



ISI

Independent
Schools
Inspectorate

FOCUSED COMPLIANCE INSPECTION
STRETTON SCHOOL AT WEST LODGE

MAY 2017



School's details

School College	Stretton School at West Lodge			
DfE Number	926/6103			
EYFS Number	EY301720			
Address	Stretton School at West Lodge 1 Albemarle Road Norwich Norfolk NR2 2DF			
Telephone number	01603 451285			
Email address	enquiries@stretton-school.co.uk			
Headmistress	Mrs Anita Barclay			
Interim proprietor	Mr Malcom Barnett			
Age range	1 to 7			
Number of pupils on roll	97			
	Boys	52	Girls	45
	EYFS	78	Key stage 1	19
Pupils' ability	The school's own assessment indicates that the ability of the pupils on entry is average.			
Pupils' needs	The school has identified one pupil as having special educational needs and/or disabilities (SEND), who also has an education, health and care (EHC) plan. Twenty-four pupils have English as an additional language (EAL), whose needs are supported by their classroom teachers.			
History of the school	The school was founded on its present site near the centre of Norwich in 1969 by Mrs Yvonne Barnett.			
Ownership and governing structure	The interim proprietor is the executor of the estate of the founder. An advisory board supports the school in strategic planning and development.			

School structure	The Nippers and Nursery classes provide part-time education for children from the age of 12 months. Children aged from 3 years attend the school full time, first in the Transition class and then in the main school which caters for pupils until the age of 7.
Other useful information	The school does not offer boarding.
Inspection dates	23 to 24 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. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or 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 and any qualitative concerns identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils’ health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents’ complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to be met unless evidence to the contrary has been found.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1

Quality of education provided

The school measures attainment using National Curriculum tests. In the years 2012 to 2015, the results were well above the national average for maintained schools, and were far above the national average in 2013.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3

Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.

The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

PART 5

Premises of and accommodation at schools

Suitable toilet and changing facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

The standard relating to the provision of information [paragraph 32] is met.

PART 7

Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

The standard relating to the handling of complaints [paragraph 33] is met.

PART 8

Quality of leadership in and management of schools

The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

The standard relating to leadership and management of the school [paragraph 34] is met.

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

Overall effectiveness: the quality and standards of the early years provision

The overall effectiveness of the early years provision is outstanding.

The setting provides exemplary care for every child. Children under the age of two including those with additional needs make rapid progress relative to their starting points due to the careful attention paid to their individual needs and interests when planning activities. Staff give of their best to ensure that children feel notably safe, secure and happy within their setting, and that children are very well prepared for moving on to the next stage of their education. Requirements for children's safeguarding and welfare have been met, and staff work together as a strong and successful team who fulfil their responsibilities effectively and protect the children in their care. Personal, social and emotional development of the children is a particular strength, and the leadership evaluates practice rigorously, ensuring continuous improvement and the successful implementation of the recommendations of the previous inspection.

Effectiveness of leadership and management

Leadership and management are outstanding.

Leaders and staff share an ambitious vision for the happy and caring setting, where self-evaluation and reflection feature strongly, and staff work together as a conscientious team who strive to achieve high standards. A well-established and effective system of performance management provides staff with opportunities to further their professional development and share new knowledge, and well-embedded regular supervision meetings enable key people to develop in their roles. These measures contribute significantly to the high quality of teaching in the setting and consequently to children's excellent learning and development.

Parents' views are sought regularly through questionnaires and daily opportunities for discussion, and feedback is used to improve practice and inform future planning for the setting. Responses to the pre-inspection questionnaires were overwhelmingly positive and parents are very happy with the early education their children receive.

Learning programmes meet all the Early Years Foundation Stage (EYFS) learning and development requirements. Staff have the needs and interests of their children at the forefront of their planning, and provide activities which enthuse children and further their learning. Leaders plan a rich and varied curriculum, with a range of interesting experiences within a safe indoor and outdoor environment which focus on the areas of learning. Individual children's achievements are tracked meticulously against the developmental goals, ensuring progress and preparing children extremely well for the next stage of their learning.

Equality, diversity and the British values of respect and tolerance are actively promoted through policies and practice such as class rules, 'circle times', celebrating Mother's Day and Fathers' Day, and participating in a Remembrance Day silence. Good behaviour is promoted and celebrated during daily activities, such as sharing and taking turns when playing with hoops and wheeled toys.

Exemplary arrangements for safeguarding are a strength of the setting. All staff are trained in child protection and understand the procedures to be followed in the event of a concern. Staff are well qualified and adult-to-child ratios are high, fully meeting requirements. Adults have undergone training in preventing extremism and are aware of how to guard children against the dangers of radicalisation. All the EYFS staff are trained in paediatric first aid to support the children in their care. Children's safety is of the utmost importance and daily risk assessments of key areas are carried out rigorously.

Quality of teaching, learning and assessment

The quality of teaching, learning and assessment is outstanding.

Staff work together as a strong and conscientious team who know their children and their individual needs well. Expectations are high and teaching effectively supports each child in achieving their goals, including the more able and those with SEND. Children with EAL are strongly supported by their key person who, for example, when sharing a book, will patiently take time to further children's language development by showing them how to pronounce words and helping them to repeat words in the appropriate way. Staff share a thorough understanding of the EYFS and the needs of the children in their care. They know when to interact with support, encouragement and guidance to help them solve problems, such as helping toddlers achieve their goal of successfully climbing a small ladder in order to get down the slide.

The recommendation of the previous inspection to establish consistency in teaching across the EYFS to enable independent learning for all children through a balance of child-initiated and adult led opportunities has been implemented, and practice observed in this area was always good and often outstanding. Children have equal access to the curriculum and begin to share cultural differences, such as celebrating Chinese New Year with noodle play and making cakes for Mother's Day. They enjoy many exciting experiences such as trips to the park and visits from a dog and a flower arranger, which was followed by an opportunity to make their own flower arrangements. Current indoor and outdoor environments and resources are used well but do not always provide sufficiently challenging or stimulating experiences to further imaginative and creative learning at the highest levels.

In response to the previous inspection's recommendation, a systematic system of assessment is in place. Procedures are thorough, highly effective and consistent throughout the setting, using children's prior knowledge and parents' input, and ensuring the successful identification of next steps for each child. This is used effectively in planning, ensuring that activities meet the needs of children at all developmental stages. Additional support from the special needs co-ordinator or outside agencies, such as speech therapists, in partnership with parents, is provided where required to ensure that every child makes progress. Staff are adept at supporting all children to acquire the skills they need so that they can progress to the next stage in their learning.

Parents feel they are very well informed about the EYFS and have opportunities to be involved in their children's learning. The relationship that they build with their children's key person is extremely productive. They greatly appreciate the setting's open-door policy and the exceptional care their children are provided. A weekly information board gives them details of their children's activities, covering all the areas of learning and enabling them to share activities with their children to further their experiences and understanding. The school 'blog' celebrates the communication achievements of the under-twos, and older children in the setting take home weekend news books to share with their parents. Parents are provided helpful and comprehensive guides about the EYFS and the two-year progress check, which help them understand their children's learning and how to contribute to it.

Parents of under-twos receive a daily report of their children's activities and personal care, and clear and informative reports which include their own comments and those of their children are sent to parents before transfer to the next class, providing an informative account of their children's progress against the learning areas. Termly open days provide opportunities for parents to talk to key people and discuss the progress that their children have made in detail.

Personal development, behaviour and welfare

Personal development, behaviour and welfare are outstanding.

Staff work together as a highly successful team to promote a happy, caring and positive environment throughout the setting, with children's needs at the centre of everything they do. Children access their own activities with confidence and develop their motor skills by pushing buggies or steering wheeled toys around the garden. They benefit from the support and encouragement provided by key people to become independent, for example when hand washing before lunch, learning to feed themselves and choosing where they sit at lunchtime. Children are provided many opportunities to make choices and decisions, and are busy learners who wholeheartedly enjoy all their activities, such as crushing biscuits with gusto to make a cake.

Children build excellent relationships with their key people and other adults, and feel very secure and happy within the consistency of their routines. Key people know how to support and comfort babies who find settling-in difficult, and the allocation of a deputy key person for each child ensures that routines are maintained at all times. Toddlers spontaneously come to their carers for cuddles, reassurance and praise. Prompt and regular attendance is promoted, and transition procedures are handled sensitively with careful planning so that they become seamless. Children visit their new room and spend time with their key person. Parents and children are provided an extremely helpful and welcoming illustrated book about their new class which familiarises them with their new surroundings.

Behaviour is exemplary due to the high expectations of key people. Children throughout the setting understand the need for class rules, and 'circle times' help them to manage their own feelings and behaviour. They are polite and kind and learn to respect one another. Key people know just when to intervene, and encourage sharing and taking turns. Close staff supervision and high levels of staffing ensure that children are kept safe. Staff give gentle reminders about keeping safe and being healthy; when playing with brushes in glittery water, children knew that they mustn't be tempted to put them in their mouths. Songs, 'circle time' and role play all combine to teach children to respect others and embed skills which will prepare them for life. They are reminded to use 'kind words and hands' and to say 'please' and 'thank you', and do so with a sense of achievement.

Outcomes for children

Outcomes for children are outstanding.

All children including those with SEND or EAL and the more able make rapid progress in relation to their starting points, which are well informed by meetings with parents and observations by key people. They settle quickly as they arrive in the morning and choose their own activities, interacting happily with adults.

Children join in enthusiastically with actions and counting rhymes. When singing number rhymes, some were able to use their fingers correctly each time another duck swam away. They remember their experience of going on a bear hunt in the woodland area and chose to re-enact it when enjoying outside role play. Children persevere with activities, for example when trying to fit a tricky puzzle piece into the correct space. They begin to feed themselves independently, some with fingers, and some are beginning to use spoons. Children develop their vocabulary well; they start to link words together and are encouraged to repeat new words such as 'hard' and 'prickly' when handling pine cones. Older children understand which foods keep them healthy. Under-twos are aware of their routines and the security of sleep times and meals which are provided by parents. They know why they need to wear hats and use sun cream.

By the age of two most children reach and some exceed expectations for their age and are ready to move on to the next stage in their education.

Compliance with statutory requirements

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

Recommendation for further improvement

The school is advised to make the following improvement to its provision for children in the early years.

- Develop further opportunities for children to develop their creativity and imagination in indoor and outdoor environments.

ABOUT THE INSPECTION

The inspectors conducted formal interviews with pupils. They held discussions with teachers, senior members of staff and with the interim proprietor. 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 Karen Williams	Reporting inspector
Mrs Ruth Loveman	Compliance team inspector (Head of prep, HMC school)
Mrs Bridget Forrest	Co-ordinating inspector for early years
Mrs Gabriele Weber	Early years team inspector (Assistant principal, ISA school)