



**ISI** Independent  
Schools  
Inspectorate

**EDUCATIONAL QUALITY INSPECTION**  
**STRETTON SCHOOL AT WEST LODGE**

**MAY 2017**



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## SCHOOL'S DETAILS

<b>School</b>	Stretton School at West Lodge			
<b>DfE Number</b>	926/6103			
<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>Email address</b>	enquiries@stretton-school.co.uk			
<b>Headmistress</b>	Mrs Anita Barclay			
<b>Interim proprietor</b>	Mr Malcom Barnett			
<b>Age range</b>	1 to 7			
<b>Number of pupils on roll</b>	97			
	<b>Boys</b>	52	<b>Girls</b>	45
	<b>EYFS</b>	78	<b>Key stage 1</b>	19
<b>Inspection dates</b>	24 to 25 May 2017			

## PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is an EDUCATIONAL QUALITY inspection, reporting on the quality of the school's work.** It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

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 specifically in the published report but will have been considered by the team in reaching its judgements.

All inspections of independent schools in England are conducted according to the requirements of the Independent School Standards Regulations. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the interim proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Karen Williams	Reporting inspector
Mrs Bridget Forrest	Early years co-ordinating inspector
Mr Umeshchandra Raja	Team inspector (Head, ISA school)

## 1. BACKGROUND INFORMATION

### About the school

- 1.1 Stretton School is a co-educational school which caters for day pupils from the ages of one to seven years. The school was founded by the late Mrs Yvonne Barnett in 1969 and is now overseen by the executor of her estate as the interim proprietor, supported by an advisory board.
- 1.2 Since the previous inspection, the school has carried out major refurbishments of all areas, and a range of educational initiatives have been implemented including links with other schools who offer specialist facilities and teaching to pupils. The current headmistress has been in post since September 2016.
- 1.3 The school is arranged into two sections: the Nursery for pupils aged one to four years and the prep section for those aged four to seven.

### What the school seeks to do

- 1.4 The school's objective is to provide a safe and happy environment in which children enjoy learning and achieve their potential academically, socially and emotionally. It seeks to promote consideration and respect towards others, and aims to equip its pupils with the ability to deal positively with problems and nurture a lifelong motivation and desire for learning.

### About the pupils

- 1.5 Pupils come from a range of business and professional families, mostly living in Norwich and reflecting the diversity of the local ethnic population. The school's own assessment data indicate that the ability of pupils is above average. It has identified one pupil as having special education needs and/or disabilities (SEND), and this pupil also has an education, health and care plan. English is an additional language (EAL) for twenty-four pupils, none of whom require additional support. The needs of those pupils identified as the most able are met through challenging activities in class.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Nippers	Nursery (1 to 2½ years)
Nursery	Nursery (2½ to 3½ years)
Transition	Nursery (3½ to 4½ years)
Prep 1	Reception
Prep 2	Year 1
Prep 3	Year 2

## **2. KEY FINDINGS**

2.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils make rapid progress at all stages, in fulfilment of the school's aim to enable pupils to achieve their potential.
- Pupils of all ages often work at a level in advance of expectations for their age. Their skills are excellent in mathematics, English and science, and highly developed in other areas.
- Pupils' skills in information and communication technology (ICT) are less well developed due to limited opportunities to apply these in their learning.
- Pupils of all ages demonstrate highly effective thinking skills for their ages, using their prior knowledge to hypothesis and analyse.
- Pupils have excellent attitudes to learning. In line with the school's aims, they work effectively both collaboratively and independently.

2.2 The quality of the pupils' personal development is excellent.

- Self-assured pupils of all ages display high levels of confidence and self-esteem. They are able to tackle challenges and determined to improve their work.
- Pupils are notably well-behaved and considerate, and are able to make informed and mature decisions in all aspects of school life.
- Pupils take pride in fulfilling responsibilities in school confidently, reliably and effectively. Older pupils act as effective role models.
- Pupils have an excellent appreciation and respect for those of different backgrounds and cultures.

### **Recommendation**

2.3 The school is advised to make the following improvement:

- Provide more consistent opportunities to enable pupils to develop and embed their ICT skills across the curriculum.

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

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 Pupils of all ages make strong progress and achieve at levels in advance of the expectations for their age, in line with the school's aim to enable pupils to achieve their potential. In their pre-inspection questionnaire responses, the vast majority of parents agreed that teaching enables their children to make good progress and develop skills for the future. Pupils with SEND or EAL and those who are more able receive individual attention to ensure that they achieve high levels of progress. Children in the Early Years Foundation Stage (EYFS) progress swiftly towards the early learning goals, ensuring that these are normally achieved and often exceeded by the time they move on to the next stage of their learning. In response to the recommendations of the previous inspection, leaders have implemented an effective system of assessing children and tracking their progress, using the information gained to plan next steps for each child and ensure their continued progress as they move through the school.
- 3.3 The school enters pupils for National Curriculum tests at age seven, and data provided by the school for the years 2012 to 2015 indicate that results have been well above average, and exceptional in 2013. Pupils' high levels of attainment particularly in mathematics, English and science are facilitated by teachers' effective tracking of their achievement and progress and the use of personalised target setting. Careful and appropriate preparation as well as a consistent level of challenge in lessons has enabled all leavers in recent years to gain places at their first choice of school, almost invariably at local selective independent schools.
- 3.4 Small class sizes are utilised in a highly effective manner throughout the school to support pupils' progress. When pupils experience difficulties with their work, they are supported immediately in the classroom so that they are able to continue working on challenging activities alongside their peers and achieve the highest standards possible. Children with EAL receive tailored support from their key workers and are able to participate in the challenging curriculum without further support as they enter the older classes.
- 3.5 Achievement across the full range of curriculum areas is facilitated by the judicious use of assessment data by teachers to assess pupils' achievements and plan the next steps in their learning. Learning is also supported effectively by close connections with nearby schools, where pupils benefit from specialist teaching in ICT, sport, music and drama. Pupils' ICT skills are at an appropriate level for their age and they enjoy using control equipment in school. Their development is sometimes limited by inconsistent opportunities to apply and embed these in other subject areas.
- 3.6 Pupils sing with confidence and poise, and recently won the highest award at the county music festival. They are regularly selected as choristers at nearby Norwich Cathedral. Swimming skills are well-developed; younger children are proud of being able to swim without armbands and older pupils achieve numerous progress awards, with some selected for advanced training. Pupils produce work of a high standard in their art and design lessons, as evidenced in the work displayed around the school. They used their understanding of the properties of clay to determine how to attach legs to their models and shared their ideas as to how to make eyes, following their teacher's clear instructions and advice with care.

- 3.7 Scientific skills and knowledge are developed to a high level with pupils undertaking investigations at levels in advance of their years, continually challenged by teachers to question and review their work. Older pupils investigated the impact of ramp height on the distance travelled by a toy car, using their knowledge of different forces to predict the results and demonstrating a mature understanding of the requirements of fair testing. Younger children in the EYFS employed their knowledge of shapes and the use of money in creative activities, and displayed a thorough knowledge of the names and order of the days of the week. Pupils' knowledge is thorough and readily applied to new contexts and questions. Younger pupils demonstrated an advanced knowledge of the story of Moses and an understanding that religions have different places of worship and celebrations, whilst older pupils spoke in detail about different aspects of life in Norman Britain. A range of engaging activities, well-chosen educational visits and effective use of resources all play a part in advancing pupils' skills in these subjects.
- 3.8 Pupils of all ages demonstrate highly effective thinking skills for their ages. They use their prior learning to formulate their own ideas and theories in response to challenging questions, and are successful in hypothesising and analysing in different situations in order to further progress in their learning. Younger children have strong thinking skills and use these to solve problems, such as when thinking about the story of Old MacDonald and considering how to improve the design of a home-made shield. Members of the school council analysed carefully the suitability of different playground toys for children of different ages, having previously arranged the playground rota and altered it in response to problems which arose. Independent study skills were observed to be well-developed when they carried out research on medieval knights using a range of non-fiction books.
- 3.9 Pupils have excellent attitudes to learning. In line with the school's aims, they are invariably attentive and receptive and work effectively in both collaborative and independent contexts, displaying a strong motivation and desire for learning at all stages of the school. Younger children in the EYFS are invariably engaged and happy in their activities, where a balance of adult-led and child-initiated activities enables children to become independent learners; the school has established consistency in teaching in order to enable this, in response to the recommendation of the previous inspection report. Teaching throughout the school utilises good resources with imagination and flair to ensure that pupils are consistently engaged and inspired to use their own ideas, such as building and water play activities in the EYFS and when planning an enterprise activity in a mathematics lesson for younger pupils. Pupils thrive in the many lessons where collaboration is required, whether it is discussing strategies in solving maths problems, organising playground activities in school council, or supporting each other in art lessons, and relish the many opportunities they are provided to work independently in class.
- 3.10 Communication skills are highly developed throughout the school. From the youngest age, children in the EYFS are confident when speaking in front of others and listen well to their key workers and peers, skills which are developed through direct and personalised questions and well-paced class activities. Older pupils are highly articulate both in class and in social situations, and listen with high levels of attention in class and assemblies, where engaging teaching and excellent relationships with staff facilitate understanding and the retention of new information. They explain their ideas and listen to those of others with great care, such as when planning a science experiment.

- 3.11 Children in the EYFS develop a thorough and confident knowledge of letter sounds through a range of engaging activities and with individual support from key workers as required. By the end of the EYFS, most are confident readers who enjoy reading with expression, finding the humour in stories and predicting what will happen next. They are able to write to an advanced level, with some building complex words with independence. They enjoy improving their skills through a variety of engaging activities, from writing in chalk on the playground to producing carefully written work for display. Older pupils write neatly and creatively in a wide range of contexts, making excellent vocabulary choices and using sophisticated punctuation. High teacher expectations and individual support for pupils ensure that pupils attain at the highest standards, whilst effective marking and individual targets enable pupils to know what they need to do to improve their work further.
- 3.12 Pupils are highly competent mathematicians, successfully using and applying their skills and knowledge in other subject areas. Allowed to work independently or with support when required, they tackle challenging tasks with confidence, trusting their teachers to know what they are capable of and taking pride in their achievements. Children in the EYFS quickly build up a knowledge and understanding of numbers, and enjoy the challenges of adding and subtraction. By the time they complete this stage of their education they are highly numerate and are able to use their skills to solve simple problems such as finding two numbers to make a given total. Older pupils calculate the money needed to pay for shopping and the change they should receive, and display advanced levels of competence in basic skills. They work independently to solve challenges and are highly motivated to improve their skills.

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

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Pupils of all ages demonstrate outstanding personal qualities and social skills. The overwhelming majority of parents' questionnaire responses agreed that the school promotes their children's personal development in all aspects, and inspection evidence confirmed the achievement of the school's aims in this regard.
- 4.3 Self-assured pupils of all ages display high levels of confidence and self-esteem, able to tackle challenges and determined to improve their work. Perseverance is a watch-word for staff and pupils, who recognise that the best rewards are often hard-won. Young children in the EYFS speak with confidence, such as in a role play session where children issued their key worker instructions as to what to do next, and older pupils sang solos and took on role play in assembly with enthusiasm and pride. Other EYFS children shared and gave reasons for their feelings in circle time, and older pupils displayed a secure sense of their own strengths and those of others. They are made exceptionally aware of how they can improve their work through informative marking, involvement in their own target setting and comments from their teachers. Pupils are highly focused on their own achievements and progress and take a real pride in their successes, such as when improving on their mental mathematics test scores. They feel well prepared for the next stage of their education due to their teachers providing them challenging work that they know will enable them to succeed in their new schools. They have an unquestioning assumption that they can overcome challenges, underpinned by the school's culture of perseverance which is strongly promoted by leaders and staff.
- 4.4 Pupils are well-behaved and considerate, able to make informed and mature decisions in all aspects of school life. Children in the EYFS make choices of activities and books on a daily basis, in well-planned sessions which include a range of child-initiated opportunities and a curriculum which incorporates their interests. The school successfully promotes good behaviour choices and praises children for their positive choices in this from the start, ensuring that this is thoroughly embedded by the time they reach the top of the school. Older pupils understand that they must take responsibility for the outcomes of their actions. They said that they are supported by their teachers when making decisions and know that they need to be able to make decisions for themselves as there won't be others to rely on when they are older. Pupils have many opportunities to make decisions when they are asked to vote on matters such as what playground toys to invest on and which charities to support, or when selecting school councillors. Even the youngest children are involved in this, learning from the earliest age of what it means to be part of a democratic process.
- 4.5 Pupils have a strong sense of social responsibility. They have many opportunities to contribute positively and collaboratively to the school through roles such as house captains, school councillors and monitors for registers, drinks and recycling, and in supporting younger children. Older pupils support younger ones in the playground, helping them to develop their sporting skills and looking after them if they are hurt. They are aware that they are role models for these younger children and of the need to behave responsibly. Pupils understand that when working in a group, success depends on the readiness of its members to collaborate. The school council members work collaboratively as a group and with their classmates to achieve considerable common goals. They are responsible for the allocation of different playground areas during the week and the selection of charities for the school to support. Councillors are responsible for discussing the options with their classes, who then vote on the various options. Pupils relish the opportunity to support local, national and international charities and play a practical role in running stalls and fundraising events alongside their teachers. Pupils' personal development is further encouraged by the school's

links with a local church where they perform enthusiastically at Christmas, and by the visitors to who come to the school to talk to them about the benefits their fundraising activities will have for others.

- 4.6 Pupils have a securely embedded respect for others. Children of all ages demonstrate an excellent understanding of other religions. Older pupils have a genuine and mature understanding that people from other parts of the world may have different customs and views, and of the need to respect these even though they may not agree with them. An understanding of the values and customs of British society is promoted throughout the school in displays, and pupils demonstrated a mature appreciation of these in discussions and comments in lessons. Visits to different places of worship and the celebration of a range of religious festivals ensure that pupils have a broad knowledge and appreciation of other religions. Pupils discuss their differences openly and understand that provision needs to be made for those with specific dietary needs. Respect for others is evident in leaders, staff and children, and pupils understand that they must respect festivals that are important to people of other cultures. Pupils said they are confident that everyone gets on well irrespective of background, and that everyone is welcomed to the school with open arms.
- 4.7 Pupils of all ages are highly reflective in lessons such as personal, social, health and economic education (PSHEE) and religious education (RE), and in the outdoor area. They respond naturally and positively to opportunities to reflect and consider non-material aspects of life such as friendship, and appreciate the peaceful garden area as well as lessons and assemblies in which they can be quiet and reflect. House captains lead prayers in assemblies, and pupils respond readily to questions on non-material matters such as in an RE lesson where pupils considered the differences and similarities between different religions. Pupils share their thoughts readily on friendship and bullying, and are able to consider the issue of good versus bad in relation to political figures. Sensitive guidance from their teachers and opportunities for reflection in lessons, assemblies and around the school ensure that pupils of all ages develop a reflective approach to life and an appreciation of its non-material aspects.
- 4.8 Highly positive and encouraging support from adults throughout the school ensures that patterns of exemplary behaviour are the norm for pupils of all ages. Children in the EYFS take pleasure in following rules and routines in class such as sitting, listening and tidying up. Older pupils see good behaviour as the norm, and are quick to self-correct when they make mistakes. Circle times, PSHEE lessons, assemblies and stories are all recognised by pupils as times when their good behaviour is promoted and reinforced. Staff provide strong role models in their behaviour, and pupils recognised that both teachers and older pupils teach them how to be kind and about what is right. Leaders ensure that the school's behaviour strategies are followed consistently, and pupils understand that school rules are needed to keep them safe. Pupils and staff work together to develop class rules, and 'values cards' help pupils to be aware of the school's high expectations at all times. Pupils have a strongly developed sense of right and wrong, with older pupils demonstrating an advanced knowledge of the process by which British laws are brought about.

- 4.9 Pupils are knowledgeable about how to stay safe and healthy. They understand the importance of a healthy diet and how it may be composed, having learned about this in their PSHEE and science lessons, and through healthy eating week and the 'Farm to fork' project. Pupils are aware of the importance of taking exercise, and enjoy and value opportunities to exercise in break times and certain lessons. They have a strong awareness of how to stay safe outside school through the 'stranger danger' programme, of how to move around school safely and of how to stay safe when on school trips. In their questionnaire responses, the vast majority of parents agreed that the school does all it can to ensure a healthy and safe environment, a view that was confirmed by inspection evidence and which is in line with the school's aims.