



INDEPENDENT SCHOOLS INSPECTORATE

DERBY HIGH SCHOOL

STANDARD INSPECTION

FINAL VISIT

INDEPENDENT SCHOOLS INSPECTORATE

Derby High School

Full Name of School	Derby High School		
DCSF Number	831/6001		
Registered Charity Number	527185		
Address	Derby High School Hillsway Littleover Derby Derbyshire DE23 3DT		
Telephone Number	01332 514267		
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Email Address	headsecretary@derbyhigh.derby.sch.uk		
Headmaster	Mr C T Callaghan		
Chair of Governors	Mr J G R Rudd		
Age Range	3 to 18		
Total Number of Pupils	563		
Gender of Pupils	Mixed (85 boys; 458 girls;)		
Numbers by Age	0-2 (EYFS):	0	5-11: 199
	3-5 (EYFS):	55	11-18: 309
Number of Day Pupils	563		
Head of EYFS Setting	Mrs M Hannaford		
EYFS Gender	Mixed		
Inspection date/EYFS	12th to 13th January 2010		
Final (team) visit	8th to 10th February 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 Derby High School is a three to eighteen age range independent day school. It is co-educational in the Early Years Foundation Stage (EYFS) and the primary department, and girls only in the senior school. Founded in 1892, it is located in the Derby suburb of Littleover. It has a Christian foundation, is governed by a board of trustees, and is an associate member of the Woodard Corporation. The school aims to provide challenge and all-round educational excellence, and to develop pupils' full potential. It expects them to show respect, tolerance and courtesy to all. Pupils are encouraged to be ambitious, to develop self-confidence and to have interest in and knowledge of the world. The school is committed to the highest standards in pastoral care, it promotes strong spiritual, moral, social and cultural values, and regards close co-operation with parents as essential. Since the last inspection, a new sixth form and music centre has been completed.
- 1.2 The numbers on roll in the pre-Reception and Reception of the EYFS setting are 55, of whom eighteen are boys. Before and after school care is provided daily. Forty-five children qualify for government funding and two require support for special educational needs. There are twenty children who have English as an additional language. The primary department contains 199 pupils, including 67 boys. The senior school comprised a total of 309 girls aged from eleven to eighteen, including 74 girls in the sixth form. Entry to the senior school is by selective examination at the age of eleven, and a few pupils enter at sixth form and other levels. Standardised national tests taken in Years 7 and 8 indicate that, with few exceptions, the ability of pupils is above the national average, and approximately two-thirds of the pupils are well above average. No pupils have statements of special educational needs, although, within the whole school, 40 receive learning support.
- 1.3 Pupils come primarily from professional and business families and about a third of pupils are from ethnic minority families. Pupils travel to school by bus, coach or car from the surrounding area. About ten pupils per year leave after completing GCSE examinations. All sixth-form pupils proceed to higher education, a few after taking a GAP Year.

- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Wrens	Pre-school
Robins, Sparrows	Reception

Primary Department

School	NC name
Thrushes, Swallows	Year 1
Kingfishers, Herons	Year 2
Melbourne, Tissington	Year 3
Kedleston, Haddon	Year 4
Calke, Hardwick	Year 5
Chatsworth, Eyam	Year 6

Senior School

School	NC name
Upper 3	Year 7
Lower 4	Year 8
Upper 4	Year 9
Lower 5	Year 10
Upper 5	Year 11
Lower 6	Year 12
Upper 6	Year 13

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 Pupils at EYFS, primary and senior level at the school achieve well and make good progress in their learning. A wide-ranging curriculum and programme of activities are available inside and outside school, and lively and enthusiastic teaching is predominantly good and is sometimes excellent. Opportunities for independent learning have improved since the last inspection, teaching is thoughtful and varied, expectations are high, and pupils' progress is sustained by lessons with pace and purpose. The pupils' excellent attitudes to their studies contribute to their academic achievement, as does their exemplary behaviour and their extremely good relationships with each other and their teachers.
- 2.2 The personal development of pupils is outstanding, and is supported by excellent pastoral care, good welfare arrangements and effective health and safety procedures. In a multi-ethnic community, pupils are particularly respectful of each other's differences and they cooperate well when working together. School councils in both parts of the school encourage pupils to contribute to their community in constructive ways. Pupils thoroughly enjoy their time in the school. Their awareness of those less fortunate than themselves is indicated by their dedication to a range of home and overseas charitable activities. Shortcomings in the implementation of welfare arrangements reduced their otherwise strong quality.
- 2.3 The aims of the school are largely fulfilled and promoted by the governing body, which is committed to the academic and personal development of pupils. The governors have satisfactory oversight of most areas of the school, informed by reports from the headmaster. Development plans are essentially short term and lack a longer perspective. Senior managers have responded well to the recommendations of the last report about developing monitoring systems, the wider employment of ICT, and the greater use of assessment and recording. Leadership and management are good, with robust policies and procedures that support pupils well in their personal development. The school recognises that the programme of tracking and target setting of pupils is not yet complete and that not all marking provides indications of how pupils could improve. Some gaps initially found in the centralised register have been addressed. The school promotes excellent links with parents, whose replies to the pre-inspection questionnaires were highly favourable.

(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 the safeguarding policy is fully implemented on all occasions [Regulation 3.(2)(b), under Welfare, health and safety];
 - carry out all necessary recruitment checks before appointments are confirmed and enter their completion on the single centralised register [Regulations 4.(2)(a) and (b); 4B.(4)(a); 4C.(2)(c) and (d); 4C.(3), (4) and (7), under Suitability of staff and proprietors].

- 2.5 At the time of the final team visit, the school had rectified all of the above shortcomings.
- 2.6 In order to comply with the welfare requirements of the Early Years Foundation Stage, the school was required to:
- ensure all appointment checks were recorded correctly in the central register of staff.

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

- 2.7 The school is advised to make the following improvements.
1. Continue to develop the use of assessment data in the tracking and target setting of pupils.
 2. Include a strategic element into the school's development planning.
 3. Build on existing marking practice by providing all pupils with clear guidance about how improvements can be made to their work.
 4. Introduce regular monitoring of provision in order to remove inconsistencies in the quality of information in EYFS profiles and ensure the next steps for learning are included.
 5. Provide more problem-solving activities for EYFS children.

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 are well educated from the EYFS up to the sixth form and their success in academic work largely fulfils the school's aims of providing challenge and all-round educational excellence so that pupils achieve their full potential. Results in external examinations have improved steadily since the last inspection. Pupils develop their knowledge, understanding and skills effectively. From an early age in the primary department, they reason well and think for themselves; rapid progress was made in a Year 5 lesson on reflective symmetry. The expectations and pace of teaching in each area of the school provide opportunities for pupils to develop their reasoning abilities and work independently. Their creativity is strong, as indicated in the excellent art work displayed throughout the school, and by the skills of several pupils in making *papier mache* heads and exotically themed headdresses in a Year 9 art lesson. Pupils have well-developed numeracy and information and communication technology (ICT) skills. In the primary department, pupils' reading is advanced for their age, they are highly articulate and express themselves with confidence in imaginative and factual writing. Good oral and writing capacities are strongly evident in the senior school. Pupils collaborate effectively with each other and the presentation of their work is excellent, demonstrating high levels of concentration.
- 3.2 Pupils in the primary department make good progress in their learning over time in relation to their ability profile, which is above the national average. Results in national tests at the age of eleven over the last three years for which comparative data is available have been excellent in comparison with the national average for all maintained primary schools. There had previously been small differences in the levels of attainment reached in the main curricular areas, but action has been taken to address this, and performance in each area is now similarly good. Pupils in the senior school make good progress in their learning over time in relation to their ability profile, which is above the national average. Results in GCSE and A level over 2006 to 2008, the last three years for which comparative data is available, were high overall in comparison with the national average for all maintained secondary schools and in line with the average for maintained selective schools. A-level results in 2009 showed further improvement from the previous three years. High-quality achievements have been made in music throughout the school, including the 'Platinum Sing-Up Award' in the primary department, in mathematical challenges, in Young Enterprise, in first aid competitions and through county, regional and national sporting representation.
- 3.3 Pupils' successful achievement is supported by their excellent attitudes to learning, their exemplary behaviour and the extremely good relationships enjoyed between themselves and with staff. They are well motivated, concentrate and persevere with their work and show dedication to their studies.

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

- 3.4 The school offers a broad curriculum which supports its aims of providing challenge, seeking excellence and developing pupils' full potential. The primary curriculum is suited to all ages, abilities and needs and covers all the required subjects, including an effective personal, social and health education (PSHE) programme. French and

religious studies (RS) are part of the provision. Art, design technology, drama and music are strong and the pupils have many creative opportunities. In Year 7 in the senior school, in addition to the normal core subjects, three sciences and three modern languages are provided, with two modern languages available thereafter. Thinking skills are introduced in Years 7 and 8 and are continued in Years 10 and 11. Expressive subjects are also well represented. Pupils benefit from a wide range of option subjects at GCSE, and in the sixth form. In addition to a core general studies programme, girls are able to make a free choice of AS level courses.

- 3.5 The curriculum is planned throughout the school to ensure continuity of education across the years. In response to the last inspection, increased liaison has taken place between Year 6 and Year 7. Careers advice is extensive and pupils are well prepared for the next stage in their education. Pupils with learning difficulties and/or disabilities (LDD) receive the support they need to enable them to benefit from the curriculum. They are provided with individual education plans in the primary department and are given specific support programmes in the senior school. All LDD pupils are well known to subject staff, who include suitable provision for them within their regular lesson planning. Gifted and talented pupils are catered for effectively in various ways including appropriate setting in core subjects, extension tasks in class and through homework, the promotion of thinking skills, and opportunities to attend academic clubs.
- 3.6 The school provides a wide range of extra-curricular activities. Games, choral and instrumental music, and drama have a high profile. Dance opportunities are also available, and a range of clubs and societies enables pupils to develop their interests. In the primary department, the theatre and creative writing clubs are greatly enjoyed as are several sporting clubs in the senior school. Throughout the school, trips are arranged to local places of historical, geographical and artistic interest which broaden their academic and aesthetic development. Residential visits take place in the UK for pupils in Years 4 and 5 and to France in Year 6. Modern language visits to France and Germany occur in the senior school. From Year 11, pupils are able to undertake regular charity related activities in Thailand and Ethiopia and a biennial expeditionary challenge is undertaken elsewhere in the developing world. Pupils are successfully involved in a wide range of enjoyable house activities, competitive sports, music concerts and drama productions. From Year 10, girls have the opportunity to participate in The Duke of Edinburgh's Award scheme, and Young Enterprise activities are available in the sixth form.

3.(c) The contribution of teaching

- 3.7 Stimulating and effective teaching occurs in all parts of the school and some is excellent. Pupils are enabled to make good progress in line with the aims of the school. Teachers' subject knowledge is strong, and they make good use of time and resources. Lively teaching, which includes effective questioning techniques, enables pupils to achieve well, because the tasks set are well matched to their abilities. Teachers give freely of their time out of class to help individual pupils who experience difficulties with their work. A number of pupil questionnaire responses suggested that there was too much homework, but inspectors found that the amounts required were appropriate for each age group. Praise and encouragement are used to good effect, and this adds to pupils' enjoyment of the topics. Since the last inspection, pupils have been given greater responsibility for their own work, and more opportunities to think and reason for themselves. Pupils showed much creative thinking in a Year 3 literacy lesson on performance poetry using percussion

and voice dynamics and were particularly challenged in a Year 9 maths lesson on probability.

- 3.8 Throughout the school assessment and marking have improved since the last inspection. Marking is often detailed and encouraging of pupils' effort, but in the senior school marking only sometimes included prompts for improvement. However, pupils said that they were often given verbal feedback and knew what they had to do to make progress. Assessment data has been increasingly compiled to check on pupils' progress. Tracking and target setting have been introduced but programmes have not yet been fully implemented.
- 3.9 The classrooms in the primary and senior school are well resourced, with many having data projectors and related technology, and these resources are used effectively to help produce stimulating lessons which maintain pupils' interests. Libraries in both parts of the school are well resourced and extensively used by pupils.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 In both parts of the school, the quality of pupils' personal development is excellent, promoted by strong relationships within the whole community and outstanding pastoral care shown by staff. Pupils throughout the school have well developed personal qualities, in accordance with the aims of the school. They are articulate and self-assured and take an obvious pride in their own and others' achievements.
- 4.2 The pupils display good levels of self-esteem, are caring and considerate towards others, and are sensitive towards their feelings. They are well aware of their Christian heritage. Assemblies, often conducted in both parts of the school by the school chaplain, give them a sense of the spiritual. The Christian approach to forgiveness was well understood in a primary school assembly in which pupils actively participated, and the experience of awe and wonder was evident in science, music and art lessons.
- 4.3 Pupils are confident and outgoing, and their manners and behaviour are excellent. Pupils have a clear sense of right and wrong. They understand and support the high standards of behaviour expected of them. In the primary department, pupils carry a small card of their own golden behaviour rules aimed at respect for others, taking responsibility and promoting fairness in an atmosphere in which all flourish. All pupils appreciate the reward systems, which, in the senior school, include the awarding of honour and merit marks and 'champagne moments.' Sanctions are clear and are well understood, but rarely have to be used. Pupils are highly proactive in charitable work and much effort was made in inspection week to raise money for Haiti earthquake charities. Pupils are well aware of the difference their support can make to the lives of those who are less fortunate than themselves.
- 4.4 Pupils are outgoing and well-mannered towards each other and to adults and have excellent social skills. At primary level responsibilities are taken seriously. In Year 6, all pupils have defined roles and in other years class monitors are appointed. In the senior school the head girl and her deputies take on major supervisory duties, assisted by senior prefects. The whole prefect body provides important support to form tutors in Years 7 to 11, assists valuably in the primary department and benefits greatly from the experience. Pupils are elected to the respective primary and senior school councils, enabling them to take full responsibility for representing their peers. They feel valued. In all parts of the school, pupils work together extremely well in lessons, and relate positively to each other. They are proud of each other's successes. Through PSHE lessons primary pupils are able to appreciate the contribution that people like policemen make to society. Older pupils are given an understanding of current affairs and the democratic process.
- 4.5 The ethnic mix of pupils within the school encourages them all to live in tolerance and harmony with each other. Pupils have an appreciation of cultural diversity, which comes from their RS work on alternative faiths and traditions. They extend their knowledge of other cultures in subjects such as geography, history and music. Their understanding of the festivals and worship of different religions is enhanced by synagogue, temple and mosque visits. Additionally, they develop a strong awareness of their own culture through visits to places such as museums and theatres.

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

- 4.6 The pastoral care provided for pupils throughout the school, including the EYFS, is excellent, and fulfils the aims of the school in encouraging respect, tolerance and courtesy for others. The staff provide outstanding support and guidance through the roles of the class and subject teachers. Senior staff at primary and senior level offer further support when needed. Pastoral arrangements are highly effective, fostering pupils' personal development and academic achievement extremely well. All staff promote pupils' self-confidence over a wide range of activities through praise and encouragement. All pupils say they are well cared for. A buddy system operates for new pupils to the senior school. Pupils have the confidence to turn to an adult in case of need.
- 4.7 Relationships between pupils and staff and amongst pupils themselves are extremely strong, promoting a caring and friendly atmosphere evident throughout the school. The pupils are well-mannered and adults within the school community provide them with excellent role-models. Staff know the pupils, and this helps to provide a happy and caring environment in which pupils thrive. Any issues concerning pupils are thoroughly discussed at weekly pastoral meetings. The pupils play and work happily together with a sense of understanding of the needs of others. Behaviour in lessons and around the school is exemplary, and rules are on display in classrooms. Pupils believe the rules are fair, and treat each other with respect. They say that bullying is very rare, and agree that staff deal with any difficulties constructively. House activities have a special effect in reinforcing a sense of identity and community.
- 4.8 The safeguarding of pupils is good; all staff are trained, although at the time of the first visit the policy had not been implemented fully for recruitment checks for all staff and governor appointments. Measures are taken to reduce the risk of fire and other hazards; regular fire drills are held and staff receive fire training. Health and safety procedures are effective, with risk assessments covering all aspects of school life. A health and safety committee, chaired by the headmaster, operates and meets regularly to discuss any issues arising. Electrical testing is appropriately carried out and health and safety documentation is thorough. Accidents are suitably recorded and facilities for those who become ill during the school day are satisfactory. A single medical room serves the needs of the whole school. An accessibility plan has been written, which is designed to improve the educational provision for those pupils with disabilities and is in line with the Special Educational Needs and Disability Act. Pupils understand well the importance of choosing a healthy diet and participating in physical exercise. They enjoy school meals which are nutritious and provide choice. Primary pupils appreciate a colour-coded notice in the dining room which gives them guidance on nutritional levels of food. The admission and attendance registers have been accurately maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

5.1 The governing body oversees the work of the school, and helps to secure the school's aims, which strongly support pupils' personal and academic development. The governors offer a good range of skills, but there is no formal induction of new governors and little subsequent training takes place. At full board meetings, and in sub-committees specialising in executive and education matters, the governors take on their responsibilities for maintaining good educational standards. In line with the recommendations of the last inspection report, the governors and senior managers have more closely monitored the school's overall performance, have promoted the wider development of ICT, and have ensured the greater use of assessment and recording to support departmental work. They are involved in highly effective financial planning, provide and maintain good accommodation, including the new design award-winning sixth form and music centre, and ensure that material and human resources are used to best advantage to meet the needs of the pupils. Governors receive regular reports from the headmaster which give them insight into the achievements and challenges of the whole school. One governor oversees pastoral and welfare matters, including child protection, but no governor has a watching brief on the primary and early years departments. The governors' oversight and monitoring of the undertaking and recording of recruitment checks was not initially sufficiently rigorous.

5.(b) The quality of leadership and management

5.2 Leadership and management are good, in line with the school's aims of providing challenge and all-round educational excellence, developing pupils' full potential and expecting them to show respect, tolerance, and courtesy. The headmaster has overall responsibility for the school and delegates the day-to-day running and management of the primary department to the primary headmistress who also has oversight of the EYFS. She is a member of the senior management team. Development plans in the primary and senior parts of the school set out specific areas for educational improvement in the short to medium term but do not include any costings or overall strategic objectives. Senior management ensures a good quality of education and the excellent personal development of the pupils. The monitoring of the teaching and learning has improved since the last inspection and is effective, and group deliberations on academic development involve middle as well as senior managers. Appraisal systems are fully operational and all departments and staff are involved in self-evaluation. The workload of the senior management team is heavy.

5.3 Policies and procedures have been produced for aspects of school life and are implemented successfully. Teaching staff, and classroom support personnel in the primary department, are deployed well as are teachers in the senior school. All contribute significantly to pupils' learning and welfare, including pupils with LDD. High-quality staff are appointed and staffing levels are excellent, so that strong support is given to pupils throughout the school. In-service training and appraisal are regular features of staff development, and the safeguarding, welfare, health and safety of the pupils are given high priority, with all staff trained in these areas. Non-teaching staff make an outstanding contribution to pupils' personal and academic development through their support roles within the school community. Whilst the

recruitment of staff is now carried out satisfactorily, the centralised register was not robust and not all checks were made, including those with the Criminal Records Bureau on every member of staff or governor before appointment. The appropriate procedures are now being followed.

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

- 5.4 Links between school and parents are excellent and strongly support the academic and personal development aims of the school. Responses to the pre-inspection questionnaire indicate that parents are highly supportive of the school. They are particularly positive about teaching, the curriculum and the information they receive about their children's progress, the high standards of behaviour achieved, extra-curricular provision and the promotion of worthwhile values. They also believe that they can communicate easily with the school and they appreciate that policies and procedures are readily available. No significant concerns were raised. Parents are welcomed into school for special events, and attendance at concerts and drama productions, in particular, is high. They are also invited to attend class assemblies in the primary department and help with various activities and trips. The parents association is strongly involved in social activities and fund-raising for extra items of equipment.
- 5.5 Parents in the primary department are invited to termly parents' evenings where assessments of pupil progress are discussed, and they receive two annual reports on their children. Parents in the senior school attend one annual parents' evening, and option evenings are organised for Years 9 and 11. All senior parents receive two written reports a year and regular academic assessments which give a strong indication of their children's recent progress. Parents of pupils and prospective pupils receive all relevant information about the school. Parents of current pupils receive twice-termly newsletters which highlight the successes of the pupils, both in and out of school. Other information is available in the annual school magazine, on the website and through regular contact by email. The head of the primary school and the headmaster meet the parental representatives regularly to share information. Parents are encouraged to make immediate contact if concerns arise. The school is committed to prompt response, and issues are handled with due care and attention.

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, overall, a good setting. Adults recognise, respect and account for diversity and difference. They support children well and meet their individual needs. Leadership is undergoing change and new management systems are being established. Self-evaluation demonstrates the capacity for sustained improvement. The children make at least good and in some areas outstanding progress, though few opportunities exist for children to solve problems. Children are, overall, suitably safeguarded. However, not all recruitment checks are recorded on the central register of staff. Strong partnerships exist between staff, parents and others involved in children's development. As yet, the setting has not included the next steps of learning across all areas within the EYFS profiles, as recommended by the 2008 Ofsted inspection.

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

6.2 The primary head, appointed immediately prior to the inspection, shares a clear vision and high aspirations with the strong EYFS team. Management structures in the EYFS are in the process of revision. The implementation of appropriate EYFS policies by experienced, well-qualified staff ensures the needs of each child are understood and met well. Adults are suitably checked for safe access to children. The regular review of risks ensures safe environments. The effective use and management of resources, especially those outdoors, leads to successful outcomes for all children. The productive links established with other Nursery providers enhances adults' understanding of children. The regular training undertaken by staff contributes to the high quality, inclusive practices that ensure all children achieve.

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

6.3 Good provision is reflected in environments that incorporate children's interests, stimulate their desire to learn and challenge them through purposeful play. Comprehensive planning and excellent input by adults ensures that, irrespective of ability or need, all children achieve and develop. Few independent problem solving challenges are offered to children. Detailed daily assessment moves children forward effectively. The recording of children's progress in EYFS profiles varies in quality and the next steps in learning are not identified. Adults' extensive knowledge is used especially effectively during mixed age afternoon sessions which offer imaginative teacher-led as well as independent activities. The excellent systems for children's welfare, including the high-quality care for children with specific medical and nutritional needs, result in consistently exemplary behaviour amongst happy children. Thorough provision for specific learning needs is well-documented. Key people guide children extremely well and provide safe, clear routines for them.

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

- 6.4 Achievement and progress are good and outstanding in communication, language, literacy and personal development, in relation to children's starting points and capabilities. Highly confident and articulate children enjoy learning and chatter animatedly to adults. They are inquisitive learners who enjoy technology and are highly competent in using the toolbar on the interactive whiteboards. They enjoy solving problems but have less challenge in this area. The children relate exceptionally well to their key persons, responding well to the advice and guidance they receive. They make friends readily, respect each other and work equally well in groups or on their own. Active participation in a variety of creative role-play activities and visits to the setting from local community members expand children's understanding of their wider world. The children understand safety and danger, they choose and enjoy healthy food at lunchtimes, they are fit, energetic and are developing good hygiene habits.

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 and other 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

Mr Neil Gamble	Reporting inspector
Mr Graham Venables	Junior Team Inspector (Director of Studies, IAPS)
Mrs Lynda Boden	Junior Team Inspector (Former Pre Prep Head, IAPS)
Mrs Christine Mannion Watson	Senior Team Inspector (Head, GSA)
Mrs Diana Bendall	Senior Team Inspector (Deputy Head, GSA)
Mrs Sue Clarke	Senior Team Inspector (Assistant Head, HMC)
Mrs Sandra Gordon	Early Years Lead Inspector