



# **INDEPENDENT SCHOOLS INSPECTORATE**

**MOORFIELD SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Moorfield School

Full Name of School	<b>Moorfield School</b>
DfE Number	<b>380/6060</b>
EYFS Number	<b>EY332246</b>
Registered Charity Number	<b>529112</b>
Address	<b>Moorfield School Ben Rhydding Road Ilkley West Yorkshire LS29 8RL</b>
Telephone Number	<b>01943 607285</b>
Fax Number	<b>01943 603186</b>
Email Address	<b>enquires@moorfieldschool.co.uk</b>
Headmistress	<b>Mrs Jessica Crossley</b>
Chair of Governors	<b>Mrs Lucy Clapham</b>
Age Range	<b>2 to 11</b>
Total Number of Pupils	<b>94</b>
Gender of Pupils	<b>Girls</b>
Numbers by Age	0-2 (EYFS): <b>0</b> 5-11: <b>66</b> 3-5 (EYFS): <b>28</b>
Number of Day Pupils	Total: <b>94</b>
Head of EYFS Setting	<b>Mrs Jane Williams</b>
EYFS Gender	<b>Girls</b>
Inspection dates	<b>17 May 2011 to 18 May 2011</b> <b>15 June 2011 to 17 June 2011</b>

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection 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 2007.

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 2010\*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, 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 31<sup>st</sup> 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 of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Moorfield School was founded in 1930 and moved to its present location on the outskirts of Ilkley, at the foot of Ilkley Moor, in 1965. The school is a charitable trust administered by a board of governors. A new headmistress has been appointed since the previous inspection. Other changes include the creation of a new information and communication technology (ICT) suite and the extension of wrap-around provision to incorporate a breakfast club and after-school care until 6:30 in the evening.
- 1.2 At the time of inspection there were 94 girls on roll, aged from two to eleven years. Although the school is registered to take younger pupils, at the time of inspection all were rising three. Of these, twenty-eight were in the Early Years Foundation Stage (EYFS), some of whom attend on a part-time basis, and sixty-six were in Years 1 to 6. The majority of pupils come from Ilkley and its surrounding villages. Parents are mainly from professional and business backgrounds.
- 1.3 The school aims to develop lively, articulate and confident girls by nurturing and celebrating each individual and providing a strong and rigorous academic environment where each pupil achieves her personal best to become a self-motivated learner. The school seeks to provide, through a rich and creative curriculum, many areas for girls to succeed. It aims to encourage care and respect for everyone and everything on the planet and places high priority on pupils being happy together as a community.
- 1.4 The school does not select by ability and, subject to a place being available, pupils may enter after an informal taster session. The ability profile of the school is above the national average, though pupils have a wide range of abilities. The majority of pupils proceed to local independent and maintained grammar schools, whilst some move on to the local comprehensive school.
- 1.5 At the time of the inspection ten pupils were identified as having learning difficulties and/or disabilities (LDD), of whom six receive specialist learning support in school. No pupil has a statement of special educational needs (SEN), and whilst two pupils are bilingual, neither requires additional support.

- 1.6 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
Nursery 1	Nursery 2-3 years
Nursery 2	Nursery 3-4 years
Reception	Reception

***Preparatory Department***

School	NC name
Form 1 & 2	Years 1 & 2
Form 3	Year 3
Form 4	Year 4
Form S5	Year 5
Form S6	Year 6

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The overall quality of pupils' achievements, including those with LDD and the most able, is excellent. Younger children receive an outstanding start in the EYFS. They continue to make good progress in their learning and skills so that they demonstrate high standards of achievement in relation to their ages and abilities across the curriculum. Effective preparation for the next stage of their education enables them to gain entry to senior schools of their choice. The wide curriculum, enriched by an excellent range of extra-curricular activities, trips and visitors, makes a significant contribution to pupils' achievements. Good and often excellent teaching supports pupils' progress well, although on a small number of occasions when pupils are given work that is insufficiently matched to their differing ability levels, those with LDD make less rapid progress. The school has identified the need to make greater use of assessment information to plan for individual learning needs. Throughout the school, behaviour is exemplary and pupils demonstrate committed and enthusiastic attitudes towards their learning.
- 2.2 Pupils' personal development is outstanding and well-supported by effective welfare, safeguarding and health and safety arrangements and excellent pastoral care. Warm and caring relationships are conspicuous, with the result that pupils develop strong feelings of self-worth and approach their learning with confidence. Pupils of all ages play and work exceptionally well together, displaying sensitivity and consideration. They appreciate the individual care and attention they receive from staff and show a strong sense of responsibility towards one another and those less fortunate, as shown in their fund-raising for charity, much of which they initiate and organise themselves. They are proud of their 'Green Flag' status for environmental awareness and work hard to maintain it.
- 2.3 Committed and well-informed governance supports the leadership well in ensuring that the school's aims are met and its ethos upheld. Governors meet regularly and their frequent attendance in school, together with an efficient structure of committees, aim to ensure that all their legal responsibilities are met. They have swiftly rectified past oversights relating to staff checks and ensured that a robust appointment procedure is now followed. Strong leadership provides clear direction for the school and many new initiatives have been established to further improve pupils' educational experience. The school promotes excellent links with parents who expressed high levels of satisfaction and support in the pre-inspection questionnaire. The school has improved in many areas since the previous inspection and all recommendations have been met.

## **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 2010, and therefore it was required to:
- ensure that the appointment and recording procedures for all those working in the school are implemented correctly [Part 4, paragraph 19.(2)(a) and paragraph 22.(3)(b) under the Suitability of staff and proprietors, and, for the same reason, under Part 3, paragraph 7.(a) and (b) under Welfare, health and safety].
- 2.5 At the time of the final team visit, the school had rectified all of the above shortcomings, in so far as is possible, as noted in the text of the report.
- 2.6 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

### **(ii) Recommendations for further improvement**

- 2.7 The school is advised to make the following improvements.
1. Provide more robust support for pupils with LDD by including in their action plans specific, time-related strategies.
  2. Consolidate the assessment and pupil tracking system to fully support the monitoring of pupils' progress and inform teachers' planning.
  3. In the EYFS, further develop the outdoor area to enable it to be used regularly during bad weather.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 The quality of pupils' achievements and their learning, attitudes and skills is excellent, fulfilling the school's aim to enable each pupil to achieve her personal best in order to become a self-motivated learner. In the EYFS outcomes are outstanding and pupils continue to develop particularly good levels of knowledge, understanding and skills in all subjects. Pupils with LDD make generally good progress through efficient identification and conscientious support.
- 3.2 Pupils' literacy and numeracy skills are very well developed. They listen attentively and speak confidently and clearly. In lessons and interviews, pupils demonstrated an ability to think for themselves and reason logically. As they grow older, they develop the capacity to evaluate their own work, and that of their peers perceptively. Pupils of all ages produce a wide variety of competent writing, which is generally well-presented. They apply their capable mathematical skills in cross-curricular investigations. Pupils' proficient ICT skills are used well in subjects such as music, science and geography, where they are adept at producing multimedia presentations. Their scientific knowledge and skills are strong; they enjoy experiments and record their findings capably. Creativity is particularly well developed through music, art, design and technology (DT) projects and drama, as evident in the many eye-catching displays seen around the school. Teachers successfully incorporate a progression of required skills whilst enabling pupils to express their ideas most imaginatively.
- 3.3 Achievements of all kinds are highly valued and make a significant contribution to pupils' personal development. They achieve notable success in music; nearly everyone learns at least one instrument in addition to the recorder and many do well in instrumental and theory examinations. The school choir and instrumentalists have an excellent record of success at local music festivals and the swing band has reached the finals of the National Festival of Music for Youth. Over the past few years, individual pupils have been selected for entry into the Northern Ballet School's Advanced Training Scheme. The sports teams compete successfully against local schools, particularly in netball and cross-country. Pupils are rightly proud of their 'Green Flag' award for environmental work.
- 3.4 Pupils' attainment cannot be measured in relation to average performance against national tests, but on the evidence available, it is judged to be high in relation to national age-related expectations. They follow a broad curriculum and each year many move on to selective senior schools, with several gaining scholarships and awards. Inspection evidence from lesson observations and scrutiny of written work confirms this judgement and includes consideration of the levels at which pupils are working in relation to national targets. Pupils make outstanding progress in the EYFS so that by the end of Reception they achieve above national expectations for this age, in all areas. They continue to make good progress in relation to pupils of similar ability so that by the age of eleven, their results in standardised tests in English and mathematics are above the national average.
- 3.5 Pupils' success is the outcome of their eagerness to learn, the opportunities provided within and outside of the curriculum and the high quality of the teaching they receive. They demonstrate extremely motivated attitudes towards their learning and enjoy very positive relationships with their teachers and amongst themselves.

Their behaviour is of a consistently high standard and they display application, interest and enjoyment in their lessons, working equally well independently or collaboratively.

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

- 3.6 The curricular and extra-curricular experiences available to pupils have improved since the previous inspection and are now excellent. The school has built significantly on the breadth and depth of the curriculum and committed and dedicated staff have worked hard to ensure that its aim to provide a rich and creative curriculum is fulfilled. The curriculum's vibrancy challenges the pupils on all levels and heightens not only their own self-awareness but their understanding and appreciation of the world in which they live. All National Curriculum subjects are covered, enhanced with French, religious education (RE), personal, social, health and citizenship education (PSHCE) and drama, all subjects being given an appropriate time allocation. Music features highly and contributes significantly to the pupils' personal development.
- 3.7 Following recommendations from the previous inspection, the school has made a series of successful improvements which have had a positive impact for pupils of all ages and abilities. ICT has been extended across the curriculum following considerable investment in resources, and the application of ICT skills is seen in many subjects and exciting cross-curricular projects. These developments have enhanced pupils' abilities and opportunities for independent study and research at both school and home. In DT, an imaginative and coherent scheme is led by a specialist, who provides effective support to non-specialist teachers. Physical education (PE) provision has been extended in Years 5 and 6 and tennis coaching is now available to all for one term each year. A squad has been formed for competitive fixtures, with additional opportunities for pupils to engage in a wide range of sports. Drama has become more inclusive with every child from Reception upwards enjoying a double lesson for a term and French is taught from Nursery. After senior school selection examinations, pupils enjoy an enhanced curriculum with opportunities to learn Spanish and engage in baking, cycle proficiency, an enterprise project, drama productions and a residential geography field trip to Malham.
- 3.8 Curriculum documents and plans are of generally good quality and the development of curriculum mapping is proving to be very successful in facilitating excellent cross-curricular projects, for example a nationally organised water survey on the moor, which combines geography, science and ICT skills. Pupils with LDD are given appropriate support to allow them full access to the curriculum and specialist individual help is available in the form of extra lessons. Expectations are high but realistic and all pupils have ample opportunities to be extended through a wide range of investigative and independent work both inside and outside the classroom.
- 3.9 The range and quality of extra-curricular provision are outstanding and provide superb opportunities for pupils of all ages to enjoy unique experiences and success in activities such as swing band, advanced musical theory, ballet, athletics and cross-country. Parents and pupils alike praise the provision in this area. Extensive use is made of local facilities and links with the community are strong. Clergy from local churches regularly lead assemblies, the moor and local playground are used in the taught curriculum, and local music festivals are enjoyed by all.

### **3.(c) The contribution of teaching**

- 3.10 Teaching of high quality, a significant proportion of which is excellent, strongly promotes pupils' achievement and fully supports the school's aims. Both specialist and non-specialist staff demonstrate a thorough knowledge and enthusiasm in their teaching. Careful lesson planning, coupled with teachers' keen commitment to supporting each individual, enables pupils of all ages and abilities to make at least good progress in the acquisition of new knowledge and skills. In general, teachers' provision in lessons effectively meets the needs of pupils with LDD. However, whilst these pupils receive diligent support in class, this is not always sufficiently targeted, due to pupils' action plans lacking clear strategies to address their specific learning needs.
- 3.11 Pupils say that they enjoy their lessons and appreciate the individual attention they receive from staff. They therefore participate enthusiastically, displaying concentration and persistence in tasks given to them. Attentive behaviour in class arises from teachers' high expectations and supportive relationships, where praise and encouragement foster confidence to persevere. Teachers use a wide variety of teaching methods to make lessons interesting and allow pupils ample opportunities for independent as well as paired and group working. The library is well equipped with fiction and non-fiction books and used effectively to promote enjoyment of reading and independent learning. Resources are of good quality and the school's locality is imaginatively used for environmental projects. Since the previous inspection, the school has greatly developed its use of ICT, so that pupils are frequently able to use skills taught in lessons in cross-curricular projects which regularly involve all age groups, such as an environmental project where they are mapping the school's grounds and its flora.
- 3.12 Many lessons are characterised by well-paced and energetic teaching. Activities are planned to embrace a variety of learning styles and are carefully time managed so that much ground is covered, pupils remain engaged and consequently make rapid progress. The interactive whiteboards are used effectively to facilitate pupils' participation and understanding. Pupils develop their initiative through open-ended tasks, such as when younger ones constructed circuits in science and older pupils researched the socio-economic factors relating to world food distribution. Carefully targeted questioning allows pupils of varying aptitudes to contribute fully, as well as teachers to assess their understanding. However, when activities are less precisely matched to pupils' aptitudes, their ability to work independently is reduced and they rely on adult support, albeit conscientiously given, to complete the task.
- 3.13 Work is marked regularly and thoroughly, following the school's policy. Whilst encouraging comments are plentiful, advice as to how improvements can be made is less consistently given, outside the core subjects. Pupils' progress is assessed regularly using standardised and internal tests. The results of these enable the school to identify strengths and shortcomings in its provision, as well as to monitor individual progress. School leaders have identified the need to make the recording and tracking of pupils' progress in all subjects more efficient and usable. They have begun to use the electronic database to facilitate this, but the practice is in its infancy. Consequently, whilst information from assessments is used to inform planning for individual pupils in science and writing, it does not yet extend to all subjects.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 Throughout the school, including in the EYFS, pupils' personal development, which is given high priority by staff, is outstanding. This fully achieves the school's aim to nurture and celebrate each individual.
- 4.2 Pupils' spiritual development is excellent and they display high levels of confidence and self-worth, fostered by the individual attention and care they receive from staff and the celebration of their successes in assemblies. They are extremely happy in school and take pride in their own and one another's achievements. Pupils' spiritual awareness is manifested in their response to thought-provoking assemblies such as when they reflected maturely on biodiversity and, in an assembly taken by the local vicar, deepened their understanding of Pentecost through the imaginative use of visual aids. In interviews, pupils demonstrated considerable self-knowledge and understanding of their unique personalities. Older pupils explained their respect for other world faiths as an outcome of their valuing one another.
- 4.3 The quality of pupils' moral development is excellent. They display considerate behaviour and exemplary manners, encouraged in lessons and circle time by discussions about responsibility, as well as through the good example of staff. Pupils have a strong sense of fair play and even the youngest understand right from wrong. They are trusted to take responsibility for maintaining their house point system. Pupils commented on how much they appreciate the opportunity to establish friendships with different age groups, and were seen to integrate exceptionally well with each other in play, displaying kindness and sensitivity. Pupils develop a good awareness of public institutions and services. A thorough and well-taught PSHCE programme supports their moral development and is reinforced for senior pupils with visits, such as to a magistrates' court.
- 4.4 Pupils develop outstanding social awareness through the exceptionally strong relationships throughout the school community. They are respectful and courteous towards each other, teachers and visitors. In addition to considerable opportunities for all senior pupils to exercise responsibility and leadership skills, younger pupils play a committed role on the eco-committee as well as the school council, which meets with the head each week and whose decisions pupils feel make a difference. Members of the council take their role seriously and told inspectors that they want to establish a suggestions box to collect other pupils' ideas more efficiently. Pupils play a strong part in deciding on the focus for charitable fund-raising, such as organising a French day as part of their ongoing support for a fellow pupil.
- 4.5 Pupils exhibit strong cultural awareness. They develop an informed understanding of the religious and cultural beliefs of others through their study of major world faiths in RE and visits to places of worship, including a Hindu temple. Parents are welcomed into school to share their traditions, such as when some mothers explained about Sikh wedding customs. Awareness of those less fortunate is fostered through a link with a church and orphanage in Uganda, whose musicians visited the school and gave pupils an experience of live African music. Older pupils have a link with a school in France and were visited by local university students from Saudi Arabia. Art, drama and music, the performance of which takes pupils out into the local community, afford excellent opportunities to foster pupils' cultural development.

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

- 4.6 The provision for welfare, health and safety is good overall and the school has continued to maintain the excellent standards of pastoral care noted in the previous inspection, fulfilling its aims to encourage the girls to be happy together as a community and have care and respect for everyone and the planet.
- 4.7 Throughout the school, teaching and non-teaching staff provide excellent support and guidance, and there is a strong ethos of respect, patience and tolerance between adults and pupils and amongst the pupils themselves. In this nurturing environment there is a confidence and natural expectation that everyone has a voice and everyone will be listened to. Pupils are happy that issues may be aired in established and robust systems, such as circle time, and through the school council. Close trust with teachers is demonstrated in their use of a 'Worry Box' in which they specify who they would like to help them with any concern. Pupils know who to go to if they have an issue and are confident that should unacceptable behaviour occur, it will be dealt with quickly and fairly. They feel that bullying is not an issue since everyone gets on so well with one another.
- 4.8 Relationships between staff and pupils, and amongst the pupils themselves, are particularly strong. Pupils mix readily between age groups and older ones support their younger peers at play and in activities. Cooperation and courtesy are evident in all aspects of school life and pupils recognise and understand that they are responsible for their own actions. They express their views clearly and confidently and respond readily to responsibility and independence. All staff have received appropriate child protection training and pupils are safeguarded effectively. Whilst statutory guidance on safe recruitment has not always been rigorously followed in the past, procedures are now robust and all staff have been correctly checked.
- 4.9 Suitable measures are taken to reduce the risk of fire and other hazards, regular fire drills are held and staff undergo fire training. Health and safety procedures are effective and risk assessments cover all aspects of school life, including school trips and off site visits. Electrical testing is carried out appropriately and health and safety documentation is thorough. Accidents are recorded conscientiously and all staff are trained in paediatric first-aid. The school has devised an appropriate three-year accessibility plan offering suitable arrangements, where possible, on its multi-levelled site. Attendance and admission registers are maintained as required.
- 4.10 Pupils are encouraged to exercise and eat healthily, and snacks are monitored, with milk being available as an optional break time drink. Lunch offers three hot choices and salad options. The girls speak positively about enjoying the food.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 Governance is of high quality and has successfully supported the leadership through a period of change. The governing body maintains efficient oversight of educational standards, financial planning, accommodation, staffing and resources through a well-organised structure of committees which meet regularly. Governance has been strengthened in recent years, by new members who offer a useful range of experience and expertise, and who provide committed support to all areas of school life. New governors receive suitable induction training.
- 5.2 The head ensures that governors are fully informed about day-to-day issues in school through weekly meetings with the chair, as well as through formal written reports. Open and frequent communication is a strength of governance. Governors review curriculum development plans and are kept well-informed through regular presentations by subject coordinators and senior staff. They attend school when practicable, for events such as open days and concerts. During the annual governors' week all attend lessons and take lunch with the pupils. This enables them to gain a detailed insight into school life. Parents are kept well informed through a comprehensive annual report from the governing body.
- 5.3 Governors take their legal responsibilities seriously, meeting twice a term to check that policies are being correctly implemented and to discuss updates to legislation. However, in the past, their oversight of recruitment checks and their recording has not been sufficiently rigorous. Governors undertake appropriate training, such as in child protection and safer recruitment. Individual governors hold responsibility for areas such as the EYFS, learning support, health and safety and child protection, which promotes effective monitoring of their duties.

### **5.(b) The quality of leadership and management**

- 5.4 The school, including the EYFS, is very well led and managed. Leaders successfully ensure that the school achieves its aim of enabling pupils to achieve their personal best in a strong academic environment, while nonetheless placing high priority on maintaining a caring and happy school community. The quality of leadership, in building a strong staff team, has made a significant contribution to the continued improvement in pupils' educational experience since the previous inspection. The head has completed a perceptive appraisal of the school's strengths and areas for development and provides clear and hugely committed direction under the principle of 'What is right for our pupils?' The efficacy of this approach is reflected in their success, both academically and in extra-curricular activities, together with their excellent personal development. A long-term strategic plan, which has been developed with governors, guides the comprehensive school development plan. This represents an improvement and has been effective in moving the school a long way forward since the previous inspection.
- 5.5 The senior management team has been recently constituted and provides a strong focus for school improvement. Many new initiatives, arising from accurate self-evaluation, are at an early stage in their embedding into the school's practice, and much responsibility for their monitoring currently rests with the head. Since the previous inspection, the role of subject co-ordinators has begun to be developed. This has resulted in the adoption of a common format for planning and the creation

of subject handbooks and departmental development plans, which both reflect, and feed into, the school's development plan. The leadership is aware that subject coordinators are not yet fully responsible for monitoring teaching and learning in order to ensure the sharing of best practice across the school, so has arranged whole-staff training in peer review to further this objective.

- 5.6 The staff, including those who are non-teaching, work as a committed team and make a significant contribution to the pastoral care of pupils as well as to securing high educational standards. Staff are well qualified and deployed effectively. They are regularly appraised by the head and have all received the required training in safeguarding, welfare, health and safety. Other professional training is linked to the school's priorities for development. The school now has a robust safer recruitment policy and ensures that all checks on staff are rigorously observed and recorded, including that for its most recent appointment.

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

- 5.7 The school continues to enjoy the excellent partnership with parents seen at the time of the previous inspection. This, together with the established positive links with the local community, makes a valuable contribution to the pupils' learning and personal development. Parents' responses to the questionnaire indicate that they are very supportive of the school and particularly pleased with their children's progress, the breadth of the curriculum and extra-curricular activities, the ease with which they can communicate with staff, their children's behaviour and the values promoted by the school.
- 5.8 Parents value both the open door policy and the many opportunities provided for them to share and be involved in the progress of their children and the life and work of the school. They are welcomed as volunteers who support and help with activities, such as the running and knitting clubs, and they are also encouraged to accompany school trips. Parents are invited to end of term assemblies, concerts, sporting fixtures and social occasions. There is an active parents' association, which organises activities and events for the pupils and is instrumental in creating a forum for parents and pupils to socialise, as well as raising funds for particular school projects.
- 5.9 Considerable and detailed information is made available to current and prospective parents. The website is lively and highly informative, and has much useful information about recent and forthcoming events, as well as academic links, so that parents can share their children's school work. Since the previous inspection there have been many developments in communication with parents, including a 'Meet the Teacher' evening which now includes an address from the head on her vision for the year ahead. The weekly update and bi-annual letter give more immediate information. Parents receive clear and regular information about their children's progress through parent/teacher meetings and twice-yearly reports, which have become more informative and include targets in core subjects.
- 5.10 The school handles the concerns of parents carefully and sensitively. There is close communication between home and school, and difficulties are resolved informally and speedily. An appropriate complaints procedure is in place but no formal complaints have been received during the past academic year.

**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 The overall effectiveness of the EYFS, including provision for two-year olds, is outstanding. Girls thrive and flourish within a happy and caring family atmosphere and make excellent progress in their learning and development. Staff regularly evaluate and reflect on their practice, sustaining and improving current high standards. Staff have the girls' needs at the heart of everything they do. Since the previous inspection the setting has become a single EYFS unit where Nursery and Reception girls have many opportunities to learn and interact together. The setting has met the recommendations from the last Ofsted inspection.

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

6.2 Outstanding leadership and management demonstrate an ambitious vision and high aspirations which are effectively communicated to staff. Safeguarding policies are thorough and effective. A commitment to equality and diversity ensures that all children are provided for very well. Links with parents are excellent and they are very happy with the education the setting provides. Dedicated and suitably qualified staff work well as a strong team and make good use of resources and the training offered by the local authority. Key persons exercise the role very effectively.

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

6.3 The quality of the provision is outstanding. The stimulating and colourful environment offers many opportunities for imaginative play. There is an appropriate balance between adult- and child-initiated learning in both the indoor and outdoor environment. The setting has identified the need for a shelter in the outdoor area because opportunities for all-weather use are limited. Staff have an excellent understanding of the individual needs of the girls in their care, nurturing and supporting them and moving them forward in their development. This is a particular strength of the setting. Careful organisation and planning ensure that pupils are suitably challenged in each area of learning, and individual targets are set. Girls are given many opportunities to think critically and make decisions. Relationships between adults and pupils are excellent and girls respond very well to the high expectations of their teachers. Staff promote the health and welfare of pupils effectively and every opportunity is taken to reinforce good manners and hygiene procedures.

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

- 6.4 Outcomes for children are outstanding. They are happy, confident and articulate learners who make very good progress in relation to their starting points and begin to develop skills for the future. Nursery girls learn their initial sounds and can identify objects that begin with the same letter. They can count and write numerals above ten and know what one less means. Reception children are able to read and build simple words and write them independently. They enjoy counting beyond 20 and can accurately name and describe 2D and 3D shapes. Reception girls can log on and off their computers independently. All pupils enjoy singing French songs and following simple instructions in French. Pupils' behaviour is excellent because they know what is expected of them and respond to the high standards of the staff. They understand about healthy eating, choose their menus independently and maintain good hygiene. Girls' knowledge of the wider world is increasing through their many visitors, outings and play opportunities. They cooperate together and learn to 'care and share'. This is at the heart of Moorfield EYFS.

#### **Compliance with statutory requirements for children under three**

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

#### **Complaints since the last inspection**

- 6.6 Since the last inspection there have been no complaints made to Ofsted that required any action to meet national requirements.

#### **Section 2 includes what the Early Years Foundation Stage should do to improve its provision**

## **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 Jan Preece

Mrs Alison Fleming

Mrs Margaret Marsh

Mrs Bridget Forrest

Reporting Inspector

Head of Junior School, IAPS School

Deputy Head, IAPS School

Early Years Lead Inspector