



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
WINTERFOLD HOUSE SCHOOL**

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Winterfold House School

Full Name of School	Winterfold House School
DfE Number	885/6008
EYFS Number	EY287516
Registered Charity Number	1063133
Address	Winterfold House School Winterfold Chaddesley Corbett Kidderminster Worcestershire DY10 4PW
Telephone Number	01562 777234
Fax Number	01562 777078
Email Address	head@winterfoldhouse.co.uk
Head	Mr William Ibbetson-Price
Chair of Governors	Mrs Morag Chapman
Age Range	0 to 13
Total Number of Pupils	351
Gender of Pupils	Boys and Girls (183 boys; 168 girls)
Numbers by Age	0-1 (EYFS): 36 5-11: 153 2-5 (EYFS): 93 11-13: 69
Head of EYFS Setting	Mrs Pat Thackery
EYFS Gender	Boys and Girls
Inspection Dates	15 to 18 March 2016

PREFACE

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.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI EYFS intermediate inspection was in March 2013 and the previous standard inspection was in March 2010.

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 children aged under two), 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 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 Bridget Windley	Reporting Inspector
Mr Trevor Gray	Team Inspector (Deputy Head, IAPS school)
Mrs Helen Lowe	Team Inspector (Head, IAPS school)
Mrs Felicity Taylor	Team Inspector (Former Head of Lower School, GSA school)
Mrs Bridget Forrest	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Winterfold House is an independent Catholic day school for boys and girls between the ages of six weeks and thirteen years. Set around a Georgian mansion in forty acres of land, the school is organised into three departments: a specialist Nursery, and pre-prep and preparatory sections. Originally founded in 1928, the school moved to Winterfold, near Kidderminster, in 1946. The school was family owned until 1997 when a charitable educational trust, with a board of governors, was established. Since the previous inspection a new classroom block and a performing arts centre have been built.
- 1.2 At the time of the inspection there were 183 boys and 168 girls on roll. Of these, 129 children were in the Early Years Foundation stage (EYFS), for babies and children under the age of 5, 104 of whom attend part-time. Parents are drawn from a variety of professions and occupations, and most live within a 15-mile radius of the school. The vast majority of pupils are of white British origin, with a very small minority coming from a variety of European or other ethnic backgrounds.
- 1.3 The ability profile of the school is above the national average. Two pupils speak English as an additional language (EAL) although they do not require extra support. Twenty-seven pupils have been identified as having special educational needs and/or disabilities (SEND), all of whom receive support. No pupil has a statement of special educational needs or an education, health and care plan.
- 1.4 Within its Catholic ethos, Winterfold House aims to develop the spiritual and moral well-being of all members of the school's community and to teach children a love of justice. It strives to produce confident, outgoing children who are considerate of the welfare and happiness of others. The school's mission is to provide a happy, secure and supportive environment within which children can respond to high expectations and fulfil their potential in all areas of life.
- 1.5 National Curriculum (NC) nomenclature is used by the school from Reception and throughout this report to refer to year groups. The year group nomenclature used by the school for the EYFS and its NC equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Woodhouse Nursery	Nursery(0 to 2 years)
Kindergarten 1	Nursery(2 to 3 years)
Kindergarten 2	Nursery(3 to 4 years)

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 All aspects of the EYFS are outstanding. In the rest of the school, pupils continue to achieve extremely well in lessons and in a range of activities beyond the classroom. They make excellent progress from their different starting points and reach standards that are high for their age. Pupils speak confidently, read avidly and write fluently. They manipulate numbers with ease. More able and talented pupils are encouraged to aim high. Pupils with SEND are supported efficiently in overcoming difficulties in learning so that they keep up with expectations for their age. The excellent curriculum, together with an outstanding range of extra-curricular activities, trips and visits, strongly supports pupils' learning. Teaching is of excellent quality and basic skills are taught extremely well. It is well planned and fosters a lively interest so that pupils are eager and effective learners. Occasionally, teaching does not provide pupils with enough opportunities to reflect upon their learning.
- 2.2 Pupils' personal development is excellent, including all aspects of their spiritual, moral, social and cultural awareness. Pupils are well supported by excellent pastoral care. Their behaviour is exemplary. They welcome opportunities to take on roles of responsibility and the care they show for one another is excellent. The safeguarding of pupils is secure and the school takes care to ensure the suitability of staff. Appropriate health and safety checks are carried out and medical provision is wholly effective. Incidents of unkind behaviour are rare and pupils feel safe and valued. Pupils' responses to the pre-inspection questionnaire were most positive.
- 2.3 Excellent governance throughout the school ensures that pupils are well educated, and the governors are committed to the pupils' academic success and personal development. Leadership throughout the school is excellent. The strong and collaborative management style supports the pupils' high levels of achievement and personal development. The recommendations from the previous inspections have been met. Links with parents are excellent and reporting procedures are thorough. Within the EYFS, written reports are useful and informative but do not contain full information about next steps for improvement. Those parents who replied gave extremely positive responses to the questionnaire, showing particularly high regard for the excellent opportunities offered and the care provided to their children.

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. Ensure that lessons include sufficient opportunities for pupils to reflect upon their learning.
 2. Refine the written reports for parents of children in the EYFS to include clearer reference to children's next steps for improvement.

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 attain excellent standards, and the school meets its aim extremely well to ensure that the pupils fulfil their maximum potential.
- 3.3 Pupils read fluently, displaying a wide vocabulary for their age. Their speaking and listening skills are excellent. The inspection visit coincided with a Shakespeare week, which inspired the pupils to produce an exciting range of literacy work, including high quality writing and drama. Pupils' efficient reasoning skills enable them to solve complex problems in mathematics and science, and they use mental arithmetic well across the curriculum. Achievement in information and communication technology (ICT) is high and excellent examples were noted of pupils enhancing their learning through the use of technology. Pupils show high levels of knowledge and understanding in the humanities, as was seen in geography, where older pupils investigated their carbon footprint and researched sustainability. Pupils display excellent creative and artistic skills, and artwork displayed around the school is of a high standard.
- 3.4 Pupils achieve outstanding results in an exciting range of extra-curricular activities. They develop strong physical skills, and individuals and teams representing the school at sports and games achieve high standards at local and county levels. Former pupils have gained national recognition in rugby, hockey, rounders, archery, fencing and taekwondo. Musical opportunities are numerous and the school is proud of its highly popular and talented jazz bands, the senior group having won a national competition in 2015. Pupils have opportunities to learn a wide range of musical instruments and regularly achieve a high level of success in grade examinations.
- 3.5 The following analysis uses the national data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of 11 have been above the national average for maintained primary schools. Results in writing were well above the national average in 2013 to 2014. This level of attainment indicates that pupils make progress that is at least good in relation to the average for pupils of similar abilities. Combined with the evidence from lesson observations, work scrutiny and school data on pupils' progress, it shows that progress is high.
- 3.6 Pupils with SEND are carefully nurtured in their lessons. They make rapid progress and achieve as well as their peers, as evidenced by their reading and assessment scores. Similarly, more able and talented pupils are well provided for and make excellent progress, as do those pupils with EAL. Most pupils in Year 8 move on to a range of independent schools, both locally and further afield. The school has an excellent success rate of pupils gaining places at their first choice of senior school, with a good proportion achieving scholarships.
- 3.7 Pupils have excellent attitudes to their learning, which is a significant factor in achieving their high level of attainment. Their approach to verbal, written and practical work is marked by enjoyment, concentration and persistence. Teachers' relationships with pupils are supportive and encourage rapid progress. Behaviour is of an exemplary standard and pupils come to lessons with an eagerness to learn.

They work well individually, in small groups and as a whole class, and welcome the frequent opportunities to take initiative.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The school provides a broad curriculum for all ages and abilities, and in addition to covering the requisite areas of learning it includes religious education (RE), modern foreign languages, Latin and classical civilisation. The pupils use ICT as a valuable tool to support aspects of the curriculum, and computing is also taught as a discrete subject. The comprehensive cross-curricular personal, social, health and economic education (PSHEE) programme is enhanced by the effective form tutor system. The school strives to provide a safe environment that ensures access to the curriculum for all, as evidenced by displays such as 'Our right to be kept safe'. Pupils of all ages demonstrate a strong awareness of what it means to be British, and they are provided with many valuable opportunities to understand balanced viewpoints in the coverage of political issues.
- 3.10 Embedded within the curriculum is provision for pupils of all abilities. The opportunity for enrichment for the most able is successfully planned for, both at school and on residential and other visits, including a trip to Rome to sing at a mass in St Peter's Basilica. The school identifies pupils who need additional support at an early stage. In addition to offering one-to-one sessions, using a multi-sensory approach, an intervention programme supports small groups of pupils who need help in specific areas. The pupils' learning also benefits from setting by ability in English and mathematics. This is introduced in Year 1, with planning for different needs evident within the sets. Throughout the school, pupils gain considerable expertise from specialist teachers and this is reflected in their excellent achievement.
- 3.11 Provision for careers education and preparation for next schools is strong for older pupils. The programme includes talks by invited speakers on varied topics, including possible future careers. Extra-curricular provision is exciting and varied, with a considerable range of opportunities, from the many musical, creative and sporting activities to an extensive selection of other interests including fishing, horse riding and carpentry. The school's many playing fields, sports hall, performing arts centre, courts and outdoor heated swimming pool enhance the curriculum, as do the three adventure playgrounds, which provide spaces for pupils to develop their physical skills. The woodland learning environment makes an outstanding contribution to the curriculum for the younger pupils. Pupils can experience a vast range of residential and day trips, and regular visitors come to the school to aid the pupils' learning. Pupils in Year 7 and 8 have the opportunity to visit a link school in South Africa, which provides first-hand experience of a curriculum and environment outside their own country. Other opportunities, such as the orienteering club, enhance pupils' geographical knowledge. Events in the community, for example a singing event and mathematics and athletics days, facilitate good links with local primary schools.

3.(c) The contribution of teaching

- 3.12 The contribution of teaching is excellent.
- 3.13 Teaching successfully promotes the school's aim to provide an all-round education, which has an impact beyond its excellent academic results. Debates in the humanities and discussions in current affairs, PSHEE and RE confirm that teaching promotes tolerance and respect, and is non-partisan in the coverage of political issues.
- 3.14 The excellent teaching is characterised by considerable enthusiasm, strong subject knowledge and notable respect for the pupils. A variety of teaching methods is used, including investigative and open-ended activities that challenge pupils' thinking. Lesson objectives and criteria for success are usually shared, and teaching is well paced and a good volume of work covered. Pupils are confident to engage in lessons and can apply their skills without fear of failure. Lessons have a punctual start, with a review of prior learning in order to prompt pupils' knowledge. Good resources and dedicated teaching spaces enable teaching styles to include exciting opportunities for practical and independent learning. In the very small minority of less successful lessons seen, pupils were not always given opportunities to go over their work and reflect on their learning.
- 3.15 Teaching is well planned and marking across the school is thorough and consistent. Targets are set at the end of each piece of work and time given at the beginning of lessons for pupils to review these. Adhesive notes on paintings in an older pupils' art lesson provided feedback for next steps, and annotations in science books identified targets and reasons for missed work so that this could be followed to ensure that pupils did not miss out on learning. Evidence of self-assessment is recorded in books and excellent peer assessment was observed in a mathematics lesson, in which pupils engaged with integrity. Homework supports the curriculum and the amount and quality are appropriate. A very small minority of the parents who responded to the pre-inspection questionnaire reported negatively about homework and a few pupils indicated that they are not given the right amount of work to do. The inspection found no evidence to support these views, and during the visit it was observed first hand that staff are flexible if pupils have additional activities, such as concerts after school.
- 3.16 Monitoring of the class whilst pupils work independently is evident in lessons and teaching assesses pupils' learning, prompting and supporting them as necessary. A strong feature of the school is how well teachers know the pupils, so that their needs are met. Excellent support for pupils who require additional help, which is effective and valued highly by the pupils, is provided by the learning support staff. In an English lesson for younger pupils the most able in the top set responded, with high levels of literacy to the identification of good and bad characters, and a top set mathematics lesson provided excellent challenge for the most able. These examples show that the recommendation from the previous inspection to develop provision for the academically gifted and talented pupils has been met in full. Extensive assessment data enables teachers to track pupils accurately, identify areas for improvement in teaching and learning, and plan for future lessons. There has been a recent focus on using information for assessment to identify pupils of middle ability to ensure that they make excellent progress in relation to their data.

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 The excellent spiritual development of the pupils is enhanced by the school's strong efforts to actively promote principles that offer many opportunities for them to reflect and enjoy non-material aspects of life. These opportunities are embedded in the school ethos and emerge from work in music, art and the woodland learning environment. Such activities encourage pupils to have high regard for, and a heightened awareness of, their natural surroundings. The pupils benefit from a rigorous, comprehensive whole-school PSHEE policy that permeates school life and results in the strong development of the pupils' spiritual and ethical values. Self-esteem is promoted through the display of pupils' work, through their involvement in successful teams, and through individual and group awards in assembly. Pupils are confident, articulate and courteous. They work extremely well collaboratively and celebrate each other's achievements.
- 4.3 The pupils have a clear understanding of what is right and wrong. They are encouraged to voice their opinions through appropriate channels and they understand fully the principles of individual liberty and the rule of law. Pupils' excellent moral and ethical awareness is reflected in their commitment to helping others. They support a vast range of charities, including those connected to the Catholic tradition and a school for orphans in South Africa. Fund raising is well supported by pupils and parents, with cake sales, sponsored events and movie nights. The link with charities is strengthened by regular visits to South Africa and by pupil-led decisions on how money raised can be best used for those who are less fortunate.
- 4.4 The pupils' social development is excellent. Pupils are always polite, extremely well mannered, thoughtful and considerate, particularly towards visitors, but also to one another. This exemplary behaviour is evident throughout the school. Special care is shown to new pupils to ensure that they are made to feel part of the community. Pupils are encouraged to take on responsibilities from an early age, and all older pupils perform duties conscientiously. Pupils readily accept responsibility inside and outside the classroom, taking charge in house events, acting as sports leaders, helping in the dining room and taking on duties as mentors, prefects and heads of school. An elected school council is well supported by pupils and staff, and through this initiative pupils develop a good understanding of democratic institutions.
- 4.5 Pupils' cultural awareness is strong and is apparent from the respect the pupils show for those of different faiths, regardless of background or personal characteristics. Pupils report that there is no discrimination with regard to faith or gender. The religions of others are celebrated through RE and PSHEE lessons. Visits to faith centres and colourful display work enhance the pupils' excellent cultural knowledge. Pupils also develop a strong awareness of Western culture from dramatic and musical activities and from whole-school events, including a royal visit.
- 4.6 The school community fosters a deep respect and genuine consideration for others. The extremely positive responses to the parental and pupil questionnaires highlight the caring, considerate and supportive ethos of the school. By the time they leave, pupils' personal development is excellent.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 In line with the school's mission to provide a happy, secure and supportive environment, Winterfold House provides highly effective care, support and guidance for its pupils.
- 4.9 In discussions and interviews pupils reported that staff are always helpful, supportive and kind, and that they feel safe within the school community. In all parts of the school, relationships between staff and pupils, and amongst the pupils themselves, are excellent.
- 4.10 Exemplary behaviour is promoted through positive reinforcement and encouragement. The systems used are clearly understood by pupils. In their responses to the questionnaire, a very small minority of pupils reported negatively about the awarding of sanctions. Inspectors scrutinised the school's behavioural records, which indicated that the procedures for implementing and monitoring sanctions are secure. A very small minority of pupils and parents also indicated concerns regarding how the school handles bullying. Inspection evidence showed that the school has strong measures to guard against bullying and harassment. Effective anti-bullying procedures are implemented appropriately should an incident occur and records are methodically kept and monitored.
- 4.11 School meals are well balanced and nutritious. Pupils learn about healthy lifestyles in PSHEE and they have excellent opportunities to be active in physical education (PE) and games lessons. A few pupils indicated in response to the questionnaire that the school does not ask for their opinions and respond to them. Inspection findings did not support this view. The school council provides regular opportunities for pupils to put forward their views and these are listened to, as evidenced by the use of their design ideas in developing the new adventure playground.
- 4.12 Pupils with SEND are well supported through an appropriate educational access plan.

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 Thorough and effective procedures for safeguarding reflect the school's excellent care for its pupils. All staff receive appropriate training in child protection, which is regularly updated. The designated safeguarding lead has completed the required level of inter-agency safeguarding training, as well as comprehensive training in preventing radicalisation and extremism. The school maintains strong links with the local safeguarding children's board.
- 4.15 The school takes the health and safety of pupils very seriously and comprehensive policies are well implemented and monitored. A designated governor monitors procedures, and there is an annual health and safety audit, as well as termly committee meetings. Fire precautions receive due attention and regular fire drills are held. Fire exits are kept free from obstruction and their signage is clear throughout the school. As detailed in the school's comprehensive risk assessment policy, potential risks for all the buildings and grounds are regularly assessed and any hazards or faulty equipment are removed or repaired without delay. Due care is

taken to risk assess on-site activities, visits out of school and the needs of pupils with SEND.

- 4.16 The school medical staff provide proactive care for pupils, and staff are trained in first aid. The first-aid policy covers appropriate procedures to follow in the case of accidents and efficient instructions for the administration of medicines. First-aid equipment is plentiful and located strategically around the school. An overwhelming majority of parents who responded to the questionnaire reported that their children are well looked after at the school.
- 4.17 Admission and attendance registers are completed accurately and stored appropriately.

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 governors provide strong oversight, they are highly skilled, and they fully discharge their responsibilities for education, finance, staff and resources. Governors who are appointed for their expertise in various relevant fields have five sub-committees that meet termly, as does the full board. Senior staff regularly attend education committee meetings to give presentations about various areas of the curriculum. Governors visit the school for social events and some choose to spend time with the pupils to further their understanding of school life. By these means, and through their regular contact with the leadership, governors ensure that they keep in close touch with the school's activities.
- 5.3 Governors have an excellent understanding of their statutory responsibilities with regard to health and safety, and through regular monitoring they ensure that they are kept abreast of current regulations. A review of safeguarding is presented annually and the related policy and procedures are approved after thorough discussion and debate. Governors contribute to the regular review of policies and they ensure that appropriate systems for safer recruitment are followed. Together with the leadership they help to compile and annually scrutinise the school's development plan. Governors are committed to the success of the school and, as stated in the school's aims, they ensure that the pupils fulfil their potential in all areas of life.

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

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.5 The strong leadership and management of the school provide clear educational direction, which is reflected in the exciting curriculum opportunities and the quality of the pupils' education. Senior staff ensure that the ethos of the school is at the forefront of all management decisions and that democracy and respect for others permeate throughout the school community. A very large majority of parents who responded to the questionnaire reported that the school is well led and managed. Inspection evidence strongly confirmed this opinion.
- 5.6 The dedicated work of the leadership and senior managers ensures that the school's aims are met effectively and teamwork is exceptional across the school. The commitment of all staff highly supports the pupils' excellent personal development and academic achievement. Communication is highly effective across the school, and this ensures that staff, pupils and parents alike are aware of responsibilities and procedures. A strategic plan developed by governors and leadership identifies building projects for the future. School improvement plans are compiled for each department and include relevant ideas for continued improvement. The plans also include identified priorities, along with the names of staff taking responsibility. They set out clear criteria for judging success and timescales for completion, and outline a range of improvements to enhance the educational experiences of the pupils. These plans are regularly evaluated and monitored.

- 5.7 Weekly meetings are held to discuss individual pupils and plan the day-to-day running of the school. The leadership is effective in checking compliance with regulatory requirements in all sections of the school and ensuring that the safeguarding policy and procedures are rigorous. Whole-school policies provide practical guidance and they ensure that the ethos of the school is maintained. The central register of appointments is regularly reviewed, and all those working with pupils are suitably checked and appropriately trained in safeguarding, welfare, and health and safety. The school recruits well-qualified staff. Teachers and support staff are deployed appropriately and contribute significantly to the pupils' excellent progress and welfare.
- 5.8 The recommendation from the previous inspection with regard to teaching has been fully met. Effective monitoring and appraisal arrangements support teachers, and procedures for the induction of new staff are thorough. A programme of peer observations has improved dialogue amongst teachers, and the sharing of good practice is now firmly embedded throughout the school. The rigorous appraisal system and the work of heads of department have also improved the consistency of teaching. Newly qualified teachers report that they are well supported in their teaching through an efficient mentoring system.
- 5.9 The overwhelming majority of parents who responded to the pre-inspection questionnaire were very happy with the education and support provided for their children. Parents who spoke to inspectors were extremely complimentary about the ease of communication with the staff and the wide range of opportunities available. They also commented on the excellent pastoral care that is provided.
- 5.10 The school has established a strong partnership with parents; it seeks to deal promptly with concerns or complaints that are raised, in accordance with its published procedures. Information is shared very readily and effectively in school through weekly newsletters, meetings before and after transition stages, curriculum evenings, curriculum booklets and the *Winterfold News*, a termly periodical. Parents of current and prospective pupils are provided with the required information about the school, identifying the high expectations set and broad range of opportunities offered.
- 5.11 There are numerous opportunities for parents to be actively involved in the work and progress of their children. Parents assist in the school library and are invited to share their expertise with pupils in the school. The parents of current pupils receive written reports three times a year and regular parents' evenings are held to discuss progress. Reports carry a target or next step for pupils, to enable effective progress. Report cards are issued every three weeks which document progress or difficulties. The school gives parents valuable guidance and advice for their children's transfer to senior schools.
- 5.12 Parents are overwhelmingly supportive of the school. They particularly appreciate how well the staff know and understand the needs of their children.

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) Overall effectiveness: the quality and standards of the early years provision

6.1 The overall effectiveness of the early years provision is outstanding. All children, including any with SEND, make strong progress relative to their starting points and are well prepared for the next stage of their education. Personal, social and emotional development is excellent; children feel very safe, secure and happy within the homely, family settings. Requirements for children's safeguarding and welfare have been fully met; staff work together as a strong team, fulfilling their responsibilities and protecting the children in their care. The EYFS leaders strongly evaluate and reflect on their practice, ensuring continuous improvement that develops children's life chances. The recommendation of the previous inspection has been met and the provision for outdoor learning for children aged three to five now regularly includes all areas of learning.

6.(b) Effectiveness of leadership and management

6.2 The effectiveness of leadership and management is outstanding. Governors take an active role, visiting the EYFS settings and keeping abreast of regulatory requirements. The EYFS leaders have an ambitious vision for their settings, where reflection and self-evaluation are continuous. They strive for excellence and have high expectations of the children in their care, consequently achieving excellent standards. Staff work with parents and children to establish their views and interests, and use their findings to improve the provision. The response to the parents' questionnaire and the views of parents interviewed during the inspection were overwhelmingly positive. Parents are very pleased with the education, care and nurturing their children receive and greatly appreciate the settings' family feel and the 'open door' policy.

6.3 Leaders have a well-established system of performance management. They provide many opportunities for staff to further their professional development and share new knowledge, which contributes positively to their teaching and consequently to children's learning and development. Key people feel that regular supervision helps them to improve their role. Leaders plan exciting learning programmes that meet all the EYFS learning and development requirements. Staff have very high expectations for children, identifying their needs and providing a broad and challenging curriculum. This is enhanced by specialist teaching in PE, and in Reception it is enriched by extra-curricular activities such as drama, gymnastics, 'little chefs' and dance. In a science week which occurred during the inspection, Reception children were observed carefully following instructions and showing delight in their ensuing cork-popping experiments. Staff plan activities that motivate and enthuse children of all ages. Programmes and routines provide many opportunities for under twos and two year olds to develop language, communication and physical skills, and to support their personal, social and emotional development within a home-from-home environment. All children enjoy a balance of adult- and child-led activities, and are given many opportunities to further their understanding and learning across all the areas of learning in both indoor and outdoor environments. Staff know their children and their needs extremely well. Assistance from learning support staff, and if needed, outside agencies, in partnership with parents, ensures that all children,

whatever their needs, make at least good and often more rapid progress in their learning.

- 6.4 Leaders create a welcoming, safe and stimulating environment that prepares children well for the next stage of learning. Staff have very high expectations of behaviour. Assemblies, class rules, collective worship and 'circle times' actively promote kindness to others, equality, diversity, and the values of respect and tolerance. Adults are aware of how to guard children against the dangers of radicalisation and extremism. Safeguarding is rigorous and well implemented, and policies reflect the latest requirements. Staff are well trained in child protection and understand the procedures to be followed in the event of a concern. Staff are well qualified and adult-to-child ratios are high. Many staff hold paediatric first-aid qualifications to support the children in their care. Risk assessments are rigorous and undertaken regularly for indoor and outdoor activities and visits offsite.

6.(c) Quality of teaching, learning and assessment

- 6.5 The quality of teaching, learning and assessment is outstanding. All staff have an excellent knowledge of the EYFS. All teaching observed was of a very high quality and sometimes inspirational, meeting the needs of all children in the settings, including those with SEND and the most able. Teaching supports and enables all children to make progress and reach the next stage in their learning. Outdoor learning is a particular strength of the EYFS, encompassing every area of the curriculum, enthusing and motivating children and rapidly progressing their learning. Imaginative resources and critical questioning were used, for example, to enable three year olds to solve the problem of how to hang their pretend instruments successfully on a fence. Reception children enthusiastically and carefully find and identify insects in their woodland area and understand the need to be quiet and gentle so as not to frighten them. Staff work with parents and previous EYFS providers to ascertain the stages of development their children have reached and to encompass children's individual interests.
- 6.6 Strong assessment procedures establish teaching and learning strategies and next steps for individual learning, as well as providing additional help where needed. Children are given excellent support and encouragement from adults to enable them to make rapid progress in their learning; for example, babies are provided with suitable resources, so they can pull themselves up to stand. Two year olds delight in sharing books with their key person. Staff are very adept at using resources to promote imagination, language development and social skills, such as the successful cafe role play, where busy three year olds were pretending to offer delicious cakes and cups of tea. Children develop an awareness of diversity, for example when celebrating Diwali, hearing about their class puppet's pretend special trip to a temple, and enjoying Mandarin songs and eating dumplings in celebration of Chinese New Year.
- 6.7 Parents have many opportunities to be involved in their children's learning and to understand how they can help them to make progress. They are invited to attend information evenings and workshops to help them understand what their children will be learning and to comment on their children's learning journal, and discuss targets and stages of development at parents' evenings. Written reports are useful and informative but do not contain full information about children's next steps.

6.(d) Personal development, behaviour and welfare

- 6.8 The personal development, behaviour and welfare of the children are outstanding. Children's needs are at the heart of the settings. Staff work together as very successful teams in promoting a happy, caring and stimulating environment where children's needs are of the utmost importance and their achievements are highly valued, thus ensuring successful and positive attitudes to learning. Children happily explore their exciting environment and use their imagination in role play. They learn to make decisions and confidently choose their activities. There are many opportunities to develop independence: babies begin to feed themselves with a spoon and learn to take off their own bibs, two year olds progress to use a fork successfully and three year olds change clothes independently for their PE lessons. Children attend regularly, gradually increasing their attendance to prepare them for Reception class. They are prepared socially and emotionally for transition stages as they progress through the EYFS and to Year 1.
- 6.9 Children throughout the settings develop strong emotional bonds with their key person and feel very secure and happy within the consistency of their routines. In the baby room, babies readily seek comfort from their key person. Behaviour is exemplary. Reception children understand the need for class rules, they help one another to tidy up and they respect each other, celebrating their own and others' achievements. They make a very positive contribution to life in their environment. When children need help to manage their behaviour, for example when requiring encouragement to share toys, this is quickly recognised and supported by staff. Children throughout the settings understand hygiene routines and older children wash their hands independently. Three year olds are aware of the need to wash an apple before eating it. They understand which foods are healthy and why it is important to take exercise. They begin to learn about keeping safe and are shown how to do things in a safe way; this is particularly relevant during activities in the woodland area.

6.(e) Outcomes for children

- 6.10 Outcomes for children are outstanding. All children, including those with SEND, make rapid progress in relation to their starting points, abilities and needs, with the majority reaching and some exceeding the Early Learning Goals. Children are happy, investigative learners who demonstrate high levels of curiosity. Reception children enjoy reading their own stories expressively to their peers. They can write sentences independently, find and order numbers above ten in their outdoor number hunt and are able to count pairs of socks in twos on a washing line. Three year olds use computers competently to design pictures of famous buildings. They know their sounds and are able to build up simple words. They talk confidently and articulately to adults, for example when discussing their pets. Those children under two gain confidence to participate in action songs and rhymes. They select their own beds at rest time and take off their own shoes. Babies' sensory development is enhanced through exploring different materials, such as paint and ice. They begin to communicate by pointing to their drink when they are thirsty.
- 6.11 All children in the EYFS are very well prepared for the next stage of their education.

Compliance with statutory requirements for children under two

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.