



INDEPENDENT SCHOOLS INSPECTORATE

YATELEY MANOR SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Yateley Manor School

Full Name of School	Yateley Manor School	
DCSF Number	850/6045	
EYFS Number	297375	
Registered Charity Number	307374	
Address	Yateley Manor School 51 Reading Road Yateley Hampshire GU46 7UQ	
Telephone Number	01252 405500	
Fax Number	01252 405504	
Email Address	headmaster@yateleymanor.com	
Head	Mr Rob Williams	
Chair of Governors	Mr Steve Sharp	
Age Range	3 to 13	
Total Number of Pupils	455	
Gender of Pupils	Mixed (289 boys; 166 girls)	
Numbers by Age	5-11:	343
	3-5 (EYFS):	62
	11-13:	50
Number of Day Pupils	455	
Number of Boarders	Total:	0
EYFS Gender	Mixed	
Inspection date/EYFS	01 Feb 2010 to 02 Feb 2010	
Final (team) visit	01 Mar 2010 to 03 Mar 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 February 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.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Yateley Manor School is a co-educational day school for pupils from the ages of three to thirteen. It was founded in 1947 and became a charitable trust administered by a board of governors in 1973. It is situated in a Hampshire village, occupying an Edwardian house with extensive later additions. These include facilities for art, science, design and technology and an indoor swimming pool. The present head, who has been in post since September 2009, is the first non-member of the founding family to lead the school.
- 1.2 The school provides education for 455 pupils, of whom 62 are in the Early Years Foundation Stage (EYFS). The pre-prep, named Wyndhams, educates pupils from the ages of three to seven. A separate Nursery included in the EYFS educates the youngest children, aged three.
- 1.3 The school's overall aim is to encourage the maximum academic and social development of each child in a caring, enthusiastic and challenging environment. Wyndhams aims to develop a love of school that will form a foundation for future happiness and success.
- 1.4 The ability profile of the school is above the national average but overall covers a wide range. Most pupils live within a radius of ten miles of the school and come from business and professional families. Forty-six pupils have been identified as having some form of learning difficulty and/or disability (LDD). No pupil has a statement of special educational needs or is learning English as an additional language. A small number of pupils have a multi-ethnic background.
- 1.5 Pupils leave at the age of eleven or thirteen to continue their education in senior independent or grammar schools.
- 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 From the Early Years Foundation Stage onwards, pupils of all abilities are successful in their learning and personal development. Good, and often excellent teaching within an exceptionally wide ranging curriculum, as well as activities both within and outside the curriculum, enthuse pupils and motivate them to work hard and thus to succeed and progress. Their excellent attitudes and generally mature behaviour contribute positively to their achievement. The school recognises that opportunities for challenge exist in some, but not all, areas of the curriculum. The standard of marking in Years 3 to 8 is inconsistent.
- 2.2 Personal development of pupils is outstanding and is supported by the excellent pastoral care. Pupils themselves say they feel safe and secure. Effective pastoral and welfare arrangements and generally thorough health and safety procedures complement the work of form teachers, tutors, teaching assistants, matron and all ancillary staff. Pupils respect each other and their teachers and work well together in lessons and in activities. They show social responsibility, enthusiastically working for their chosen charities and showing awareness and thought for those less fortunate than themselves.
- 2.3 The governing body and senior management team are hardworking and committed to the aims and ethos of the school which are fulfilled well, particularly that of wanting pupils to develop a love of school in a caring environment. Recommendations from the last inspection have mainly been resolved, with an improved system of monitoring and staff appraisal, and these are being further developed under the purposeful new leadership. Whilst those currently working in the school have undertaken all recruitment checks, the school has not been sufficiently rigorous in the past in carrying these out before appointment. Leadership and management are good and a new structure for staff curriculum responsibility is now effective. These new initiatives have been well received by the enthusiastic staff and have already strengthened the monitoring of the curriculum. Links with parents are extremely positive as were replies to the questionnaire, particularly in regard to the teaching and pastoral care of their children. Although some parents were unhappy with the standard of learning support in the past, others recognise that it is now much improved and inspection evidence confirms this.

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 did not meet all the requirements of the Independent School Standards Regulations 2003, as subsequently amended, and therefore it was required to:

- ensure that appropriate recruitment checks are obtained before appointment and correctly recorded [Regulation 4C.(2)(b), under Suitability of staff and proprietors, and, for the same reason, 3.(2)(b), under Welfare, health and safety].

2.5 In order to comply with the welfare requirements of the Early Years Foundation Stage, the school was required to:

- ensure that appropriate recruitment checks are obtained before appointment and correctly recorded (see Regulations 4C.(2)(b) and 3.(2)(b) above).

Since the Early Years Foundation Stage provision is inspected under a different system of regulation, within a two-day limit, the report cannot mention any regulatory deficiencies which are remedied by the end of the standard inspection.

(ii) Recommended action

2.6 The school is advised to make the following improvements:

1. ensure that teaching in all subjects makes provision for challenge for all pupils;
2. ensure that the quality of marking and assessment is consistent across the school so that pupils know how to improve their work; and
3. go ahead with the proposed relocation of the Reception classes on to the Nursery site to enable the EYFS to function as a more cohesive unit.

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' academic achievement and progress over time are good in relation to their ability, which is above the national average. The school is making effective progress towards its aim of ensuring the maximum academic and social development of each child from the EYFS onwards. Pupils receive a good all-round education which allows them to achieve well, as shown by their academic and all-rounder awards to, and places gained at, independent and grammar schools as well as their many extra-curricular successes.
- 3.2 Pupils are articulate, confident and listen well both to their teachers and each other. They enjoy discussion and they incorporate mature ideas into their creative writing. They write and read fluently, showing understanding, and are able to reason logically in science. Their numeracy skills are good and often outstanding. Their ability to work collaboratively and sensibly in groups or pairs helps them to learn from one another. The high standard of art in the school is an example of their creativity. Pupils are able to incorporate successfully their information and communication technology (ICT) skills into their work, particularly when doing their own research. Classes from Year 5 are set in ability groups based on the core subjects, which help pupils to progress at their own pace. Pupils' academic achievement is outstanding when they are fully challenged in lessons. The school recognises that challenge is not yet provided in all subjects. No curricular area is markedly weaker than any other, although some subjects are particularly strong throughout the school.
- 3.3 The school has many individual and team successes, particularly in cricket, netball, football, biathlon and chess where they have won national, county and local competitions. Pupils also achieve well in external music examinations and national general knowledge and mathematics challenges, where a gold medal has been gained. These good and often extremely high standards of achievement across the school are the result of good teaching, pupils' excellent attitudes towards their work, their concentration in class and their enthusiasm for activities and other available opportunities. Their motivation is helped by positive relationships with their teachers.

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

- 3.4 Pupils enjoy an excellent curriculum, which is wide ranging and well-planned and helps to achieve the school's aim of strong academic and social development. The structure of teachers' subject responsibilities has changed significantly very recently. This is already resulting in the development of curriculum plans which are used effectively. The curriculum, which covers all the required areas of learning, is suited to all abilities and needs and includes French, classical studies and Latin, religious studies, cookery, chess, and a wide variety of sporting and creative opportunities. Cross-curricular work is a prominent and positive feature. Personal, social and health education (PSHE) with citizenship is a feature of many lessons and is always a part of tutor group discussions. Art is particularly strong across all ages and younger pupils benefit from cookery lessons. The timetable is constructed so that all pupils receive adequate tuition in all subjects. Pupils with learning difficulties benefit from the expertise of a strong learning support department who construct individual education plans in conjunction with form teachers. Challenging activities to extend independent learning and thinking skills for the more able are included in some lessons, but not all.
- 3.5 An extensive range of extra-curricular activities is available. These include sports, music, dance, and creative and academic activities. Extra 'options' are available during the week when some pupils are engaged in matches. Each holiday a full range of activities are also available in the school. These all encourage pupils to develop new interests and hobbies and to gain confidence. Many visits to places of historical and cultural interest add to the success of the curriculum. Residential trips in Years 5 to 8 encourage pupils' personal responsibility and broaden their horizons.
- 3.6 Links with the community are promoted by sharing the school's swimming pool, sports coaching and other facilities with the nearby maintained school, and participating in events with local churches and organisations. Charitable work is well supported by pupils, who are particularly proud of their recent efforts for Haiti.

3.(c) The contribution of teaching

- 3.7 The majority of teaching is good and sometimes excellent, and in these lessons marked progress is made, which contributes well to pupils' achievement. Most teaching shows an understanding of pupils' prior attainment and provides for the needs of pupils. Teachers, with the valued input of the learning support department, make good use of individual education plans for those with learning difficulties. Basic skills are taught imaginatively in Years 1 and 2 within a cross-curricular context. Their studies of famous people, for example, which included elements of history, geography, art and English, aimed at different levels of ability and allowed all pupils to make excellent progress. In a small number of lessons in the middle and upper parts of the school, teaching was less satisfactory and progress slower. The recommendation from the previous inspection that teaching should be more challenging is not yet obvious in all lessons. Staff are undertaking training in this area. Pupils commented on their increased interest in lessons when teaching allows them to think and learn more independently. Across the school pupils are keen readers, supported by a well-resourced library.
- 3.8 Subjects are particularly well linked across the curriculum. For example, cookery is linked with science and languages, allowing pupils to gain a broader understanding of different topics. Teachers are knowledgeable and particularly so in specialist taught subjects. Electronic whiteboards in all rooms are used effectively to add extra interest and pupils also use ICT well in their own work. Most pupils can work without continual teacher input because teaching encourages good behaviour. In many lessons, humour plays a part and contributes to pupils' enjoyment thus helping their learning.
- 3.9 The outstanding teaching observed was characterised by teacher enthusiasm, good pace and a variety of teaching methods which challenged all abilities. In less effective teaching, a slower pace with poor time management did not always hold pupils' attention, and their learning and achievement in those lessons was not as rapid.
- 3.10 A variety of assessments is used well to monitor progress and to help meet the specific needs of all pupils. The standard of marking from Years 3 to 8 is inconsistent between subjects and years, ranging from excellent to mediocre. Comments written on pieces of work are not always helpful and pupils said that they did not always know how to improve their work.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The personal development of all pupils including those in the EYFS is excellent. Pupils are articulate, confident and responsive and readily initiate a conversation. Spiritual, moral, social and cultural development is strong throughout the school. Pupils are proud of their school, an attribute which came out strongly from their interviews and their questionnaires.
- 4.2 Spiritual awareness is well developed. Pupils are self-aware and have a good understanding of themselves. They reflect well on spiritual issues, because assemblies always contain a variety of approaches and include hymns and a prayer as well as music. Year 8 were visibly moved when visiting the American war cemetery in France and Year 2 talked about how lonely it must have been for the first men on the moon. They empathise with characters in books and are aware of the beauties of nature and art. Pupils throughout the school respond to the differences and similarities between faiths.
- 4.3 Moral awareness is high. Pupils are happy to talk about right and wrong and they uphold a strong code of values. In the playground they are allowed to behave naturally, and inside the school they move around sensibly with the minimum of supervision. Most classes have developed their own code of conduct and classroom rules. Pupils spoke intelligently about issues of fairness. They have respect for the property of others and show self-discipline.
- 4.4 All pupils in Year 8 are monitors and some are prefects. All have responsibilities such as leading their house or helping to look after younger pupils. They take these responsibilities seriously. In other years, form duties are carried out conscientiously. Even the youngest children give out snacks and books. School council, food committee and sports committee all allow pupils the opportunity to express opinions which they know will be listened to and valued. Girls in Years 6 to 8 much enjoy their 'ladies lunches' hosted by a member of staff. They organise charitable events and are currently supporting Disability Challengers, a local charity, as well as contributing to other causes. Through their history and PSHE lessons and by younger pupils visiting local services such as the fire station, pupils gain a good knowledge of public services and institutions in England, and understand the concept of democracy. Older pupils have visited the Houses of Parliament and talked to their local MP.
- 4.5 Pupils understand the richness of their own culture from music, art and literature and from their academic studies in addition to the many visits to places of interest such as the National Portrait Gallery, workshops, and speakers who come into school. They know about other faiths and visit places of worship such as a Hindu temple and Jewish synagogue, realising and valuing how culturally diverse the world is, and often how different from their own environment. Geography, cookery and languages introduce them to life in other countries and further promote their cultural awareness. Some pupils have visited places such as Tobago and South Africa, as part of sports tours, leading to follow-up teaching in class. Year 7 have a week's visit to France which includes a visit to the World War Two landing beaches and cemeteries. All these opportunities help to promote pupils' tolerance and enhance their personal development.

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

- 4.6 The overall arrangements for welfare, health and safety are good. Pastoral care is an outstanding feature of the school with class teachers, tutors, and matron being at the forefront of welfare responsibility for their pupils. This was recognised by parents and many commented on this excellent care in the questionnaire. Any pupil problems are identified in the daily staff briefing so that all staff are aware of any issues, and the recording of any behavioural incidents is thorough. Older pupils can choose their own tutor and they meet with them daily, although some tutorial periods are not as beneficial as others. Class teachers are responsible for the pastoral care of younger pupils and promptly contact parents if there seem to be problems. Staff are always willing to help - a point which was mentioned by pupils who are confident enough to talk openly about personal or controversial subjects in front of their peers, demonstrating their positive relationships.
- 4.7 Pupils understand rewards and sanctions and feel they are worthwhile. Commendations, particularly a 'Headmaster's Commendation', are highly prized. The anti-bullying policy is comprehensive and well implemented and pupils say they are happy to approach an adult or older pupil for help if necessary. Younger pupils mentioned the help they were given by prefects and monitors and the respect they have for them. Relationships between staff and pupils and between pupils themselves are excellent and minor disagreements are usually quickly resolved.
- 4.8 The safeguarding policy is detailed, although not always implemented fully in the past, and safeguarding officers and all staff have had the necessary training. Safe staff recruitment is practised in most respects. All fire procedures are in place and fire practices are held termly. The health and safety committee meets twice a term and all measures are well documented and carried through. Comprehensive policies are updated annually and the disability access plan is thorough. Lunches are varied, tasty and healthy and all pupils enjoy frequent exercise, either in the adventure playgrounds or in games and physical education lessons. Medical records and care for those who are unwell is excellent and parents commented particularly on this aspect of the school's provision. The admissions register is correctly kept and attendance registers are in order and kept for three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

5.1 The governing body is committed to the aims and ethos of the school, which are well fulfilled. Most of the governors are parents of former pupils of the school and have a strong commitment to it. Together with senior managers they have responded well to the vision of the new head and are committed to fulfilling this vision for the good of the pupils. They have a good insight into the working of the school; in their meetings, they receive reports from heads of subject departments, as well as attending school functions. Committees and responsibilities for particular aspects of the school are now more rigorous and these oversee financial planning, staffing, resources, safeguarding, education, health and safety and the EYFS. They ensure that staffing, accommodation and learning resources are sufficient for the needs of the pupils. Recommendations from the previous inspection had already been mainly fulfilled with an improved system of monitoring and appraisal, and this is being further developed. Governors carry out their statutory duties for child protection, welfare, health and safety effectively in most respects. They are fully involved in the school development plan which is at the basis of their governance.

5.(b) The quality of leadership and management

- 5.2 The new head, who has only been in place for two terms having taken over from a very long standing head, has a strong vision for the successful future of the whole school including the Early Years Foundation Stage. In this, he is supported by governors, senior management and staff. Good leadership and management are reflected in the successes of the pupils and their outstanding personal development. A new system of staff responsibilities is now in place, giving a particular role to all members of staff for the monitoring and evaluation of the curriculum and of teaching and learning. Staff appraisal and peer observation have improved since the last inspection. Heads of department now have timetabled opportunities to reflect and plan.
- 5.3 Staff are enthusiastic and positive about the future. A comprehensive school development plan, into which subject development plans are fed, gives good detail for the way forward. Teacher induction is effective and ensures that new staff are quickly integrated into the ethos of the school. All staff have received effective, correctly updated training in safeguarding and welfare, health and safety.
- 5.4 A central staff register records the recruitment checks carried out when staff are appointed. Whilst those currently working in the school have undertaken all recruitment checks, the school has not been sufficiently rigorous in the past in carrying these out before appointment.

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

- 5.5 Yateley Manor has extremely positive relationships with parents, in line with its aim to build a strong sense of community which includes children, parents and staff. A large number of parents responded to the pre-inspection questionnaire and the great majority were extremely satisfied with the education received by their children. Parents receive frequent informative newsletters, parents' handbooks, and a well presented annual magazine. A recent introduction has been parents' forums to discuss school matters and these have received positive feedback. The Parents' Association organises social events for both pupils and parents. Parents like email communication with teachers and tutors, although the school would sometimes prefer parents to see staff in person if they feel there is a problem. They receive, or know they can ask for, all the required information.
- 5.6 At present parents receive two written reports a year, as well as grade sheets, and they are invited to parents' evenings. Some parents would prefer longer reports, but evidence shows that over the year they receive appropriate and sufficient information on the progress of their children. The school is discussing ways of improving the reporting system. Staff are always very willing to discuss pupils' work with parents.
- 5.7 A small minority of parents felt that provision for those who required learning support was not, in the past, always effective. Others, however, considered that support is now good. Inspectors found that new arrangements for these pupils, started last term, are now proving extremely effective. A few parents were dissatisfied with arrangements and information regarding their children's moves from Year 2 to Year 3 and the school recognises that this transition should be improved for the benefit of the pupils and their parents.
- 5.8 Parental concerns are dealt with correctly and as quickly as possible, sometimes by email between parents and staff, or by speaking personally to the teacher or the head.

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 is a good setting with some excellent features, meeting the needs of children very well and fulfilling its aim to provide a welcoming environment and promoting happy, confident and enquiring children. Staff recognise the uniqueness of each child through detailed monitoring and provide good support for their learning and development and welfare. Regular policy and procedure reviews enable the school to maintain standards and identify areas for improvement.

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

6.2 The quality of leadership and management is good. The staff work well together with a common sense of purpose, putting the children at the centre of everything to ensure that all achieve as well as they can. Whilst all those currently working in the setting have undertaken the required recruitment checks, the school has not been sufficiently rigorous in the past in carrying out these procedures before appointment. All other welfare policies and procedures are effectively implemented, thereby ensuring that the diverse needs of children are fully met. Regular staff meetings enable the setting to focus on evaluating the provision to identify clear priorities in order to fulfil their vision for the future. Practitioners are suitably trained and good quality resources are used well. Links with parents and the wider world are strong, and parents are kept well informed of their children's progress. The parental questionnaire indicated that parents are very happy with all aspects of their children's education and welfare.

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

6.3 The quality of provision is good. Staff know the children well, supporting learning and development by detailed observations and assessments and thorough planning for each child. The Early Years Foundation Stage finds it difficult to operate as a cohesive unit because the Nursery and Reception classes are in different buildings. However, practitioners ensure that children from both classes share some activities each week, and familiarisation visits to Reception help to ensure a smooth transition. Detailed knowledge of the children enables practitioners to provide a variety of enjoyable experiences well matched to children's abilities and interests. A good balance is achieved between adult-led activities and those chosen by children. The attractive outside area provides numerous opportunities for physical and other learning activities. The provision of healthy lunches and snacks, and good hygiene practices are a priority. Risk assessments are undertaken regularly and thoroughly.

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

- 6.4 Children's achievements are outstanding. They are happy, feel safe and approach all activities enthusiastically and confidently, responding well to the high expectations of the staff. They make very good progress from their starting points. Their progress is particularly good in literacy, numeracy and knowledge and understanding of the world. Nursery children were very articulate when talking about the ingredients used in cooking pizzas and Reception children were very knowledgeable about owls, having researched them for homework. They know how to keep safe and how to lead a healthy lifestyle. Relationships are strong. Children respect each other and work well in harmony. They are exceptionally well behaved and are beginning to develop personal qualities that enable them to make a positive contribution to school life. Reception children enjoyed being monitors, taking their roles very seriously.

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 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 Margaret Smallwood	Reporting Inspector
Mr Pete Brooks	Junior Team Inspector (Head, IAPS)
Mrs Andrea Harris	Junior Team Inspector (Head, IAPS)
Mr Stephen Duckitt	Junior Team Inspector (Principal, SHMIS)
Mrs Valerie Goode	Early Years Lead Inspector