



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Winterfold House School

March 2019



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School's Details

School	Winterfold House School			
DfE number	885/6008			
Early Years registration number	EY287516			
Registered charity number	1098740			
Address	Winterfold House Chaddesley Corbett Kidderminster Worcestershire DY10 4PW			
Telephone number	01562 777234			
Email address	info@winterfoldhouse.co.uk			
Headmistress	Mrs Denise Toms			
Chair of governors	Mr Paul West			
Age range	0 to 13			
Number of pupils on roll	358			
	Boys	199	Girls	159
	Nursery	72	Pre-Prep	119
	Prep	167		
Inspection dates	27 to 28 March 2019			

1. Background Information

About the school

- 1.1 Winterfold House School is an independent Catholic day school for boys and girls aged between six weeks and thirteen years. In 2016 it became part of the charitable trust known as Bromsgrove School and now shares the same board of governors as the two other schools in the group, Bromsgrove School and Bromsgrove Preparatory School. Since the previous inspection, as well as the change of ownership, a new headteacher and deputy head have been appointed.
- 1.2 The school was founded in Birmingham in 1928, moving to its current location at Winterfold House in 1946. It is organised into three departments: babies and children under three are accommodated in the Nursery called Woodhouse; older children in the EYFS are taught in the pre-prep section and the prep section accommodates pupils aged eight to thirteen. Woodhouse is located in a separate house close to the main school buildings.

What the school seeks to do

- 1.3 The school's aim is to provide a happy, secure and supportive environment for children and their families, based on the Gospel values. Through mutual respect, compassion and the promotion of peace and justice, it seeks to encourage children to fulfil their true potential in all areas of life.

About the pupils

- 1.4 Pupils come from a range of professional backgrounds, mostly from white British families living within a 15-mile radius of the school. Nationally standardised tests indicate the ability profile of the school is above average. The school has identified 21 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or English as an additional language (EAL). The curriculum is modified for pupils identified as more able.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

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

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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 specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.10 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any pupils with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.14 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.16 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.18 The standard relating to leadership and management of the school [paragraph 34] is met.

The quality and standards of the Early Years Foundation Stage

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

- 2.19 The overall effectiveness of the early years provision is good.
- 2.20 Babies and children under the age of two make good progress in relation to their starting points and are well prepared for their next stage of learning within the nursery, between the nursery and the pre-prep, or to other settings. Staff are aware of their needs and provide flexibility of care to ensure those needs are met. There are currently no children with SEND but staff understand the need to provide appropriate support if needed.
- 2.21 These young children feel happy and safe in their environment. The source of this well-being is the warm and caring relationship they develop with adults in the nursery. Emotional security is made a key priority; children are comforted when upset and babies are cuddled upon waking from sleep. Staff pre-empt any anxiety by ensuring babies' sleep routines and emotional needs are individually catered for. As a result, children feel comfortable and secure.
- 2.22 Managers evaluate practice and contribute to a school development plan which ensures continuous improvement. Regular self-evaluation of the setting is informal. Opportunities to develop practice through review of this evaluation are limited due to lack of formal oversight by school leaders.
- 2.23 Safeguarding requirements are fully met and all staff demonstrate a strong understanding of a shared responsibility for protecting children. Effective policies and procedures are in place and managers ensure staff are kept up to date with any changes.

Effectiveness of leadership and management

- 2.24 The effectiveness of leadership and management is good.
- 2.25 Leaders have an ambitious vision for developing the setting and improving outcomes for children, evident through the school's development plan. They are committed to ensuring high standards of provision and care. Self-evaluation takes into account views presented by staff and parents. Supervision and appraisal of nursery staff are appropriately established and performed. Responsibility for monitoring appraisal outcomes is lacking, and specific training needs and areas for development are not consistently addressed. The setting supports staff to gain further early years practitioner qualifications. Statutory training in areas such as first aid and safeguarding, including the Prevent strategy, is current.
- 2.26 Managers provide and plan a suitable programme of activities which the babies and children under two engage with and enjoy. As a consequence, they are ready to move and settle happily into their next environment. Babies are encouraged to feed themselves in preparation for their move, and older children are supported to share, and to play with gentle hands in readiness for group interaction in the toddler room.
- 2.27 Staff treat all children with equal care, attention and respect. The school ethos and culture firmly espouse British values and the nursery actively embeds them in daily activities, such as lunchtime prayers, and attitudes, such as showing kindness and consideration to others. All statutory requirements to protect children and promote their welfare are met. Responses to the inspection questionnaire, and feedback in meetings with inspectors, show that the vast majority of parents believe that the nursery provides caring and safe environments and that staff recognise their children as unique individuals. Inspection evidence supports this view.

Quality of teaching, learning and assessment

- 2.28 The quality of teaching, learning and assessment is good.

- 2.29 Staff have high expectations of children of all abilities. They gain a thorough understanding of individuals' skills and knowledge through a baseline assessment when each child joins the setting. Subsequently, they carefully support each child's learning, resulting in successful achievement for all. Staff have a secure knowledge of the EYFS curriculum and use this effectively in order to plan activities and opportunities which support learning and development. They scaffold children's learning skilfully through careful support by providing one-to-one interaction. However, when facilitating exploration, for example with paint, adults occasionally halt the children's imaginative play with too much direction.
- 2.30 Assessment information is realistic and relevant to the age and developmental stage of each child. Parents complete a *Family Contribution* sheet which enables them to share information about their child, and this is used to support transitions. An EYFS profile is completed regularly for each child by their key person, and this provides a highly effective system for tracking children's progress and achievements. Learning journey books provide parents with an interesting and individual photographic record of their child's time in the setting. Staff identify and record children's next steps, but these are not consistently incorporated into future planning.
- 2.31 Staff encourage children to engage with activities. For example, staff enthusiastically sing familiar songs to children and model dancing and actions which capture the children's attention and encourage joyful participation. They adapt activities in response to the needs of the child, for example, if a child becomes upset or tired.
- 2.32 The setting displays helpful information for parents, who also receive a daily diary informing them of activities and routine matters relevant to their child. Staff encourage parents to engage in children's learning, and parents have the opportunity to contribute to the learning journey books. The setting encourages parents to have daily conversations with staff about their child's progress and development, and to discuss how parents can support their child's learning at home.
- 2.33 Staff recognise the importance of promoting equality and diversity in teaching and learning. They incorporate this into their planning by celebrating different festivals and cultural events. Effective teaching, support and encouragement ensure children acquire the skills and capability to develop and learn so that they are well prepared for the next stages in their learning.

Personal development, behaviour and welfare

- 2.34 The personal development, behaviour and welfare of children are outstanding.
- 2.35 Young children thrive in this homely, happy and secure environment. The culture throughout the setting is extremely positive and caring and fully reflects the ethos of the school which is founded on Christian values. The strong relationships between staff and children foster deep emotional security and children actively seek out their key person for reassurance or comfort. Children listen attentively to staff and watch them closely, demonstrating high levels of trust and confidence.
- 2.36 Children respond well to encouragement to try new things and are consistently praised for doing so. For example, staff praise babies for waving at appropriate times and this helps them to identify their success and encourages them to repeat the behaviour. Babies choose from available resources and become involved and concentrate on what they are doing. For example, they happily explore sand play using their hands and feet as they follow their natural curiosity. Children under two independently explore their surroundings and can find a quiet space to sit comfortably, reading books with an adult. They are all developing self-awareness as they make sense of experiences and create links between them. Staff are skilled at observing these emergent ideas but do not fully build on them by providing resources or opportunities for children to explore them further.
- 2.37 Staff take time to comfort and reassure children throughout the day and extra care is given to children who need it. High standards of care and hygiene practice support children's personal needs: children have their own named baskets with personal items such as nappies, creams and a soft toy or comforter for use at sleep time. Children are extremely well prepared for transitions; they experience the new

environment and meet unfamiliar adults beforehand and have the necessary skills to ensure they can quickly adapt to new routines, such as feeding themselves. Staff consistently promote positive behaviour through close observations, timely interventions and gentle reminders to be kind and caring. These strategies successfully encourage children to develop their understanding of themselves as individuals, to have the confidence to engage positively with those around them and to begin to control their impulses.

- 2.38 Careful records are kept of children's attendance and any absences are rigorously followed up. A healthy lifestyle is promoted through balanced meals and healthy snacks. Particular dietary needs are catered for and children are encouraged to try unfamiliar foods. Children appreciate the importance of cleaning their hands before eating and the risk of catching germs. The under twos enjoy the many opportunities to go for walks and to play outside. Babies use gestures and smiles to express enthusiasm for their pram-walks and the opportunity to experience the fresh air.

Outcomes for children

- 2.39 Outcomes for children are good.
- 2.40 All children make good progress from their various starting points and consistently meet and sometimes exceed, the level of development that is typical for their age and are well prepared for their next stage in learning.
- 2.41 Babies can pull themselves up to standing, bang drums, and interact with adults in simple games. Some show persistence when trying to solve a problem such as navigating around an obstacle. Both babies and children under two show good levels of focus and concentration as they investigate treasure baskets and explore cause and effect using sound and pop-up toys. Older children are motivated to master something new and appreciate the opportunity to acquire new skills. The under twos happily take turns when using the friction cars, watching and learning from one another. They listen carefully to instructions and understand the need to behave in a considerate manner; they are quick to tidy up before snack time. They enjoy using their imagination, inventing conversations using the telephone and pretending ordinary objects have magical powers.
- 2.42 Physical development is strong. Children under two show good co-ordination when playing outdoors on the slide, riding bikes and cars, and playing in the sand. They enjoy filling and emptying containers with different quantities. Indoors, they demonstrate good co-ordination when climbing over and playing on, the large soft play equipment. Babies are keen to explore their surroundings, climbing in and out of a ball pit and moving between rooms independently. Babies are encouraged to repeat sounds and to use them to express delight and the under twos can communicate some of their basic needs, such as feeling tired or needing a drink.

Compliance with statutory requirements

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

Recommendations for further improvement

The school is advised to make the following improvements to its provision for children in the early years.

- Establish clearly defined leadership and management roles to ensure more effective oversight and monitoring of the registered setting.
- Increase opportunities for staff professional development to broaden their awareness of teaching and learning strategies that will enhance children's progress.

3. Inspection Evidence

3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, chapel and assembly. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Louise Harwood	Reporting inspector
Mrs Maureen Adams	Compliance team inspector (Bursar, IAPS school)
Ms Victoria Plenderleith	Co-ordinating inspector for early years (Former head of pre-prep, IAPS school)
Mrs Sally Donaldson	Team inspector for EYFS (Head of kindergarten, HMC school)