonstrated exceptional musical ability, their peers listened with obvious enjoyment and appreciation. Pupils have a strong sense of self-esteem as a result of the recognition they receive for their successes, both in class and in assemblies. A very small minority of pupils mentioned in response to the pre-inspection questionnaire that they do not think teachers show concern for them as a person. Inspectors found no evidence to support this.
- 4.3 Pupils' moral awareness is excellent and they demonstrate a clear sense of right and wrong. All pupils respect others, and they are encouraged to involve each other in resolving pastoral issues. Older pupils said that they would act if they saw a younger child who was being made unhappy and approach a teacher if the situation was one which they could not resolve. A culture of mutual respect and care and the school's high expectations of its pupils are both implicit in school life. Pupils are aware of rights and wrongs in society and of the need to look after their environment. They embark on conservation work, such as planting trees with the National Trust, and have contributed to the school's recent ecological award of Green Flag status.
- 4.4 The pupils' social development is also excellent. A very small minority stated in the pupil questionnaires that they are not given the chance to take on responsibility at school. Inspectors found that pupils make an exceptional contribution to the life of the school through their roles as prefects, house captains, energy monitors and school parliament representatives. Pupils recognise that their school parliament is a democratic way for their views and aspirations to be aired and considered. Social and political topics are debated from all perspectives in subjects such as history and PSHE. Pupils show gratitude for alumni who have given their lives for their country during wartime when the whole school community assembles by the school's own memorial on Remembrance Day. Pupils are very aware of the needs of others beyond their school, and the whole school actively contributes to those in society who are less fortunate, for example in supporting an orphanage in India. A pupil commented that 'you only have to put a little bit of effort in to change someone's life'.
- 4.5 The pupils have an excellent appreciation of and respect for their own and other faiths and cultures. The curriculum enhances their understanding of the lives of people in other countries in geography, PSHE and RS lessons. Pupils develop an insight into the values and beliefs of other cultures through the celebration of festivals such as Chinese New Year and an India day. This is further supported by residential trips abroad such as those to France and Portugal. Involvement in

concerts, learning about well-known composers, and taking part in and watching drama productions add depth to pupils' cultural experiences.

- 4.6 By the time they are ready to leave at the age of thirteen, pupils' personal development is excellent. They feel ready to move on and well prepared for their next schools.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Relationships between staff and pupils and amongst the pupils themselves are highly positive. The school has effective policies to promote good behaviour and to guard against bullying. Form tutors recognise the importance of their role in the pastoral support of the pupils and work effectively to ensure that they are happy, safe and secure. Pupils are very aware of whom to approach if they have any concerns or difficulties and the tracking system for pastoral issues is detailed and robust. An additional member of staff, with responsibility for pastoral care, is attached to each year group and this ensures that time can be made available quickly, for pupils and parents, when concerns or queries arise.
- 4.9 Pupils are encouraged to be healthy through developing good eating habits and taking regular exercise. They have an excellent choice of nutritious food options at lunchtimes, and speak with enthusiasm about their meals and which foods are healthy.
- 4.10 Pupils respond well to the high expectations of staff for good behaviour. In response to the pre-inspection questionnaire, a small minority of pupils felt that staff are not fair with their use of rewards and sanctions. The inspection team found no evidence to support this. Pupils questioned felt that staff are firm but fair and acknowledged that this improves the school community for everyone. A few pupils felt that incidents of bullying are not handled well by the school. After thorough investigation and speaking to many pupils, inspectors could find no evidence to support this view.
- 4.11 The school employs effective methods to seek the views of pupils through the school parliament; the pupils understand its role and the way in which their views contribute to it. Time is given during the PSHE lessons for members of the parliament to report back. They are particularly proud of the outdoor classroom, which was an idea they feel they generated and took to the parliament for consideration.
- 4.12 The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities.

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

- 4.13 The contribution of arrangements for welfare, health and safety is excellent.
- 4.14 Safeguarding procedures are thorough and have regard to official guidance. All staff are trained at the appropriate level in child protection. The school regards safeguarding and pupils' safety as a high priority. Close and effective relationships are maintained with local children's services.
- 4.15 All necessary measures are taken to reduce the risk of fire and other hazards, with thorough risk assessments covering all relevant areas. A health and safety committee meets termly and carries out its role effectively, keeping detailed minutes

of all meetings. Regular fire drills are held and appropriate records are kept. Staff receive clear guidelines on fire safety as part of their induction training and are given regular updates. Electrical testing is regular and recorded appropriately. The admission and attendance registers are suitably maintained and correctly stored.

- 4.16 Pupils who are ill or injured are cared for in a well-equipped medical room and appropriate records are kept. All staff receive training in first aid.

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 school is strongly supported by the governing body. Governors provide a valuable blend of experience and expertise. They are highly successful in providing the stimulus and resources to ensure an effective education in line with the pupils' needs and the school's aims. They exercise prudent financial control and have ensured that the school benefits from high quality accommodation, resources and staff. They have oversight of the strategic plan for the development of the school.
- 5.3 Governors are aware of their legal responsibilities and the governing body regularly reviews all policies and procedures, including those for safeguarding, safer recruitment, and welfare, health and safety. All governors have received training in child protection. They make regular visits to all sections of the school, including the EYFS, and have good insight into the daily experience of pupils and staff. Staff from all sections of the school make regular presentations to the education committee which are fed back to the other members of the board.

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

- 5.4 The quality of leadership and management is excellent.
- 5.5 Staff, parents and pupils respect the deep commitment shown in the way the school is led. The senior leaders ensure that the school fulfils its aims to maintain a family community where confidence and self-esteem, together with respect for others, are paramount. Pupils are inspired to reach the highest standards, through constant reinforcement of the school motto. The excellent personal qualities of the pupils and the high level of their achievements are a direct result of the ethos that has been created and the example that has been set by the senior management team. In responses to the pre-inspection questionnaires and in interviews, pupils reported that they enjoy being at the school and are very proud of it.
- 5.6 Leadership staff focus on future and continuous improvement and they provide clear educational direction. Priorities have been identified through self-evaluation and discussion with all staff. A clear and detailed school development plan is the result of consultation with all sections of the school. Opportunities for professional development for staff are identified through appraisal, which includes regular lesson observation and review meetings. Leadership has ensured that the recommendations from the previous inspection have been addressed. A consistent approach to planning and reviewing the curriculum across all stages of learning has been developed. Appropriate systems have been developed to monitor teaching and learning within the school.
- 5.7 Safe recruitment procedures are followed when new staff and governors are appointed and the required checks are recorded accurately on the single central register. Safeguarding and pupils' safety are seen as priorities, and their welfare, health and safety are assured through the consistent implementation of suitable policies and procedures. This results in an environment which is welcoming, safe

and stimulating. Induction procedures for new staff are thorough and staff are well qualified.

- 5.8 The quality of links with parents, carers and guardians is excellent. In their responses to the pre-inspection questionnaire, parents were overwhelmingly supportive of the school. Staff are contactable by email and are readily available in person should individual concerns arise. In questionnaire responses a few parents expressed concerns regarding the school's handling of incidents of bullying. The inspectors investigated this matter carefully and found that issues are dealt with appropriately and that thorough records are kept.
- 5.9 The school maintains constructive relations with parents. Appropriate records are kept of parental concerns and matters are dealt with swiftly. The school has an appropriate complaints policy. Parents are invited to watch matches, assist with school trips, and attend assemblies, concerts and plays when their children are performing. In response to the questionnaire, a few parents expressed dissatisfaction with the quality of information provided by the school about their children's progress. The inspectors found no evidence to substantiate this view. Effort grades are sent to parents every three weeks, reports are issued twice yearly and a parents' evening is held once a year. Reports are clear and detailed, although not all of them contain guidance as to how pupils can improve their work. Areas are available on the school's website for parents of both current and prospective pupils, and they are provided with the required information about the school. A newsletter is sent by email to parents every Friday, and urgent information is sent by text message.
- 5.10 A flourishing parents' association arranges a number of social events for parents and staff every year. These have included barbeques, quiz nights and formal balls. Parents raise funds for the school and for local and national charities.

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 in meeting the needs of the range of children who attend. Highly dedicated staff work together successfully and have an excellent understanding of young children's learning and development. Observation and assessment systems are thorough and identify children's next stages of learning. Individual action plans support children with SEND extremely well. Resources are plentiful and age appropriate. High quality planning provides stimulating experiences for children and includes an excellent balance of adult-led and child-initiated learning. Specialist teachers in swimming, dance and music enhance the curriculum further. Staff have high expectations and plan activities that motivate and encourage children to become investigative learners. They use highly effective open-ended questioning to challenge children's thinking. For example, the 'Plan, do and review' sessions encourage children to express their independent thoughts and ideas, preparing them extremely well for their educational transitions.
- 6.2 All staff work closely with parents, enabling children to settle quickly and happily into the setting. Before admission, parents complete 'All about me' booklets to inform the setting about children's needs. Parents are highly involved in children's learning and achievements through the setting's 'open door' policy, regular progress reports and parents' evenings. Staff share children's developmental records with parents each week and encourage continued learning at home. Reception diaries and Nursery folders are key communication links between home and school and enable parents to share children's home successes. Electronic communications and weekly newsletters provide further information about the school's life. A few parents expressed concerns about appropriate homework levels. Inspectors found no evidence to support these views.

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

- 6.3 The provision for children's well-being is outstanding. Staff understand children's individual needs extremely well. The key person system fosters close relationships with children effectively, ensuring that they feel safe and secure. Children of all ages explore their surroundings happily and make choices between activities. Children converse confidently with their peers and supporting adults as they play. In the Nursery, children easily share any concerns with staff, whilst Reception children talk about their home lives in a self-assured manner during 'Special person' sessions. Many opportunities exist for children to enjoy imaginative play, such as pretending to be jungle explorers. Staff are excellent role models who promote children's positive interaction through sensitive guidance. Children behave extremely well; they are keen to please and enjoy receiving reward stickers for their achievements and helpfulness. Children play co-operatively together, take turns and understand the importance of sharing. They relish responsibility roles, enjoying helping to tidy toys and being the class helper. These skills provide outstanding support for children's personal development and preparation for their next stages in learning.
- 6.4 The setting places a high priority on children's safety and supports their healthy lifestyle awareness very well. Staff remind children to hold onto railings when

descending stairs and take care when moving around. Children are independent in their self-care. The youngest children are able to put on boots and coats, whilst Reception children competently organise their own belongings. Staff ensure that children wash hands frequently, explaining to them the importance of preventing the spread of germs. Menus are varied and nutritious, and effectively support individual dietary needs. The outstanding outdoor environments, such as the adventure area and woodland trail, enable all children to benefit from fresh air and exercise.

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

- 6.5 The leadership and management of the provision are outstanding. The named governor takes a keen interest in the setting and visits regularly to provide support and to maintain excellent links with the board. Senior managers have a thorough understanding of their EYFS responsibilities in overseeing the educational provision. They monitor class planning and assessment each week, ensuring curriculum balance and equality for all children. Systems for staff supervision are thorough, ensuring high quality practice. Safeguarding and welfare procedures are rigorous; all staff attend regular child protection training. Stringent recruitment processes ensure staff's suitability for their roles. Meticulous risk assessment procedures ensure that the environment is welcoming, safe and stimulating for children to enjoy.
- 6.6 Self-evaluation systems are comprehensive. Staff meet regularly to evaluate the provision and set priorities for the future. This builds effectively into the setting's development planning, demonstrating a focused commitment towards continuous improvement. Appraisal processes support staff in their teaching performance and professional development. The setting has strong links with local authority advisors for guidance and training, and it seeks support from outside specialists to support children's learning if the need arises. During discussions and in their questionnaire responses, parents were overwhelmingly positive about the setting's high quality of care and provision. Since the previous inspection, improvements include revised assessment processes and the development of outdoor learning resources. The recommendation relating to the reorganisation of resources in the playroom has been successfully implemented.

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

- 6.7 The quality and standards of the EYFS are outstanding. The provision for children's individual needs, including those with SEND, is excellent, enabling all to make significant progress from their starting points. Children of all ages are articulate, enthusiastic learners. Nursery children work collaboratively together to complete puzzles. Numeracy and literacy skills are strong. The youngest children develop early writing skills through mark-making activities and use pictorial cues to explain the meaning of signs. Older Nursery children can identify initial sounds and recognise numbers up to ten. Reception children enjoy the investigative challenge of excavating fossils from the sand tray, explaining in their role play that they are palaeontologists. They read simple text competently and write sentences using correct punctuation. They can describe the properties of three-dimensional shapes and solve simple addition problems.
- 6.8 The children's personal and emotional development is outstanding. All children are extremely happy and settled within the setting's safe, nurturing environment. They are self-assured and independent, and greatly enjoy the stimulating variety of learning opportunities. Stringent procedures ensure children's safeguarding and

welfare needs. The setting's leadership and management have inspirational vision for the future, ensuring the best outcomes for children.

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.