



INDEPENDENT SCHOOLS INSPECTORATE

ST JOHN'S SCHOOL

STANDARD INSPECTION

FINAL VISIT

INDEPENDENT SCHOOLS INSPECTORATE

St John's School

Full Name of School	St John's School			
DCSF Number	312/6059			
EYFS Number	EY240646			
Registered Charity Number	1063738			
Address	Potter Street Hill Northwood Middlesex HA6 3QY			
Telephone Number	020 8866 0067			
Fax Number	020 8868 8770			
Email Address	office@st-johns.org.uk			
Headmaster	Mr Christopher Kelly			
Chair of Governors	Mr Johny Armstrong			
Age Range	3 to 13			
Total Number of Pupils	405			
Gender of Pupils	Boys			
Numbers by Age	3-5 (EYFS):	61	5-13:	344
Number of Day Pupils	405			
Head of EYFS Setting	Mrs M Joffe			
EYFS Gender	Boys			
Inspection date/EYFS	25 Jan 2010 to 26 Jan 2010			
Final (team) visit	22 Feb 2010 to 24 Feb 2010			

PREFACE

This inspection report follows the STANDARD *ISI schedule*. It consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in May 2004.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

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

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

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

CONTENTS

1	THE CHARACTERISTICS OF THE SCHOOL	1
2	THE SUCCESS OF THE SCHOOL AND ACTION POINTS	2
(a)	Main findings	2
(b)	Action points	3
	(i) Compliance with regulatory requirements	3
	(ii) Recommended action	3
3	THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a)	The quality of the pupils' achievements and their learning, attitudes and skills	4
(b)	The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c)	The contribution of teaching	5
4	THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a)	The spiritual, moral, social and cultural development of the pupils	7
(b)	The contribution of arrangements for welfare, health and safety	8
5	THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(a)	The quality of governance	9
(b)	The quality of leadership and management	9
(c)	The quality of links with parents, carers and guardians	10
6	THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	11
(a)	The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	11
(b)	The effectiveness of the leadership and management of the Early Years Foundation Stage	11
(c)	The quality of the provision in the Early Years Foundation Stage	11
(d)	Outcomes for children in the Early Years Foundation Stage	12
	INSPECTION EVIDENCE	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St John's was established as a boys' school in Pinner in 1920 and moved to its present location in Northwood in 1970. It was acquired by the Merchant Taylors' Livery Company in 1984. Since then it has operated under the auspices of the Merchant Taylors' Educational Trust. Originally a Church of England foundation, it now welcomes boys of all faiths. Set in a 35-acre site, it has extensive games and recreational fields, and a separate area of grassland and woodland for environmental study. The pool at Merchant Taylors' School is used for swimming lessons.
- 1.2 The school aims to help each boy make the most of his talents and interests so that he can grow in confidence and fulfil his potential. The school seeks a close relationship with its parents and endeavours to instil in its pupils a proper concern for others.
- 1.3 The pupil roll is 405. Of the 61 boys in the Early Years Foundation Stage (EYFS), 22 are in the Nursery and 39 in Reception; 88 pupils are in Years 1 and 2, 181 in Years 3 to 6, and 75 in Years 7 and 8. The Nursery occupies a separate building, and Reception and Years 1 and 2 form the Pre-prep, with other year groups divided between the Junior, Middle and Upper Schools. By the Middle School all lessons are taught by specialists. The majority of the boys move on to Merchant Taylors' School at the age of 13, but some transfer to other independent schools or to local grammar schools.
- 1.4 Entry is mainly into the Nursery at the age of 3, at 4 into the Pre-prep, when boys are interviewed and an assessment is made, and at 7, when a written test and interview are held. The ability profile of the pupils is above the national average. The school is set in an affluent suburb and many boys come from professional families, with parents who have high aspirations for their children. The school has quite a wide ethnic mix, and includes significant minorities of Asian and Jewish pupils.
- 1.5 The school identifies eleven boys as having learning difficulties and disabilities (LDD), but none has a statement of special educational needs. All these pupils receive extra support, as do a further fifteen pupils. Forty-five pupils speak English as an additional language, but all are fluent and none requires additional linguistic support.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 Pupils achieve high standards and make good progress, both in class and in the wide variety of extra-curricular activities that the school offers. The excellent start they make in the EYFS is reinforced through the well-structured programmes of study as they move through the school. Teaching has improved considerably since the last inspection and this has ensured more consistent progress and achievement. Care is taken to provide tasks suited to pupils of different abilities in most lessons and the arrangements for setting and streaming in Years 5 to 8 enable work to be even more closely targeted. Pupils settle quickly to their work and concentrate well. They are articulate and confident, and display naturally good manners. Their behaviour, both in class and around the school, is excellent.
- 2.2 The personal development of the pupils is outstanding. Throughout the school, including in the EYFS, they are confident, polite, show respect for each other and for adults, and co-operate extremely well. The school council provides a useful forum for their views. They have plentiful opportunities to learn about the wider world and contribute readily to charitable causes. The arrangements for the pastoral care and welfare, health and safety of the pupils are most effective and support pupils' personal development. Pupils benefit from the healthy variety of lunches, together with regular opportunities for sport and physical exercise.
- 2.3 The leadership, management and governance of the school are outstanding. The excellent facilities for academic, sporting and cultural activities offer considerable benefit to the school in fulfilling its aim of providing a stimulating environment. The recommendations in the previous report to improve the overall consistency of teaching and learning and to improve the quality of academic leadership have been acted upon in a determined manner. Monitoring and evaluation of teaching and learning are now efficient and thorough. The roles of the heads of department are well defined and time has been allocated for their management responsibilities. Governors are committed to the ideal of delivering a broad education and fostering high standards, and are most supportive of the management team. The school has forged strong relationships with its parents. In the pre-inspection questionnaire, parents expressed particular satisfaction with the standard of behaviour achieved by the pupils and with the wide range of activities offered, but a minority wished to have further information about their children's progress. Pupils said they found their work interesting and considered that they made good progress. In discussion with inspectors they were overwhelmingly supportive of their school.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.
- 2.5 The school's provision for childcare met the requirements of the Early Years Foundation Stage and no action was required.

(ii) Recommended action

- 2.6 The school is advised to make the following improvements:
1. ensure that teachers consistently build into their planning opportunities for independent learning and research;
 2. review and construct a more comprehensive EYFS development plan, to incorporate all the areas for learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 Pupils' achievements are good and they make good progress over time in relation to their ability profile, which is above the national average. The high standards achieved in the EYFS are built upon effectively as they move up the school. Their learning is supported by the broad educational opportunities that promote the school's aim of enabling each boy to develop his potential.
- 3.2 Pupils are assured learners. They have strong literacy and numeracy skills which enable them to tackle new tasks across the curriculum with confidence. Year 2 boys could total items on a shopping list and calculate the change from different amounts. They use information and communication technology (ICT) well, and opportunities for its use are wider than at the time of the last inspection.
- 3.3 Pupils are particularly articulate and are keen to participate in discussions. They are capable of following teachers' directions effectively and of working independently when asked. In an art lesson, after a brief demonstration, pupils in Year 4 experimented with different additions to their masks, following very well the instructions of their teachers. At times, the close direction by teachers, and an over-reliance on worksheets, limit pupils' intellectual curiosity and restrict their opportunities for independent thinking and questioning.
- 3.4 Most pupils demonstrate very good working patterns. They settle quickly, concentrate well and are capable of working together co-operatively in small or large groups. Year 8 pupils used ICT competently in their mathematics lesson, negotiated agreement about the approach to their task and shared the responsibility for carrying out their plan. Work is organised effectively and presented neatly.
- 3.5 Pupils with LDD achieve very well. They are supported both in specialist lessons and in class. The practice of setting for older pupils enables work to be targeted at an appropriate level. The high standards attained are demonstrated by the school's successful record in external examinations, including scholarships, a good number of which are gained at very competitive and rigorously selective senior schools.
- 3.6 Pupils work hard and develop a mature approach to learning. Their behaviour around the school is excellent. They mix well across the year groups. Both pupils and parents commented very favourably on the help that new pupils are given to settle into the school.

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

- 3.7 The school provides an outstanding curriculum and extra-curricular activities. This excellent provision for all the boys, including those in the EYFS, ensures that it meets the aim of giving pupils the opportunity of developing a wide range of interests and developing their talents. The curriculum is broad and well balanced, and includes all the required areas of learning. From the Nursery boys learn French, and Latin is introduced in Year 6. Excellent use is made of the extensive grounds for environmental and scientific study, so that even the youngest boys are keenly aware of seasonal differences and their impact on wildlife. The high quality of the facilities for sport enables the school to offer a wide-ranging programme. This is enhanced by the inclusion of swimming for pupils up to Year 4. Since the last inspection, lessons have been lengthened to allow for greater depth of study, and this has proved most effective.
- 3.8 Pupils are prepared thoroughly for tests to gain entry to their next schools. The needs of boys of all abilities are met, with support for those experiencing difficulty being carefully considered and sensitively delivered, both in specialist lessons and in class, from teachers and assistants. Higher achieving pupils, especially in the older year groups, are encouraged to pursue lines of enquiry in independent research. However, this good practice is not consistent across the school.
- 3.9 A broad range of extra-curricular activities which captures the interest of a majority of the pupils is offered. This includes academic, sporting and creative opportunities, such as chess, art, golf and choir. Drama enjoys a high profile in the school and parents comment strongly on the standard of productions. A number of rehearsals for the forthcoming production of *Bugsy Malone* were seen during the inspection; boys showed confidence and enjoyment in performance. In a recent photographic competition run for all the schools in the Merchant Taylors' Company's family, boys took major awards against pupils from senior schools. The choir and orchestra perform at many charitable functions, enabling pupils to contribute to the local community. Individual pupils have raised funds for projects such as that to equip a township school in South Africa with a kiln, and major fundraising initiatives have supported a wide range of charities. Pupils are keen to help those less fortunate than themselves.

3.(c) The contribution of teaching

- 3.10 The standard of teaching is good throughout the school, including in the EYFS, making an effective contribution to pupils' achievement. A significant proportion of the lessons seen were outstanding. This represents notable improvement on the standard reported at the last inspection. Clear aims are set out for the pupils, against which their work is assessed, and marking is, for the most part, constructive and positive. Overall, the high standard of teaching enables pupils to make good progress and fulfil the school's aim of preparing each for the next stage in their educational career.
- 3.11 Teaching is well organised and systematic, ensuring that pupils acquire a firm base of the foundation skills. The emphasis on high standards of literacy and numeracy in the Pre-prep and Years 3 and 4 establishes a strong base for the older year groups. Setting arrangements for older pupils facilitate teaching at an appropriate rate for the ability of the pupils. At times, the level of challenge for the most able is restricted by

excessive practice of skills already consolidated. For example, in some classes the same spelling test was set for each pupil, regardless of ability.

- 3.12 The school gathers a helpful range of assessment data, including the results of the twice-yearly internal examinations for pupils from Year 3. This information is used efficiently to guide the selection of senior school for older pupils, and to monitor progress and achievement. Its use by teachers in their planning is not yet fully implemented but is a focus of the development plan.
- 3.13 The process of identifying pupils with LDD is effective, and learning support staff liaise closely with parents. Individual education plans are drawn up and the good system of communication among staff ensures that these are known to all who teach each boy with LDD.
- 3.14 Teaching assistants are used most effectively in all age groups, with technical support staff playing an invaluable role in subjects such as art, and craft, design and technology.
- 3.15 Teachers demonstrate good subject knowledge and know their pupils well. The school is well resourced with ICT, and many teachers routinely use classroom computers or the sets of school laptops within their lessons.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The development of pupils' personal qualities is outstanding, exceeding the already high standard noted at the last inspection. From the excellent start they make in the EYFS, they continue to develop the self-disciplined approach to life that the school seeks to instil, and they respect and value others.
- 4.2 Pupils' spiritual development and awareness are excellent. They are sensitive to the needs of others and to the world around them. Regular assemblies, the teaching of religious studies (RS) and a comprehensive programme of personal, social and health education all offer outstanding opportunities for pupils' development. The school is a multicultural environment and, through RS lessons, pupils learn of the beliefs and customs of different faiths. Festivals such as Chinese New Year are celebrated, and visits to local places of worship, such as the temple and synagogue, play an important part in encouraging the boys' understanding and widening their experience. Pupils give a high priority to environmental issues. The school grounds, which include a nature trail, are much appreciated; boys feel they are very fortunate to be able to work in such attractive surroundings.
- 4.3 The moral development of the pupils is excellent. Boys know right from wrong and they take responsibility well. For instance, all members of Year 8 are prefects. The school provides pupils with a strong framework for their behaviour; a high standard is expected and achieved. Pupils relate well to their teachers and to each other. The school council, whose members are elected by the pupils, ensures that all pupils are able to have their opinions heard. Charities are very well supported, with pupils raising large sums for causes such as earthquake relief and WaterAid. Pupils have a keen sense of fair play. Pupils explained that they realised how fortunate they were and felt they should do something to help other people.
- 4.4 Pupils show excellent social development. They are confident and articulate, treating adults and their fellow pupils with friendliness and respect. They are courteous, yet friendly, to visitors. In activity sessions such as the art and design club, with pupils of all ages present, the older ones willingly help those younger than themselves. Pupils take their responsibilities seriously; Year 8 pupils confidently show parents around the school and boys of all ages are proud to represent their school in a wide range of local and national competitions. They have good understanding of national institutions and services; their learning is enhanced by visitors to the school, such as the three policemen who came to explain about their work.
- 4.5 Pupils' cultural development is outstanding. Both in class and in extra-curricular activities, such as drama, music and art, they develop their cultural awareness. In the variety of productions which takes place throughout the year, pupils enjoy taking part. They participate in local festivals as well as giving concerts for parents and other visitors. They have excellent knowledge and understanding of other cultures; for instance, in art they study work by artists from many countries. Outings to museums to learn about the lives of Victorians, and visits to places such as Duxford and Verulamium, help to bring history to life. A recent visit to the school by a professional story teller was very much enjoyed by all.

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

- 4.6 The school provides outstanding support and guidance for pupils, throughout the age groups, in accordance with its aim for them to feel happy, secure, safe and valued, and this has a strong impact on their personal development. Relationships between staff and pupils, and among the pupils themselves, are excellent; boys say that if they do have a problem they would be happy to consult their class teacher or any member of staff. The school has effective procedures for promoting good behaviour, through a system of house points. Harassment and bullying are considered unacceptable and pupils are confident that should any such behaviour occur it would be dealt with swiftly and efficiently. There have been no serious disciplinary offences or exclusions.
- 4.7 The health and safety of the pupils are carefully considered and risk management is thorough. The health and safety committee, which includes all appropriate departments, meets regularly and record-keeping is comprehensive. The safeguarding policy is robust and is successfully implemented. Child protection arrangements are appropriate and staff are suitably trained. All necessary measures are taken to reduce risk from fire and other hazards. Systems are up-to-date, fire practices are held regularly and efficient records are maintained. Appropriate provision is made for the care of pupils who are ill. Correct procedures are followed for the maintenance and storage of admission and attendance registers.
- 4.8 Pupils are encouraged to be healthy; they enjoy school lunches, which are well balanced and nutritious, and say they have plenty to eat. Pupils commented particularly on the regular provision of healthy choices and the restriction of less healthy foods. Careful arrangements are made for the wide variety of dietary needs within the school and a vegetarian option is always available. Regular exercise is promoted through the sports programme, in which all pupils participate. The school has a suitable plan to improve access for those with disabilities.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is outstanding. Governors are strongly committed to the aims and ethos of the school, and ensure that they maintain clear oversight through their well-organised termly meetings and helpful committee system. Individual governors take responsibility for leading different areas of consideration, including the monitoring of teaching and learning. Financial planning is strong, and careful investment in resources has resulted in excellent facilities, both for academic study and extra-curricular activities. Since the last inspection, governors have invested further in staff recruitment and refined the senior management structure.
- 5.2 The excellent range of skills and expertise represented on the governing body ensures that every aspect of the school is well considered. The breadth of educational involvement of the Merchant Taylors' Educational Trust enables governors to take a wider view as well as offering outstanding training opportunities. The school benefits considerably from its links with the nearby Merchant Taylors' School, whilst retaining its independence.
- 5.3 Governors are scrupulous in the fulfilment of their statutory duties. Issues relating to health and safety, welfare and safeguarding are carefully and thoroughly considered, with governor representation on all appropriate school committees. The process of recording and evaluating the effectiveness of the school's policies and procedures is comprehensive.

5.(b) The quality of leadership and management

- 5.4 The leadership and management of the school are outstanding and have been transformed since the time of the last inspection. The breadth of the educational experience, and the encouragement given to the boys, enable them to explore and develop their talents and to become self-confident. Each section of the school, including the EYFS, is well led, and this contributes strongly to the overall effectiveness of the education provided.
- 5.5 Members of the senior management team share a clear vision for future progress and work together effectively. The academic leadership of the school has been strengthened since the last inspection and all roles have been clarified. The priority now given to teaching and learning has resulted in rapid improvement, with regular monitoring of standards now an embedded feature of management. Outstanding analysis of subject departments has strengthened the school's process of self-evaluation and helped to raise the standard and consistency of teaching. Pupils' personal development is carefully fostered, and care is taken to identify and nurture the strengths of each individual.
- 5.6 Heads of department now have good opportunities for developing their subjects and a wealth of training has been undertaken to ensure that all staff are up-to-date. The analysis of staffing needs is strong, and support for new teachers is well focused. Clear appraisal and good planning enable best use to be made of the generous resources.
- 5.7 The positive atmosphere between teachers and pupils is reflected in the relationships established between academic and support staff. All feel part of the

whole staff team and are rightly proud of their school. Staff are well trained in respect of safeguarding, and health and safety, and take their responsibilities seriously. The welfare of the pupils is seen as a shared concern between teaching and support staff, and is carefully organised. Thorough arrangements are made for checking the suitability of staff and governors, and this process is carefully recorded.

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

- 5.8 The school has developed good links with parents and provides them all necessary information. Communication is clear and effective. From the outset, parents receive regular reports and good opportunities to discuss their children's work and development. In the pre-inspection questionnaire, a small minority of parents expressed the desire for further information but the inspection team considered existing arrangements to be comprehensive and timely, with reports to parents being detailed and helpful. Parents appreciate the pastoral care given to their children; the school was described as being 'an outstanding establishment developing strong ideals and encouraging boys to respect each individual.' The school achieves its aim of establishing a relationship with boys' families in which parents and carers are valued members of the community.
- 5.9 Parents of pupils in Year 8 are particularly pleased with the thorough preparation for external examinations that the boys receive, and with the well-considered advice that is given when they are considering the next stage of their children's education.
- 5.10 The school receives valuable support from parents in relation to extra-curricular activities. Sporting fixtures are keenly supported and parents come into school to share specialist knowledge in subjects such as RS. During the inspection, Year 2 pupils benefited from a presentation by two parents about the importance and rituals of the Sabbath.
- 5.11 Parents are encouraged to contact their children's teachers if they have any concerns, and in discussion they said how well this worked. They were particularly impressed by the proactive approach of the staff. Clear arrangements are made for any complaints by parents, but none has been made.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 This setting is highly effective and boys at St John's achieve very high standards in their work. The capacity for sustained improvement is outstanding. Daily practice is evaluated regularly by the class teachers and the teaching assistants. This ensures that lessons reflect the needs of individual children. Support is given where necessary, but in addition, more able children are challenged in their learning.

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

6.2 Leadership and management of the EYFS are good and are outstanding in some aspects. All staff are appropriately checked and safeguarding is enhanced by thorough risk assessments. Policies and documentation overall are comprehensive, although the development plan for the EYFS is not detailed or precise enough to show clearly areas for improvement or plans for development. Observations of what children know, understand and can do are regularly undertaken. These assessments are used to inform the daily planning and provide an important track of the boys' progress, leading to the completion of the EYFS profiles. In the pre-inspection questionnaire, parents were overwhelmingly supportive of the setting, with the following comment: 'I am very pleased with the nurturing environment where I have seen our son develop in the five months that he has been here.'

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

6.3 Provision is outstanding. The classroom environments are attractive, stimulating and welcoming, and extremely well resourced. This enhances the boys' early learning experiences, and is one of the main reasons, along with outstanding teaching, that they achieve so well. Exceptional organisation of the curriculum reflects rich, varied and imaginative experiences. For example, when learning about feet, boys in the Nursery were fascinated about walking through paint in their wellington boots and viewing the marks they made on the paper. Another outstanding example seen was with the older boys during a very stimulating session when learning about 'old toys.' The language development, and real fascination and interest in learning that resulted from seeing toys from the past were a joy to behold. Outstanding team work from all who teach in the EYFS ensures a consistency of approach that much enhances the boys' learning. Adults consistently work together well, to promote children's welfare and well-being. The boys' behaviour is outstanding and all are keenly aware of the differences between right and wrong.

6.4 Comprehensive and robust policies and procedures ensure that children are protected and well supported.

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

- 6.5 All boys achieve very well. They make outstanding progress towards the Early Learning Goals in all the areas of learning from the moment they start at school, so that, by the end of the EYFS, all have met and many have exceeded them. This includes those boys who are in need of more support and those for whom English is an additional language. More able boys are also very well catered for. All are encouraged to become independent learners. The very good use of ICT supports children's learning very well. Boys are developing outstanding skills for the future. They are aware of dangers and understand how to stay safe; this was seen, for example, when the older children spent a very enjoyable time in the forest, and were well aware of how to handle tools such as spades when hunting for treasure in the sand and digging for 'mini-beasts'. The boys are active, and show a natural curiosity for learning about the world around them. They have very good relationships with the adults who care for them. Boys from different backgrounds and cultures display a positive attitude towards each other, and play and work well together. Relationships are excellent, and there are effective partnerships between parents or carers and the school.
- 6.6 All boys thoroughly enjoy their learning and willingly take part in a wide range of activities, ranging from French and music to physical education, and their learning is enhanced by the use of specialist teachers.

What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.

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 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 Elisabeth Mimpriss

Mrs Mary Burridge

Mr Chris Davies

Mr John Coakley

Ms Sue Vale

Reporting Inspector

Team Inspector (retired Head of Junior School)

Team Inspector (Head, IAPS)

Team Inspector (Head, IAPS)

Early Years Lead Inspector