

**INDEPENDENT SCHOOLS INSPECTORATE  
(ISI)**

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**ACCREDITATION INSPECTION OF**

**STRETTON SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## ACCREDITATION INSPECTION REPORT ON

### Stretton School

Full Name of School	<b>Stretton School</b>
DfE Number	<b>926/6013</b>
Address	<b>1 Albermarle Road, Norwich, NR2 2DF</b>
Telephone Number	<b>01603 451285</b>
Email Address	<b>enquiries@stretton-school.co.uk</b>
Principal and Proprietor	<b>Mrs Yvonne Barnett</b>
Chair of Advisory Board	<b>Mr Iain Patterson</b>
Age Range	<b>1-7 years</b>
Total Number of Pupils	<b>88</b>
Gender of Pupils	<b>Mixed (54 boys; 34 girls)</b>
Type of School	<b>Independent Day School and Nursery</b>
Day or Boarding	<b>Day</b>
Inspection Date	<b>November 10<sup>th</sup> 2011</b>

## **1. INTRODUCTION**

### **Context of the Inspection**

- 1.1 This inspection was carried out to assess the school's suitability for accreditation for membership of the Independent Schools Association. It followed inspections by Ofsted of the under three's Early Years provision in March 2010 and of the remainder of the school in September 2010.
- 1.2 This accreditation was carried out by one inspector during one day. As a preliminary to it, evidence was considered from general school documentation.
- 1.3 During the visit, meetings were held with the proprietor (who is also the headmistress), two members of the advisory board and three staff. The work of six pupils was scrutinised and discussed with them. A visit was made to the breakfast club. Teaching and learning was observed both during a tour of the school and separately. Feedback was provided to the proprietor, school administrator and member of the advisory board at the end of the day.

### **Characteristics of the School**

- 1.4 Stretton School caters for day pupils from the ages of one to seven. It is situated to the south of Norwich, where most pupils live. The school was founded by the proprietor in 1969. An advisory board was set up in 2011 to support the school in strategic and other planning. It aims to prepare pupils well for transfer to their next school at the age of seven by providing a happy environment where individuality is respected and to give children the opportunity of a broad co-educational experience. At the time of the visit the school had 88 pupils, the majority of whom were in the Early Years Foundation Stage (EYFS) for pupils up to the age of five. At that age, a number move to local state or other independent schools and the remainder stay to transfer at the age of seven. The ability profile of pupils is judged to be above the national average; five pupils receive support for a special educational need or disability (SEND), and five have English as an additional language (EAL). Since the last inspection by Ofsted, the school has remodelled outdoor provision as well as creating the advisory board.

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

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

- 2.1 Pupils achieve good standards enabling them to be successful in examinations for entry to junior schools. Particularly high standards are achieved in literacy and numeracy. From an early age, pupils count together and sound out words; by Year 2 they write accurately and neatly, with the most able producing extended writing using imaginative description. They talk enthusiastically and knowledgably about extinct and living animals showing a good understanding of adaptation. The analysis of results from national assessments at the age of seven shows that pupils attain standards far above the average for pupils in maintained schools. Pupils show excellent attitudes to their work. Written work is well presented and tackled with care and application. Pupils participate confidently in class and are bright and lively in individual discussion. They are clearly interested in, and enjoy, their work.

### **(b) The contribution of curricular and extra-curricular provision**

- 2.2 The curriculum makes a good contribution to pupils' learning, placing particular emphasis on literacy and numeracy. It is considerably enhanced by the use of staff and facilities in music, information and communications technology (ICT), games and physical education at other local independent schools, and by the study of French from Reception upwards. In addition, pupils benefit from the varied programme of visits and visitors, from links with the community and from opportunities to raise money for charity. Support for the small number of pupils with SENDA and EAL is carefully tailored to their needs:

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

- 2.3 Teaching enables pupils to make good progress, and gain a firm foundation for the next stage of their education. All teaching shows a close knowledge of pupils, who receive excellent individual support. Relationships are excellent and based on a climate of encouragement and care. Some, but not all, work is carefully matched to pupils' differing abilities; on one occasion every pupil was engaged on a different task and on another a pupil of high ability produced work showing much greater imagination and depth of expression. When work was too similar for pupils of different ability this was sometimes because too much was copied from the board. In general, teaching showed a bright and lively style which contributed much to pupils' enjoyment of their work.
- 2.4 Teachers were careful to check pupils' understanding during lessons, and some involved pupils in self-evaluation. Marking indicates clearly where pupils have gained a full understanding and where there is still more work to do. The best marking is outstanding, showing how work might be developed further. In a smaller number of books, pupils' efforts were acknowledged but further guidance was not given. The school tracks pupils' progress carefully as they move from class to class, but does not monitor progress against a clear understanding of their abilities.

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

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

- 3.1 Pupils' personal development is excellent. They are poised, courteous, well behaved and considerate. They show self-confidence both in class and in individual discussion. They play well together. The school council provides excellent opportunities for them to develop leadership, a sense of responsibility and awareness of the needs of others. It is chaired and minuted by pupils, who show a clear understanding of their role. Issues such as the use of playground space are discussed and resolved, leading to changes in daily routine. This shows the pupils' maturity and the extent to which they are given real responsibility. In a similar way classes have drawn up their own codes of conduct, helping pupils to develop greater moral and social awareness. The various ethnic groups mix well together.

### **(b) The contribution of arrangements for pastoral care, welfare, health and safety**

- 3.2 The school is a strong community where pupils are well cared for and supported. All staff know pupils well and relationships are excellent. For example, staff help pupils

with playground games encouraging them to take part and helping them to succeed. Additional support is given to any pupils with particular needs. Arrangements for pupils' welfare are excellent. The breakfast club is a well run and valued facility as is provision after school.

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

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

- 4.1 The school is well supported by its governance arrangements, which have recently been broadened by the appointment of an advisory board. They bring a wide range of relevant experience including expertise in primary education. They support the school's strategic planning and development, thus supporting pupils' education both now and in the future. They complement the role of the proprietor well and enable experience from outside the school to broaden discussion within it. Over the years careful management has enabled the school to make the maximum use of a limited site. Proper provision is made for pupils' welfare, health and safety.

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

- 4.2 Good leadership enables the school to fulfil its aims well. Strong teamwork creates an ambience in which pupils are well prepared for the next stage of their education, both academically and personally. Pupils' education is much enhanced by well developed links with other schools and the local community. The school enjoys a generous level of staffing and classroom assistants are well used; professional development is strongly encouraged and supported. The school enjoys excellent links with parents and pupils benefit from the strong sense of community. It is well supported by the Friends of Stratton School. Development planning is at an early stage.

#### **5. THE SCHOOL'S RESPONSE TO THE RECOMMENDATIONS IN THE REPORT OF SEPTEMBER 2010**

- 5.1 The inspection report made the following recommendations.
1. Improve assessment procedures by ensuring that all written and verbal feedback enables pupils to know and understand exactly what they need to do to improve their work.
  2. Ensure the school has a precise picture of the progress all pupils make from their starting points through establishing a consistent approach to how and when pupils' progress is evaluated.
  3. Ensure the school's special needs policy includes clear procedures and guidance to staff on how to manage pupils' specific special needs.
- 5.2 1: Marking now indicates clearly to pupils where they have understood a topic fully and where progress is still needed. The majority of marking indicates clearly how pupils' work can be further improved.

- 5.3 2: Pupils' progress is recorded through a variety of tests and assessments and this information is passed carefully from one class to the next. However, the school does not have a systematic approach to identifying pupils' starting points.
- 5.4 3: Specific advice and guidance is provided on an individual basis on how to meet pupils' individual needs in the small number of cases where this is necessary

## **6. CONCLUSIONS AND ACTION REQUIRED**

### **Conclusions**

- 6.1 Stretton School provides pupils with a good quality of education which prepares them well for the next stage of their education, especially in literacy and numeracy. They achieve high standards in national assessments and much success in entrance examinations. Good teaching is based on a close knowledge of individual pupils and small classes. At best, it is lively, meets individual needs well and marking is of high quality; however, work is sometimes too similar for pupils of differing abilities and marking too brief. Pupils' excellent personal development is based on outstanding pastoral care. The school has a strong sense of community. Pupils' good progress is underpinned by good governance and leadership and by excellent links with parents and the local community. The school meets accreditation standards to become a member of the Independent Schools Association.

### **Action points**

- 6.2 The school meets all the regulatory requirements.
- 6.3 The school is advised to make the following improvements.
1. Use the expertise of the advisory board and other professional links to review the breadth of pupils' experience and styles of learning
  2. Ensure that the quality of marking and of provision for pupils' differing abilities always meets pupils' needs fully.