



# **INDEPENDENT SCHOOLS INSPECTORATE**

**STRETTON SCHOOL AT WEST LODGE**

**EARLY YEARS FOUNDATION STAGE  
INTERMEDIATE INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Stretton School at West Lodge

Full Name of School	<b>Stretton School at West Lodge</b>
DfE Number	<b>926/6013</b>
EYFS Number	<b>EY301720</b>
Address	<b>Stretton School at West Lodge 1 Albemarle Road Norwich Norfolk NR2 2DF</b>
Telephone Number	<b>01603 451285</b>
Fax Number	<b>01603 458842</b>
Email Address	<b>enquiries@stretton-school.co.uk</b>
Principal	<b>Mrs Yvonne Barnett</b>
Chair of Advisory Board	<b>Mr Iain Patterson</b>
Age Range	<b>1 to 7</b>
Total Number of Pupils	<b>92</b>
Gender of Pupils	<b>Mixed (61 boys; 31 girls)</b>
Numbers by Age	<b>0-2 (EYFS): 52    5-11: 14 3-5 (EYFS): 26</b>
Head of EYFS Setting	<b>Mrs Lynden Brooks</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>19 Mar 2013 to 20 Mar 2013</b>

## PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the school. The previous ISI inspection was in November 2011.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State 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. 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 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 Education (DfE) 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, although inspectors 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.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted informal discussions with children and examined samples of work. They held discussions with senior members of staff and with a member of the advisory board, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and an assembly. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Sara Robinson

Early Years Lead Inspector

Mrs Philippa-Anne Slater

Team Inspector for Early Years  
(Head of Pre-Prep, ISA school)

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Stretton School aims to prepare pupils for transfer to their next school at the age of seven by providing a happy environment where individuality is respected. The school is proprietorial. An advisory board was set up in 2011 to support the school in strategic and other planning. The deputy principal and deputy head teacher currently have responsibility for the overall management and education of the school.
- 1.2 The school is non-selective, offering co-educational provision. It is situated near the centre of Norwich, where most pupils live. The school was founded by the proprietor and principal in 1969. Due to the limited space on site, the school has close links with a number of neighbouring schools and uses their facilities. Classrooms in the Early Years Foundation Stage (EYFS) are situated in close proximity on the ground floor and have an enclosed outdoor area.
- 1.3 The school currently has 92 pupils on roll, the majority of whom are in the EYFS. It caters for day pupils from the ages of one to seven years. One pupil receives support for special educational needs and/or disabilities (SEND) and one has English as an additional language (EAL).
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the EYFS and its National Curriculum equivalence are shown in the following table.

### ***Early Years Foundation Stage Setting***

School	NC name
Nippers	Nursery (1 to 2½ years)
Nursery	Nursery (2½ to 3½ years)
Transition	Nursery (3½ to 4½ years)
Prep 1	Reception

## **2. SUMMARY**

### **(i) Compliance with statutory requirements**

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

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

- 2.2 The school is advised to make the following improvements.
1. Establish consistency of teaching across the EYFS to enable independent learning for all children, through a balance of child-initiated and adult-led opportunities.
  2. Introduce a systematic approach to assessment throughout the EYFS.

### **3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

#### **3.(a) How well the early years provision meets the needs of the range of children who attend**

- 3.1 The setting makes good provision in meeting the needs of the children who attend. The educational programmes provided are appropriate and wide ranging, covering all of the areas of learning. This is supplemented by visits and visitors to the school, and specialist teaching in French from Reception and swimming from the oldest Nursery class. Supportive and caring key people have successfully created an environment where children can succeed, in line with the school's values and ethos. In the best lessons there is a good balance of adult-led and child-initiated activities, which provide exciting opportunities for children to become active and independent learners. Careful questioning by staff enables younger children to express themselves clearly and with confidence.
- 3.2 Individual progress is collated and recorded, and is used exceptionally well with children under the age of three to identify next steps in their learning. The system for monitoring children's progress, however, is inconsistent throughout the EYFS. Those with SEND are extremely well supported and more able children are given appropriate challenges. The required checks for two year olds have been effectively implemented and the information shared with parents and carers. The setting's engagement with parents is a strength. In questionnaire responses, they showed overwhelming support for the setting and they feel well informed through the excellent website. They receive regular updates on their children's progress and contribute to the record of achievement. They volunteer support with outings and swimming, and organise activities like the annual Easter Egg Hunt.

#### **3.(b) The contribution of the early years provision to children's well-being**

- 3.3 Provision for children's well-being is outstanding. The high staff to child ratio, together with well-qualified staff and a variety of resources both indoors and outdoors, enables all-round development. Key people recognise each child's unique qualities, know the children extremely well and meet their needs effectively. The key person role is particularly well executed with those children under three. Babies and toddlers are given a variety of opportunities to explore independently, learn to play co-operatively and use their imagination. Older children are given increasing levels of responsibility.
- 3.4 The welfare needs and happiness of the children are treated with the utmost importance. All staff form strong bonds with the children, promoting high standards of behaviour, courtesy and respect for one another. They give regular praise, and reward children with stickers and certificates. Risk assessments are reviewed daily and fire procedures are practised termly. Staff help children to develop a strong awareness of personal safety and to comply with the simple rules that relate to this; for example, younger children are encouraged to climb down safely from equipment. Staff promote self-help skills and good hygiene practices from an early age. The snacks provided are healthy. Staff teach the benefits of healthy eating and the importance of physical exercise, and encourage parents to send in healthy packed lunches. Excellent induction procedures, together with strong links within the setting

and beyond, ensure that children are prepared well for the next stage in their education.

### **3.(c) The leadership and management of the early years provision**

3.5 Leadership and management are outstanding. They are underpinned by the high aspirations of the leadership. The advisory board offers strong support and wide-ranging expertise. It is involved in development planning, regularly reviews policies and procedures, and supports the leadership in overseeing the educational programmes. The setting successfully meets its aim to provide a safe and secure environment in which children learn. Policies and procedures to ensure children's well-being and safeguarding are highly comprehensive and rigorous. Staff are appropriately checked with the Disclosure and Barring Service. High quality professional supervision ensures effective monitoring of assessment and planning procedures. There is a well-established programme for professional development, including in-service training and access to courses. All staff receive regular training in child protection, first aid and health and safety procedures. Self-evaluation shows an excellent understanding of the provision's strengths and areas for improvement and prioritises clear targets for development. Formal observations have recently been established and plans are in place to extend this further. The need for a consistent approach to assessing children's development throughout the EYFS has been identified. Children's needs are identified early and exceptionally well met through highly effective partnerships between the setting, parents and external agencies, including the local authority.

### **3.(d) The overall quality and standards of the early years provision**

- 3.6 The overall quality and standards of the provision are good. All children, including those with EAL or SEND, make at least good progress in relation to their starting points and capabilities. Many achieve the expected goals by the end of the EYFS, responding well to staff expectations. Children under the age of three develop extremely well in speaking and listening and use language inventively in role play. They solved problems when seeking hidden Easter eggs and, with support, they counted up to five eggs. They skilfully use scooters, tricycles and climbing equipment, and cut up fruit for snack time with plastic knives. Older children are beginning to apply learned sounds to reading and to writing simple words and sentences. They order numbers to twenty and beyond, and can add one or two more to a number. All children manipulate a computer pad with increasing dexterity.
- 3.7 Reception children feel listened to when contributing ideas at the school council. They clearly understand the setting's expectations, taking turns and sharing toys and equipment sensibly. They learn about different cultures and faiths, respect one another and work in harmony. Children display increasing levels of confidence, curiosity and concentration, and, when given the opportunity, they show developing skills of independence. Leadership and management have ensured that all the requirements for safeguarding and welfare have been met, and that children are happy and feel safe and secure and are confident to share concerns with staff. Since the previous inspection, provision for children's differing abilities and the breadth of their experience and learning styles have been reviewed. Through careful planning these have greatly improved, particularly for those under the age of three. The development plan shows a strong commitment to continuous improvement.