



INDEPENDENT SCHOOLS INSPECTORATE

**BRIDGEWATER SCHOOL
STANDARD INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Bridgewater School

Full Name of School	Bridgewater School		
DfE Number	355/6005		
Registered Charity Number	1105547		
Address	Bridgewater School Drywood Hall Worsley Road Worsley Manchester M28 2WQ		
Telephone Number	0161 794 1463		
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Email Address	admin@bwslive.co.uk		
Head	Mrs Judy Nairn		
Chair of Governors	Mr James McGrath		
Age Range	3 to 18		
Total Number of Pupils	488		
Gender of Pupils	Mixed (266 boys; 222 girls)		
Numbers by Age	0-2 (EYFS):	0	5-11: 142
	3-5 (EYFS):	53	11-18: 293
Head of EYFS Setting	Mrs Patrice Bailey		
EYFS Gender	Mixed		
Inspection dates	29 Mar 2011 to 30 Mar 2011		
	04 May 2011 to 06 May 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 May 2007.

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 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.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Bridgewater School is a co-educational day school for 3 to 18 year olds founded by parents in 1950. In 1952 it moved to its current site of Drywood Hall, a seventeenth century house in four acres of grounds. It is situated in the village of Worsley, seven miles from the centre of Manchester. The teaching accommodation is largely modern and purpose-built, and has recently been extensively refurbished. The Early Years Foundation Stage (EYFS) classrooms are now housed together with a new outside play area, adjoining the preparatory school. The current head was appointed in March 2010.
- 1.2 The school is owned by a charitable trust with a board of governors. A new chair of governors was appointed in January 2011.
- 1.3 The school aims to encourage pupils to grow and become learners for life in a caring, family environment where the quality of work and endeavour is celebrated, and pride is shared in personal, individual and group achievement. It also aims to develop pupils' spiritual, moral, social and cultural understanding, as well as their sensitivity to each other's needs and to those of the world outside school.
- 1.4 Pupils are drawn from the local area, but a significant number are transported by bus from a wide area. They come from diverse economic, ethnic and cultural backgrounds. Almost all the pupils from the preparatory school continue their education in the senior school. The ability profile of the pupils in the preparatory school is above the national average, with most pupils being at least above average. The ability profile of pupils in the senior school on entry to Year 7 is above the national average, with most pupils being at least above average. In the sixth form, the ability profile of pupils is broadly in line with the national average.
- 1.5 The school has identified twelve pupils in the preparatory school and twenty-four in the senior school as having learning difficulties and/or disabilities (LDD). These pupils receive support with specific aspects of their learning from subject and class teachers. A visiting specialist teacher comes to help dyslexic pupils. One pupil in the preparatory school has a statement of special educational needs, funded by a local authority. There are twenty-six pupils in the preparatory school and twenty-three in the senior school for whom English is an additional language (EAL), eleven of whom receive support.

- 1.6 National Curriculum nomenclature is used in the senior school and throughout this report to refer to year groups in the school. The year group nomenclature used by the EYFS and the preparatory school, and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Kindergarten	Nursery
Reception	Reception

Preparatory School

School	NC name
Prep I	Year 1
Prep II	Year 2
Prep III	Year 3
Prep IV	Year 4
Prep V	Year 5
Prep VI	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 From the EYFS onwards, the pupils are well educated in accordance with the school's aims in that their achievements are proudly celebrated by all. They achieve good examination results and gain successes in other areas, such as sport, music and drama. At every age pupils benefit from a broad curriculum, which is enriched by interesting trips and outings. Good teaching contributes to the pupils' achievements, as do their own positive, aspirational attitudes. Pupils with LDD are identified early and are given appropriate support so that they can achieve to the best of their ability. Staff are aware of the need to challenge the most able pupils but as yet not all teaching does so consistently. Pupils' personal development is outstanding. The school is highly successful in its aim to develop pupils' spiritual, moral and cultural understanding. Pupils are confident, articulate and sensitive to each other's needs. They learn to support one another and to help pupils younger than themselves. They enjoy excellent relationships with each other and with their teachers. Their awareness of the needs of the world beyond school is shown in their committed and sometimes imaginative fund-raising for charity.
- 2.2 Good governance ensures that the governors are mindful of their responsibilities to the school and for meeting regulatory requirements. Leadership and management at all levels are strong, characterised by energy and enthusiasm. Excellent communication leads to a powerful shared vision that is effectively disseminated throughout the school. Leaders are instituting much good practice which has not yet had time to take full effect. In their responses to pre-inspection questionnaires, pupils were almost unanimous in recognising that they make good progress and they consider that the school is well run. Some pupils did not feel that the school listens to their views or that teachers treat them fairly. The inspection team found no evidence to support these views. Parental responses to the pre-inspection questionnaire were very positive, stating that parents are pleased with the progress made by their children and that they can communicate easily with the school. Some parents felt there is insufficient focus on the most able pupils, an area being addressed by the school.
- 2.3 The previous inspection report recommended addressing inconsistencies in curricular planning and further developing the role of subject co-ordinators in the preparatory school. The school has successfully addressed these needs. The senior school is continuing to work on the recommendations to extend opportunities for independent learning and to build on some excellent assessment practices.

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. Continue to develop best practice in the improvement of teaching and learning throughout, to achieve consistently high standards.
2. Improve and extend the range of methods used to challenge the most able pupils.
3. In the EYFS, develop greater access to the outdoor learning environment.
4. In the EYFS, ensure that strategies to meet the needs of all children are written into daily plans.

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 quality of the pupils' achievements is good and reflects the school's aim to encourage all pupils to grow and become learners for life. In the preparatory and senior schools, pupils speak articulately, engaging with their peers and with adults in an open, friendly way. They listen attentively and read fluently. Their writing skills vary according to ability, but all are capable of neat presentation and the best writers achieve outstanding standards, as seen in some sixth-form writing. Pupils are encouraged to think logically and independently from an early age, and their regular discussions of television news or the newspapers in form time help them to learn to form opinions and argue cogently. They work creatively in art and music, where their prowess is celebrated in performance. Their numeracy skills are sound and develop from the EYFS onwards. They enjoy physical activity, gaining expertise in formal lessons as well as in the variety of clubs open to them. The majority of pupils are confident and competent users of information and communication technology (ICT). Pupils with LDD are enabled to achieve their potential because they are identified early and well supported by teaching staff who give them appropriate assistance, for example in helping them to use laptops or giving them individual explanation. Almost all sixth formers are successful in gaining entry to their choice of university degree courses.
- 3.2 The pupils' extra-curricular achievements include representation at a high level in Independent Schools Association athletics, swimming and gymnastics. In national mathematics competitions pupils achieve bronze, silver and gold awards. Sixth-form historians have been successful in the Lessons from Auschwitz project. Some pupils have gained success in music, and speech and drama examinations.
- 3.3 Results in the most recent three years for which comparative statistics are currently available, 2007 to 2009, show that GCSE performance has been above the national average for maintained schools. Results at A level overall have been above the national average for maintained schools, girls' results being similar to the average, and similar to the average for maintained selective schools. In the preparatory school, results of standardised tests in English and mathematics indicate that pupils' achievements in these subjects are higher than the national norms.
- 3.4 Judged by inspection evidence, pupils of all ages and abilities make good progress. Successful early intervention enables pupils with LDD to make sound progress. Results at GCSE are good in relation to pupils' abilities, indicating that their progress to Year 11 is above the average for pupils of similar ability. Results at A level are good in relation to pupils' abilities, indicating that their progress in the sixth form is above the average for pupils of similar ability.
- 3.5 Throughout the school, most pupils have a positive attitude to learning. They contribute willingly in class and, for the most part, apply themselves industriously. A few pupils become distracted if they are not kept focused on the work in hand. Pupils collaborate well in group work and listen attentively to others' opinions. At all levels they produce at least an appropriate volume of work, and in the case of many senior pupils, a substantial volume. Presentation of work is good.

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

- 3.6 The contribution of curricular and extra-curricular provision to the pupils' success is good. The curriculum is suitable for all ages and abilities, and is effective in its coverage of the requisite areas of learning. In addition, in the preparatory school, pupils learn music and drama. From Year 4 they learn Spanish with a native speaker, thereby laying a good foundation for future linguistic study. Where cross-curricular links and team teaching are practised, pupils benefit from the chance to explore the relationships between different disciplines. Pupils have weekly lessons in the ICT suite, and although all classrooms have interactive whiteboards, pupils do not yet benefit from using them to their full potential. When the curriculum provides opportunities for outdoor lessons, learning is particularly effective.
- 3.7 In the senior school the curriculum is broad and balanced. Pupils are able to learn three languages, which greatly enhances their linguistic development and literacy skills. Latin has recently been introduced as a curricular subject for Year 7. Pupils have an open choice of subjects for GCSE. Top set pupils are entered for separate awards in three science subjects at GCSE when they have completed the core. A-level choice is good in relation to the size of the school. The sixth form benefits from active debate on current affairs and a programme of visiting speakers. At all ages, a full and varied programme of personal, social, health and careers education (PSHCE) is delivered by form teachers in daily form time.
- 3.8 The pupils' learning support needs are monitored closely. The learning support systems work well and individual education plans provide clear guidance for teachers and parents. Specialist teaching is provided for pupils with specific learning difficulties and/or disabilities such as dyslexia, and additional support is arranged for pupils with EAL. This support enables pupils to participate fully in the curriculum.
- 3.9 There is strong extra-curricular enrichment through subject clubs, theatre visits, and trips to battlefields, art galleries and museums. Geography trips, to the local environment as well as abroad, enable pupils to broaden their experience. They are further encouraged to prepare for language exchanges by entering into electronic communication with Spanish pupils. Educational outings and residential trips develop pupils' independence, leadership and learning skills. Pupils are encouraged to enrich and extend their learning by entering English writing and national mathematics competitions, sitting examinations in music, and in speech and drama, and participating in overseas challenge expeditions. Every pupil in the preparatory school has had a story or a poem published in the school's compendium of writing. There is an annual senior school art exhibition.
- 3.10 Extra-curricular provision is good. There is a high and enthusiastic level of participation in activities that are available for all pupils. They include a wide range of sports activities, match fixtures, cheer-leading, music groups and 'Showcase' evenings, chess, performing arts activities and performances, karate, judo and Tai Kwan Do. The Duke of Edinburgh's Award has been recently introduced and is proving popular. Pupils have good links with the local community. Preparatory school pupils deliver harvest baskets to local care homes and the senior school invites local primary schools to watch performances of plays. The sixth form joins with a sixth-form college for an enterprise day and sixth-form projects are judged by local dignitaries.

3.(c) The contribution of teaching

- 3.11 The quality of teaching in both sections of the school is good and supportive of pupils' learning. Lessons observed during the inspection ranged evenly from satisfactory to excellent. Teachers are knowledgeable about their subjects. Almost all lessons are well planned and conducted in an orderly atmosphere conducive to profitable study. Question and answer sessions produce lively, willing responses. On a few occasions in the senior school, when the pace of the lesson lagged, or when the teacher was less clear, pupils became restless and lost focus. In most lessons observed, teaching was well paced and employed a good variety of methods. ICT is used frequently to display presentations, documents and video clips.
- 3.12 Small class size enables pupils plenty of opportunity to participate. Teachers know the individual strengths and weaknesses of their pupils and tailor challenges accordingly. Throughout the school teachers pay careful attention to pupils with LDD, who are often given specific tasks appropriate to their needs. Qualified support teachers enable group work which provides challenge for high achievers as well as for those requiring support. Pupils at all levels appreciate their teachers' willingness to help them with their work in and outside the timetabled lessons.
- 3.13 The best teaching demonstrates high expectations and challenges pupils of all abilities, leading to good progress. Some lessons in the senior school lack sufficient challenge for the most able pupils, which restricts their learning. A spirit of mutual respect and trust exists between staff and pupils, which creates an effective learning environment.
- 3.14 In the preparatory school, recently introduced systems, which include standardised tests, mean that assessment is thorough and comprehensive. It provides a cumulative year-on-year profile of pupils' ability, attainment and progress. The data is shared with staff, and note is made of those with high learning potential so that curricular planning is adapted to meet their needs. Staff are also informed if pupils identified with LDD have high intellectual capacity so that they can teach them appropriately. Any pupils identified as having LDD are referred when necessary for external assessment. In the senior school, tracking and assessment have recently developed. The results of standardised tests in Year 10 are discussed with parents and used to track pupils' progress to GCSE.
- 3.15 Pupils' work is marked regularly. A small proportion of marking is imprecise and does not address weaknesses in presentation, punctuation, spelling and grammar, or suggest ways in which pupils can improve their work. The best marking at all levels is excellent in its detail, helpfulness and encouragement, with incisive specific advice to those preparing for public examinations.

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 outstanding throughout the school. The school is consistent in fulfilling its aim that pupils should develop understanding of these aspects of life, as well as learning sensitivity to each other's needs and the needs of the world outside the school. At all stages, pupils are confident, responsible and helpful. Their behaviour around the school is excellent.
- 4.2 Pupils' spiritual development is strong. Pupils of all faiths, and none, are aware of what is expected of them as part of the school community. They appreciate the opportunities that assemblies, PSHCE and religious studies provide to consider and explore ideas and to reflect on the non-material aspects of life. Pupils benefit from discussions in class where they can explore and challenge values, enhancing and enriching their spiritual development. Visits to Auschwitz, participation in educational expeditions in the developing world and Year 4's recent work on Nagasaki have led them to consider the resilience of the human spirit and to develop their own self-awareness.
- 4.3 The pupils' excellent moral awareness is evident throughout the school and they have a clear sense of what is right and wrong, acceptable and unacceptable. They are adept at regulating their own and others' behaviour. In the preparatory school they mediate and negotiate, emulating their teachers, resolving any issues by asking the question "How would you feel if..?", thus showing that they know how to apply moral values to their own lives.
- 4.4 Pupils demonstrate excellent social skills. They are confident, articulate and socially aware, equally at ease talking to adults or pupils from different year groups. They are polite and helpful, and make the most of the variety of opportunities they have to take on leadership roles. In the preparatory school, pupils have responsibilities as prefects, librarians, monitors and members of the prep council. In the senior school, pupils are prefects and sports captains. A sixth-form leadership team is supported by all members of Year 13 who help with responsibilities, decorating their own common room during the holidays. Year 12 pupils gain additional experiences by helping in the preparatory school.
- 4.5 Pupils show a sense of responsibility and concern for others through a number of charitable initiatives, for example fund-raising for St Ann's Hospice and Macmillan nurses. Preparatory and EYFS pupils have supported charities.
- 4.6 Cultural awareness and understanding are very strong. Pupils value the multi-ethnic mix in the school and the opportunities to consider cultures other than their own. Visits to a Jewish museum and a mosque, as well as visiting speakers from a variety of religious backgrounds, further foster their respect for other cultures and faiths. The pupils speak appreciatively of their opportunities to take part in a number of cultural events, such as theatre trips and overseas visits. Discussion of current events, both political and moral, is a feature of both form time and registration, and pupils voice opinions with confidence, secure in the knowledge that they will be listened to.

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

- 4.7 The school's arrangements for the welfare, health and safety of its pupils are excellent and support the pupils' outstanding personal development. All staff provide very effective support and guidance for the pupils by encouraging self-discipline, responsibility and care for others. The structure of pastoral care throughout the school ensures that all pupils are well known and their needs are carefully considered. The daily form periods offer time for form teachers to guide their pupils and to monitor their personal and academic progress. The preparatory and senior schools both use assemblies to praise the achievements and endeavours of groups and individuals. This was particularly evident in a preparatory school assembly which boosted morale in a supportive atmosphere. Positive attitudes, enthusiastic approaches, constructive contributions and care for others were endorsed, prized and celebrated.
- 4.8 Excellent relationships exist amongst pupils, and between staff and pupils. The school promotes good behaviour, in accordance with its aims. It has clear policies to guard against harassment and bullying. Pupils of all ages confirmed that bullying is very rare and, if it does occur, it is dealt with promptly and effectively. Pupils feel confident and reassured that if there were a concern or an issue they would know who to go to for support and help.
- 4.9 Safeguarding arrangements have regard to statutory guidance and are rigorously observed. Staff are appropriately trained in child protection, in line with requirements. A health and safety committee ensures the necessary policies and procedures are in place. These procedures are sound and all necessary measures are taken to reduce the risk from fire and other hazards. Appropriate risk assessments covering all aspects of school life are in place.
- 4.10 Suitable provision is made for pupils who are ill or injured, or who need specialist medical support. The school has a suitable plan to improve educational access for pupils with disabilities. Pupils understand the need for a healthy lifestyle and choosing a healthy diet. There is plenty of opportunity for them to engage in sporting activity, and the meals served in the bright, modern dining hall are varied, nutritious and generally appreciated by pupils.
- 4.11 Admission and attendance registers are accurately maintained and correctly stored for the previous three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance of the school is good and the governing body is developing some excellent practices. It is currently reviewing its committee structure in order to support more fully the needs of the school, and to ensure that its awareness with regard to regulatory requirements is kept up to date. The governors are also ensuring that they are able to carry out their role in monitoring educational standards by learning about the school's procedures for tracking and monitoring the pupils' progress. Communication between the governors and school is effective, strongly supported by regular meetings. These ensure that the governors have sufficient insight into the running of the school and that they can offer appropriate advice and support.
- 5.2 The governors exercise very good financial control of the school and have been able to undertake an extensive building and refurbishment programme, much to the benefit of the pupils. Their strategic plan offers appropriate challenge to the school, but governors are currently working to add benchmarks and timescales to the plan so that it can be more accurately evaluated. The governors represent a variety of skills and expertise, and all are keen to support the school and work towards its continuing improvement. Many of them live in the locality and attend school events.
- 5.3 Governors are effective in discharging their responsibilities for child protection, welfare, health and safety throughout the school. Recent governor training has included child protection and safer recruitment training so that governor involvement in senior staff appointments pays close attention to regulatory requirements.

5.(b) The quality of leadership and management

- 5.4 Leadership and management are good. The senior leadership team (SLT) forms a dynamic group that is aware of what the school needs to do to improve. Members of the team work extremely well together and are introducing some excellent practice. As yet, their innovations have not had time to be implemented or evaluated fully, but the team has a clear vision of the educational direction the school is to take. One of the strengths of the members of the SLT is their communication both with one another and with the rest of the staff. For example, the staff have been fully involved in the current curriculum review, exploring the issues in depth. Middle managers are enthusiastic leaders or co-ordinators of their subjects and pastoral teams. They take seriously their pivotal role in communication with teaching staff and the SLT. Those managing non-teaching and support staff are equally positive in their commitment to the well-being of the pupils and to achieving high standards.
- 5.5 The SLT has introduced measures to improve teaching and learning in the school, such as lesson observation, a professional review system for staff and more efficient use of data. It is committed to self-evaluation and to monitoring the progress of the new systems that it has created. It is successful in appointing high quality staff and ensuring that they are suitably trained for their roles in meeting the needs of all pupils, safeguarding, welfare and safety. The team is also developing and motivating staff by providing regular training, often delivered by members of staff with particular areas of expertise, and arranging for them to visit other schools to exchange ideas about best practice. Delegation of responsibilities provides a unifying factor for the staff and encourages the free discussion of ideas. For

example, senior or middle managers may be monitored in some aspect of their teaching by those whom they manage.

- 5.6 The school has thorough arrangements for checking the suitability of staff and governors, and the central register is accurately completed. The school takes a pride in its well-maintained and attractive site.
- 5.7 Leadership and management are effective in promoting the excellent personal development of pupils from the EYFS onwards and for celebrating their achievements, in accordance with the aims of the school.

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

- 5.8 The quality of links with parents, carers and guardians is outstanding and illustrates the aims of the school. Responses to the pre-inspection questionnaire indicate that parents are highly supportive of the school and are very happy with the education and care their children receive.
- 5.9 The school has an 'open door' policy and welcomes parental involvement. A successful Parent Teacher Association makes an invaluable contribution to the school, by fund-raising and organising social and sporting events. Parents serve on the governing body of the school and have many opportunities to be involved.
- 5.10 Parents receive excellent information about the progress of their children. At the start of each academic year, parents meet with staff to learn about the curriculum for the year. There are two subsequent report meetings to discuss pupils: one for induction and one for progress. Written reports are sent twice a year for each school year group, to keep parents informed of their children's progress in all subjects. These reports are of good quality, presenting a clear picture of pupils' achievements and setting targets for improvements. Efficient systems are in place for parental responses to reports. In the senior school, grade cards are issued at the end of half terms in which no reports are sent home. Two parents' handbooks give plentiful information about both sections of the school.
- 5.11 Parents of current and prospective pupils receive all relevant information about the school. Communication is good and has been improved through the greater use of electronic systems that enable information to be sent to and by parents, including general information, specific diary events and newsletters. The newsletters are also sent in hard copy and are attractive, colourful publications, highlighting all the events that have taken place as well as pupils' successes. The school magazine is produced annually. A home-school diary is provided for EYFS children who travel on school transport.
- 5.12 Members of the SLT are accessible to parents at the end of the school day so that they can approach them about any concerns. In most cases these are dealt with swiftly and informally. The school has an appropriate formal complaints procedure.

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 Early Years Foundation Stage provision is outstanding. Children's individual needs are very well met within a happy and stimulating family environment. They are very well supported by caring and conscientious adults. All children make progress in their learning and development. The EYFS has recently been relocated to new purpose-built premises and is run as a most successful single unit, where Reception and Nursery children can interact freely together and where existing high standards can be sustained.

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

6.2 Outstanding leadership and management ensure a secure environment where safeguarding procedures are thorough and effective. Policies to promote equality and eliminate discrimination are strongly implemented. Excellent team work and daily evaluative meetings result in an ambitious vision and continuous improvement. Adults benefit from the many opportunities for local authority training. The dedicated and suitably qualified staff make excellent use of the stimulating and well-chosen resources. Links with parents are strong and they are very happy with the education their children are receiving. Pupils' needs are met through highly effective links with the local authority and wider agencies.

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

6.3 The quality of provision is good, with outstanding features. The setting operates as one unit, offering a highly stimulating and welcoming environment where staff provide children with a wide balance of child- and adult-initiated educational and play experience across every area of learning. The staff know their children very well, and those who need extra help are given individual support. Teachers' questioning to develop thinking skills is excellent. At present, the new outdoor area is not utilised to its full potential as a free flow extension of the indoor classroom, but staff are aware of this. Assessment and planning are rigorous although children's individual next steps are not consistently written into daily planning. Reporting to parents is thorough, with individual targets set. The fortnightly timetabled visits to the woodland area offer valuable learning opportunities and calculated risk-taking. Staff promote the welfare and safety of children effectively at all times. Risk assessment is thorough and on-going.

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

- 6.4 Outcomes for children are outstanding. Pupils' achievement is high in relation to their starting points and they begin to develop valuable skills for the future. They are happy, independent learners who respond to their environment with enthusiasm, curiosity and enjoyment. Children with EAL make rapid progress in their speech. Nursery children count accurately beyond twenty; they recall words such as 'compost' and explain articulately what plants need in order to grow. They learn to form letters correctly. Reception children know their initial sounds and many recognise blends. They can write several sentences independently. When reading a big book together, they participate enthusiastically and know that when words are in bold type they must emphasise them loudly. They learn to take turns and listen to each other when making models for their garage. They show good mouse control in ICT and solve problems when counting and sorting cakes. Behaviour is exemplary. Children follow instructions and tidy toys away methodically. They understand about keeping safe and good hygiene. Through their play experiences, their visitors and trips, they gain a knowledge of the wider world and develop skills to help them to access the curriculum in the future.

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 chair of governors, 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 Deborah Forbes	Reporting Inspector
Mrs Janet Cooper	Former Head, SHMIS school
Mr Mark Ellse	Principal, ISA school
Miss Margaret Pepper	Former Head, ISA school
Ms Jane Stevens	Special Educational Needs Co-ordinator, Planning and Assessment Co-ordinator, ISA school
Mrs Julie Thompson	Head of Pastoral Care, SHMIS school
Mrs Bridget Forrest	Early Years Co-ordinating Inspector