



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
DAVENPORT LODGE SCHOOL**

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Davenport Lodge School

Full Name of School	Davenport Lodge School
DfE Number	331/6013
EYFS Number	EY365122
Address	Davenport Lodge School 21 Davenport Road Coventry West Midlands CV5 6QA
Telephone Number	02476 675051
Fax Number	02476 679370
Email Address	office@davenportlodeschool.co.uk
Principal	Mrs Susan Nalus
Proprietors	The Alpha Plus Group
Age Range	0 to 8
Total Number of Pupils	138
Gender of Pupils	Mixed (70 boys; 68 girls)
Numbers by Age	0-2 (EYFS): 60 3-5 (EYFS): 61 5-8: 17
EYFS Gender	Mixed
Inspection Dates	16 Jun 2015 to 19 Jun 2015

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous full ISI inspection was in May 2009. There was an ISI intermediate inspection of the Early Years Foundation Stage in May 2012.

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) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

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

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

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the proprietors, observed a sample of the extra-curricular activities and events that occurred during the inspection period, and attended registration sessions. The responses of parents to a pre-inspection questionnaire were analysed and the inspectors examined regulatory documentation made available by the school.

Inspectors

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Reporting Inspector

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Davenport Lodge School is a co-educational day school and nursery in Coventry for children from the age of six weeks to eight years. Founded in 1968, it became part of the Alpha Plus Group in 2007 and is governed by directors of the group. The main building is Victorian. It has been extended over the years to provide additional classrooms and outdoor space.
- 1.2 The school recently expanded to provide care from 7.50 am to 6.00 pm, 50 weeks per year, for children aged 0 to 5 years. At the time of the inspection, apart from the age-specific Baby room and Toddler room in the Nursery, and the Kindergarten class, there were two mixed-age classes, one for Reception-age children and Year 1 pupils, and the other for pupils in Years 2 and 3. The school is in the process of adjusting its age range and has announced that it is to become a solely Early Years Foundation Stage (EYFS) setting from September 2015.
- 1.3 The school's stated aims are to provide a caring and responsible ethos through close partnerships between children, their parents and staff. It also aims to provide the children in its care with high personal and academic goals within a mutually supportive atmosphere, so that they may develop individual potential values in order to become useful and responsible members of society.
- 1.4 Currently, 138 pupils are on roll (70 boys and 68 girls), of whom 121 children are in the EYFS. Sixty of the children are under the age of three. Most pupils come from business and professional families and live within a 20-mile radius of the school. Just over one-half of the pupils come from an ethnic minority background, the largest group being of Asian ethnicity. None of the pupils are at an early stage of speaking English as an additional language (EAL).
- 1.5 The ability profile of pupils is generally above what is typical for their age. Thirteen pupils have been identified by the school as having special educational needs and/or disabilities (SEND), two of whom receive additional support. None of the pupils have a statement of special educational needs or an education, health and care plan.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the Early Years Foundation Stage and its National Curriculum (NC) equivalence are shown in the following table.

Early Years Foundation Stage Setting.

School	NC name
Nursery (Babies and Toddlers)	Nursery (Birth to 1 year 11 months)
Nursery	Nursery (2 years to 2 years 11 months)
Kindergarten	Nursery (3 to 4 years)
Reception	Reception (4 to 5 years)

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils throughout the school achieve good standards in relation to their ages and abilities, supporting the school's aims for pupils to develop their academic potential. Most pupils, including those with SEND or EAL, make good progress, especially in reading and literacy. Pupils often show great eagerness to learn and complete their tasks diligently. Sometimes, when work provided in class does not meet their needs, by being too hard or too easy, progress slows. Pupils enjoy a range of interesting visits and additional activities that lend vibrancy to the good, broad curriculum. Current teaching is sound overall. It is good in the Nursery but variable elsewhere, due to weaknesses in planning.
- 2.2 The friendly and caring atmosphere in the school, derived from the good levels of pastoral care, results in pupils with well-developed personal qualities. Pupils are generally well-mannered and polite, tolerant and respecting of others. Occasional lapses in behaviour and respect, in class, are caused only when tasks do not maintain the pupils' engagement. The school's attention to the pupils' welfare, health and safety is good overall. All regular checks and tests for fire, risk, health and safety are carried out and recorded meticulously. A number of adjustments were necessary to policies during the inspection, to ensure that they meet the latest guidance.
- 2.3 The directors perform their governance function thoroughly and effectively. They have very clear oversight of the school in terms of financial management and also of the well-thought-out strategic development of the school. They regularly visit the school and check all aspects of its work including effective monitoring of the EYFS. Leadership and management of the school is sound. In some respects, such as the individual care provided, and the creation of a warm, welcoming ethos, leadership is good. However, progress has been slow in dealing with the recommendation in the previous EYFS report and full consistency of provision across the EYFS has still not been achieved. As a result, some Reception-age children are not experiencing the full characteristics of effective early-years learning. In addition, across the school, checks on the quality of teaching and assessments lack rigour. This has led to inconsistency in teaching, and a lack of external confidence in the accuracy of assessments. Very few parents responded to the pre-inspection questionnaire, but those who did, and all the parents spoken to during the inspection, expressed support for the education their children are receiving.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Introduce rigorous checks on the quality of teaching and assessments throughout the school.
 2. Improve teachers' planning and eliminate the remaining inconsistencies in teaching.
 3. Implement the plans to improve the cohesiveness of planning and provision across the whole of the EYFS.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The pupils' achievements and learning are good.
- 3.2 The majority of the pupils are educated well, in line with the school's aims, and as at the previous inspection. From the EYFS onwards, pupils are able to express themselves fluently orally and on paper. Pupils use a wide vocabulary for their age and read well. They display a good level of independent thinking and logical reasoning, for example through science and design technology (DT) tasks. There is less evidence of pupils' use of information and communication technology (ICT) in their work and in planning. From the work seen and in discussions, the pupils' skills in this area are sound. Achievement in mathematics dipped last year in the Year 2 assessments, but, following additional training for staff and the purchase of new resources, which are used effectively, there is no evidence of any continuing shortfall.
- 3.3 Last year the school won a second place award in a regional art competition, for work in textiles. Currently, throughout the school, sound standards are achieved in creative work such as art and music. Physical education develops well, including swimming. Success in extra-curricular activities includes an individual 'Suprema' first-place award for under-sevens, in a nationwide chess competition.
- 3.4 The following analysis uses the national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are available. When year groups in the school have been of a size when test results can be compared with national averages, the unvalidated level of attainment in national tests at age seven has been well above the national average for maintained primary schools. Results in 2013 were exceptional overall. This level of attainment, measured from individual starting points, shows that pupils make good progress overall. Results were more variable in 2014, but current evidence, from lesson observations, work seen, and discussions with pupils, shows that good progress remains the norm for most pupils. The majority of the pupils are successful in gaining places at their choice of next school.
- 3.5 Pupils benefit from the mostly individualised approach to teaching, particularly those with EAL and SEND. Current evidence, drawn from work scrutiny, discussion with pupils and observation of lessons, shows that, on occasion, this approach is not evident and progress slows. This also affects the most able pupils, who make good progress when they are sufficiently challenged by class tasks, but whose progress slows on the occasions when work is too easy.
- 3.6 The pupils' attitudes to learning are usually good and they gain obvious satisfaction from their work. Their eagerness to learn, and their behaviour in class, only falter when tasks they are given do not meet their needs. By contrast, when motivated, they are keen to discuss their endeavours, and listen carefully to the views of others. They work well on their own as well as in groups.

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

- 3.7 The contribution of curricular and extra-curricular provision is good.
- 3.8 The broad range of subjects offered caters effectively for all the pupils and reflects the aim of the school to provide the children in its care with high personal and academic goals. The content enables the pupils to achieve well and prepare thoroughly for the next stage of their education. Parents are thoroughly satisfied with the curriculum offered.
- 3.9 The significant focus on literacy leads to the successful development of speaking, listening, reading and writing. French is included. The focus on mathematics is reflected in overall improved progress in this subject. Opportunities to develop skills in mathematics and literacy are frequently found through other subjects, such as history and geography. For example, current literacy work includes a study of the sinking of the *Titanic*. Religious education covers all main faiths and beliefs.
- 3.10 Strengths in planning include that for pupils with SEND, who have individual learning plans which are accessible to the staff. These are comprehensive and are regularly reviewed. The school plans effectively to meet the needs of EAL pupils, when any are on roll. The individualised approach usually meets the needs of the most able pupils, only faltering on occasions where teaching is less than good.
- 3.11 Resources are generally good. The indoor space is complemented by sufficient outdoor space, including grassy areas and an adventure trail which promote the pupils' physical development. Provision for sports is good, enhanced by the regular use of the local sports centre, and has recently included trampoline, karate, football, and golf. Science and technology resources and provision are satisfactory. The main provision for ICT for use by pupils, is in the well-stocked library. Study of pupils' books and discussions show that ICT use by pupils is not well developed because the curriculum provides limited opportunities for this to occur. Resources and provision for art and music enable creative subjects to develop suitably.
- 3.12 The personal, social and health education (PSHE) programme is strong and helps pupils develop effective personal skills. Debate and discussion are included, and balanced viewpoints are presented in any political content. The school is beginning to promote appreciation of the fundamental British values, commensurate with the pupils' age.
- 3.13 Cross-curricular topics are frequent, popular with the pupils, and lead to accelerated learning. Pupils expressed particular enjoyment of the current topic, 'The Romans', which is linked, for example, to a DT activity, making Roman soldier puppets.
- 3.14 The curriculum is enhanced by a good range of extra-curricular activities, in the context of the size of the school and age range. These occur both during and after school and include chess, karate, and a construction club. The pupils also have the opportunity to perform in shows and concerts.
- 3.15 Curricular links with the community are strong and include a number of interesting day visits beneficial to the pupils' learning, and their personal and social development. These have recently included visits to a local art gallery and to a safari park. The pupils were keen to tell inspectors of their excitement and enthusiasm in a trip linked to their literacy programme studying *Harry Potter*, considering it to be the best trip they had undertaken. There are also regular visits to the local public library and park.

3.(c) The contribution of teaching

- 3.16 The quality of teaching is sound.
- 3.17 A strength of the provision is how well the teaching promotes the school's aim to provide a caring and responsible ethos through close partnerships with the pupils in a supportive atmosphere.
- 3.18 Teaching makes a variable contribution to pupils' achievement. Most teachers have a good knowledge of their subjects and all are keen to pass on that knowledge to the pupils. Staff support the youngest children extremely well, ensuring that they are happy and enjoy what they are doing. Most lessons for older pupils contain a suitably wide variety of methods, making good use of classroom interactive whiteboards to support the pupils' learning.
- 3.19 The most successful teaching encourages pupils to evaluate their own work and ask questions that deepen their understanding. It fosters interest and engagement, good behaviour, and support for all abilities.
- 3.20 The planning of teaching is variable. Usually, it takes into account the needs of those pupils requiring extra support. This ensures that any pupils with EAL or SEND have their needs identified and suitably met. Planning in a minority of teaching does not always meet all the needs of the age range within the class. This was evident from lessons observed, from the year's work scrutinised by inspectors, and in discussions with pupils. While a good range of activities is usually planned, tasks occasionally offer too little individual challenge for the most able pupils or are too hard for others. This limits the progress pupils can make and leads to occasionally unfocused behaviour.
- 3.21 Assessment is regular. The school is beginning to make good use of standardised tests and teachers are aware of the targets set for each pupil. However, the published assessments conducted at key points are not checked effectively to ensure their accuracy, nor linked clearly enough to each pupil's starting point, to assess accurately the progress made.
- 3.22 Marking is variable in quality. Within lessons, almost all teachers give good oral feedback to pupils about the standard of their work and how to improve upon it. At its best, written marking offers detailed and clear informative comments but this quality is inconsistent.

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.
- 4.2 Pupils develop high personal goals, in fulfilment of the school's aims. Their spiritual development is good. Most speak to adults confidently and with clarity. They are self-aware and show developing self-esteem. They appreciate the non-material aspects of life through discussions in assemblies and in PSHE lessons, where they respond well in topics such as 'Kindness', and 'Why am I special?' and 'Being a good friend'. Pupils showed good spiritual awareness during a garden party which took place during the inspection, when they performed musical items for their parents, entering enthusiastically into the spirit of the international theme.
- 4.3 The moral development of the pupils is good overall. They show respect for each other, on the whole. They have a developing sense of right and wrong and know, for example, that bullying is not acceptable. Pupils show good personal skills in taking responsibility for their moral development targets and building up 'Target Owls'. They colour in the feathers on the owl when a target is achieved, and build up to a complete owl. They understand the importance of acceptable behaviour, but this was not always apparent in practice. Pupils are aware of the potential sanctions that could be imposed on them, and the reasons, and they know why rules are necessary in society.
- 4.4 The pupils' social development is good. They are polite, friendly and welcoming and demonstrate mostly good levels of polite interaction. Pupils appreciate that they have a responsibility to help those less fortunate than themselves. Charitable giving is frequent, including to local and worldwide charities. Pupils are encouraged to take responsibility, for example as house captains and as democratically elected members of the school council. The older pupils accept they have a responsibility to help younger pupils and were keen to tell inspectors how they would assist a hurt or upset younger pupil. Pupils demonstrate initiative and well-developed organisational skills and take an active and interested role on the school council.
- 4.5 Pupils respond well, commensurate with their age, to the school's work to actively promote British values. They work harmoniously together. Pupils show respect, acceptance and tolerance for cultures and beliefs other than their own, as a result of work on religious festivals such as Diwali and Ramadan. They value the voting process involved in electing their school councillors. A visit and discussion about the Houses of Parliament, and assemblies with topics such as 'Rules for the community to be safe' has helped them to begin to understand British institutions, the rule of law and democracy, and what is meant by individual liberty.
- 4.6 Pupils have a good cultural awareness, for example through their work in creative subjects such as art and drama, and in performing in plays and concerts. They visit the local art gallery in connection with topics being studied, giving them the beginnings of understanding of the Western cultural tradition. Visits to a Catholic church, a Hindu temple and a local Gurdwara Sikh temple have all resulted in greater understanding of different cultures and traditions.
- 4.7 Pupils exhibit a good standard of personal development by the time they leave the school, in accordance with the school's aims to become useful and responsible members of society.

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

- 4.8 The contribution of arrangements for pastoral care is good.
- 4.9 Overall, the school is successful in fulfilling its aim to provide a supportive and disciplined environment in which children are encouraged to pursue high academic and personal goals. Staff know the pupils well, both academically and pastorally. They provide valuable support and guidance swiftly, at age-appropriate levels. Pupils and parents appreciate the good levels of care that the school provides.
- 4.10 Relationships between staff and pupils, and the pupils themselves, are good, and overall there is evidence of mutual respect and trust. Initiatives such as the school 'friendship tree', where acts of kindness are recorded, are popular with pupils and help promote a caring ethos. Minor changes were made to the behaviour policy during the inspection. The policy promotes positive behaviour well and outlines sanctions; however, it is not always implemented consistently in classrooms. Pupils benefit from reinforcement of positive behaviour and proudly accept recognition for achievements in assemblies. The school implements effective systems to deal with any incidences of bullying. Pupils learn about how to combat bullying and harassment through assemblies and circle time. Records show that any rare incidences are dealt with promptly.
- 4.11 Healthy lifestyles are promoted effectively through topic work and discussion. Food is suitable and nutritious. Healthy eating guidelines are given to parents who wish to provide their own food for their child. Physical activity is well provided for, within the school day and in extra-curricular activities.
- 4.12 The school has a suitable plan to improve educational access for pupils with SEND.
- 4.13 Care is taken to ensure that the views of pupils are heard, both informally and through the school council. Meetings are held regularly, and include representatives from Reception upwards. Members have an input into many aspects of school life, such as lunch menus and the recent reinstatement of the school 'friendship stop'.

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

- 4.14 The contribution of arrangements for welfare, health and safety is good.
- 4.15 Safeguarding arrangements meet the latest requirements, following adjustment during the inspection. Throughout the school, including the EYFS, safeguarding and the pupils' safety are seen as priorities. The pupil's welfare, health and safety are assured through the consistent implementation and regular review of policies and procedures. The few omissions to the first aid and health and safety policies, noted at the start of the inspection, were remedied during the inspection. Close and effective relationships are maintained with children's services locally.
- 4.16 The regular checks and measures to reduce the risk of fire and other hazards are meticulously carried out. Staff receive clear guidelines on fire safety; regular fire drills are held and suitable records kept. Risk assessments are thorough and cover all areas of school life including for school outings. Regular maintenance checks are carried out, including water testing for cleanliness and temperature. Electrical testing is frequent and is recorded appropriately.
- 4.17 The proprietors, acting as governors, regularly review the health and safety policy and ensure that it is effectively implemented. Pupils who are sick or injured are well cared for in an appropriate space containing a washbasin as required, and appropriate records are kept. All staff are qualified in paediatric first aid.
- 4.18 The admission and attendance registers are suitably maintained and correctly stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The directors with responsibility for governance meet regularly. They have an excellent range of skills and backgrounds that give them an astute understanding of the school's educational direction, resources and finances. They receive reports from their own sub-committees, as well as regular reports and data from senior leaders. They therefore have a clear view of most of the strengths and areas for development within the school, for which they provide effective support and challenge. Excellent strategic planning has led to strong oversight of the current development of the school, and changes to its nature.
- 5.3 Reports and school visits enable the directors to have a very clear insight into many aspects of the working of the school. They ask probing questions about the pupils' progress, and agree that external moderation would strengthen the validity of teachers' assessments. They provide strong support for the school to improve teaching and learning, but have not ensured that the recommendation of the previous inspection has been fully dealt with. This means full cohesion across the EYFS has not yet been achieved, although the directors do have a keen involvement in the EYFS and carry out monitoring of this area of the school.
- 5.4 Oversight of procedures, health and safety matters and arrangements for the annual review of child protection are good. Some existing policies needed adjustment to ensure they met the latest requirements by the end of the inspection. The directors had already sought professional advice on the safeguarding policy prior to the inspection.

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

- 5.5 The quality of leadership and management is sound.
- 5.6 Leadership and management at all levels are successful in promoting the aims of the school. The leadership provides clear direction in terms of the warm, caring and welcoming ethos, and developing values in the school that encourage respect for others and democracy. It has been successful in setting a curriculum that ensures the pupils' good achievements and good personal development. However, it is less strong in its work to improve the quality of teaching and assessment.
- 5.7 The role of subject co-ordinators is taken on by a small number of staff. Oral communication is good, but systems to record the outcomes of this oral communication are undeveloped. Policies are implemented appropriately, including that for safeguarding, but several policies needed adjustment during the inspection to comply with requirements.
- 5.8 The school's self-evaluation process is shared well among staff but resultant documentation lacks precision and detail. For example self-evaluation includes limited reference to pupils' spiritual, moral, social and cultural development, yet this is a strong element in the school. Since the previous inspection, progress has been made in improving the school development plan. Progress has also been made with

keeping more detailed records of individual pupils' attainment, and these records are sometimes used well. However, the monitoring of them in school is not always rigorous.

- 5.9 Staff are of sufficient quality, safely recruited and trained. Vetting procedures meet requirements for all, including staff, governors and volunteers. The single central register of staff is well structured in its format and clearly laid out. Minor omissions were rectified during the inspection so that all entries are accurately recorded. The directors have stimulated training and in some cases this has been to a high level, enabling staff to achieve degrees in their specialism. Training in safeguarding, welfare, health and safety is thorough. All staff are trained to the required level and frequency in child protection. Several members of staff are trained to take full responsibility as designated leads for child protection matters.
- 5.10 Formal lesson observations by senior management only occur as part of the annual appraisal. They offer useful detail but are not focused sufficiently on the progress that pupils make, as a result of the teaching they receive, to provide a full appraisal. Weaknesses, where identified, are not followed up. Scrutiny of the pupils' work is undertaken, but this is very informal and not recorded. Consequently, weaknesses in the effectiveness of some marking has been missed and allowed to continue.
- 5.11 There are some good practices taking place with regards assessment, including analysis of results, but the lack of recent access to moderation of EYFS assessments means that the attainment point from which pupils start Year 1 is insecurely identified. Similarly, the lack of accuracy with which assessments at age 7 are checked renders those results insecure. The school has begun to use standardised tests to plot and predict progress. The levels of progress, shown by these, are not as high as the assessment results at key points might indicate, suggesting a lack of robust monitoring and checking systems.
- 5.12 Links with parents, carers and guardians are strong. Responses to the pre-inspection questionnaire were few, but a positive picture was gained from this and from discussion with parents. Responses to the school's own 'new parents' survey, which is completed shortly after pupils join the school, support this view, with typical comments focusing on the friendly staff and caring, welcoming environment.
- 5.13 Channels for communication between parents and staff are effective, and constructive relationships are evident. The sharing of information, for example via informal chats as well as during the formal termly meetings with staff, enables any questions or concerns to be swiftly addressed.
- 5.14 There is a suitable complaints policy which is made available for parents. Inspectors looked at records, and found concerns to be handled well and carefully documented, and in line with the published procedure.
- 5.15 There are a sufficient number of opportunities for parents to be involved in the work and progress of their child. There is currently no parents association. However, parents show their support by joining in with whole school events, such as the well-attended summer garden party held during the inspection. Parents often offer their assistance for trips and the Christmas Fair. They enrich the curriculum by visiting to discuss their jobs that relate to class topics, such as when a doctor and dentist visited during the topic 'all about me'. Similarly they help pupils gain a greater understanding and tolerance of other faiths by visiting to talk about festivals, such as the Chinese New Year and Diwali.

- 5.16 The school website contains all of the required information, and provides prospective parents with a good insight into life at the school. Parents of pupils are provided with a suitable range of additional information, for example, through a fortnightly newsletter and via the school noticeboard. The school makes good use of social media to communicate with parents, and this has proved to be a useful way to keep parents abreast of news and achievements.
- 5.17 Written reports meet requirements in their frequency and content, and include some useful guidance on how the pupils' skills can be further developed.

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 good provision in meeting the needs of the range of children who attend. Planning successfully covers all the requisite areas of learning for children's age and stage, preparing them well for the next stage of learning. Provision is especially strong for younger children, where a wide range of interesting activities promotes exploration, independent learning and curiosity. Overall, an effective balance of directed and self-chosen activities is achieved, but there are inconsistencies in the approach to learning for the older children.
- 6.2 Staff know the children extremely well, have high expectations, and enthuse and motivate them. They support individuals well, including any with EAL or SEND. They undertake regular, ongoing assessments. Younger children identified as the most able are provided with appropriate challenge and are motivated to build upon their skills. This is less frequent for the older children. Overall, staff successfully foster the development of children's thinking and investigative skills. The youngest children enjoy experimenting in the 'mud kitchen', creatively making 'pasta', using natural materials. Older children show great delight whilst exploring mini-beasts through magnifying glasses. The oldest children are encouraged to think, such as while investigating the properties of three-dimensional shapes.
- 6.3 Staff have forged strong partnerships with parents. Parents are positive about the education their children receive. They are encouraged to contribute to children's achievement records, and share information through the 'weekend book'. Frequent opportunities to discuss their child's progress occur through informal chats and more formal parents' meetings. In addition, parents of the youngest children receive daily written updates.

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

- 6.4 Provision for children's well-being is good. Babies and children are helped to settle in their class and supported well when they move up to the next class. They develop secure attachments with staff through the highly effective key person system. The suitably resourced environment enables the youngest children to be quickly comfortable, both indoors and out, developing confidence, independence and curiosity. The organisation of the older children's environment sometimes limits opportunities for independent learning because it is too structured.
- 6.5 Children are happy and content in the setting. Class rules are well known, and children adhere to the behavioural expectations responsibly. They are eager to engage in discussion and activities and use their imagination to great effect. Staff actively promote children's understanding of the importance of healthy lifestyles, personal hygiene routines, and physical activity. The food provided is nutritious and balanced, and mealtimes are calm and well organised.

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

- 6.6 The leadership and management of the EYFS requires improvement. There is a shared desire amongst all staff for continual improvement. Recently-introduced initiatives have begun to improve the provision for the younger children but this has yet to filter through to provision for the older ones because cohesion across the setting is still not fully established, as was the case at the previous inspection. Likewise, the planning for, and use of, the outdoor environment continues to an area for development for the older children.
- 6.7 The directors, acting as governors, are fully aware of their responsibilities for the EYFS and regularly visit and provide valuable specialist support. The directors offer good training. This helps staff develop their understanding and knowledge of early childhood education, which in turn enriches children's experiences within the setting. Managers' monitoring of practice is being developed. Staff are supervised, but the annual cycle of appraisal lacks sufficient rigour to lead to improvement. The results of assessments are insecure because they are not verified through moderation. Priorities for development are stated, but are sometimes too vague for actions to achieve success to be identified, or success measured.
- 6.8 Due care and attention is now given to safeguarding and welfare requirements, after omissions in policy were rectified during the inspection. Managers ensure that all staff have suitable training and professional development. For example, some staff have been enabled to achieve advanced qualifications in Early Years practice, and all have had training in food hygiene, first aid and safeguarding. The setting has an effective system for supporting children with additional needs. Staff work closely with parents and with external agencies where necessary to provide appropriate support to those children who require it.

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

- 6.9 The overall quality and standards of the provision require improvement. Strengths are in children's achievement and progress which is good in relation to their starting points. Children with particular needs receive suitable support. The majority of children meet, and many exceed, the age-related expectations at the end of the EYFS. Recognition of sounds and numbers begins at an early age and is built upon extremely well throughout the EYFS. Children under the age of three sustain interest and curiosity in activities. They enjoy looking at books and joining in with songs. They know nursery rhymes and are keen to choose which ones to sing. Older children demonstrate strong skills in reading, writing and numeracy. They read confidently, write their own stories, and manipulate numbers to 100; finding 10 more or less, and making their own sums.
- 6.10 Children's personal and emotional development is nurtured well. The youngest children play harmoniously alongside, and sometimes with, their peers, co-operating and sharing readily. Older children are confident and generally work well together. The requirements for welfare and safeguarding are met; staff are clear in their role in helping keep children safe from harm and fulfil it well.
- 6.11 Leadership and management have made some progress in addressing the recommendation from the previous inspection, although they have not been fully successful in developing consistency across the whole EYFS age range, especially with regard to the oldest year group. New management has begun to foster closer working relationships across the EYFS but plans are still in their infancy.

Compliance with statutory requirements for children under three

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

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