

# SCHOOL INSPECTION SERVICE

*Independent professional inspection of schools affiliated to the Focus Learning Trust, schools accredited as members of the Steiner Waldorf Schools Fellowship, and those schools belonging to the Cognita Group which are not members of the Independent Schools Council and its constituent associations*

## INSPECTION REPORT

### INSPECTION CARRIED OUT ACCORDING TO SECTION 162A OF THE EDUCATION ACT 2002

<b>Name of school:</b>	Southbank International School, Hampstead
<b>DfE number:</b>	202/6395
<b>Inspection team:</b>	<b>Reporting Inspector:</b> Mrs Eileen McAndrew  <b>Supporting Inspectors:</b> Mrs Jane Cooper Mrs Anne McConway Mr Ted Cohn
<b>Dates of inspection:</b>	30 April - 2 May 2013

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## SCHOOL DETAILS

Name of school:	Southbank International School, Hampstead	
Address of school:	16 Netherhall Gardens, London NW3 5TH	
Telephone number:	020 7431 1200	
Fax number:	020 7794 5858	
Email address	admin@southbank.org	
Proprietor:	Cognita Schools Ltd	
Name of Chair of the School Board:	Sir Christopher Woodhead	
Name of Executive Principal:	Mr Graham Lacey	
Name of Principal:	Mrs Shirley Harwood	
DfE number:	202/6395	
Type of school:	Independent school	
Age range of pupils and students:	3-11	
Gender of pupils:	Male and female	
Total number on roll:	(Full-time)	Boys: 83      Girls: 109
	(Part-time)	Boys: 6      Girls: 1
Number of children under 5:	Boys: 19	Girls: 14
Number of pupils with statements of special educational need:	None	
Annual fees:	See <a href="http://www.southbank.org">www.southbank.org</a> for details	
Type of inspection:	Section 162A of the Education Act 2002	
Inspection Team:		
	Reporting Inspector:	Mrs Eileen McAndrew
	Supporting Inspectors:	Mrs Jane Cooper Mrs Anne McConway Mr Ted Cohn
Dates of inspection:	30 April - 2 May 2013	

## SECTION A: INTRODUCTION AND SUMMARY

### Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service in accordance with Section 162(A) (1)(b) of the Education Act 2002, and it follows the inspection framework laid down by the School Inspection Service and agreed with the Department for Education (DfE). It was conducted by independent professional inspectors, who looked at all aspects of the school's provision as required by the current regulations. Aspects of the school's management and ethos are summarised in Section C of this document, but this section is not a statutory part of the inspection process.

### Information about the school:

Southbank Hampstead is an International Baccalaureate (IB) World School which is an independent day school for students aged three to eleven offering the Primary Years Programme (PYP) curriculum. It is one of two primary schools which, together with the secondary school in Westminster, comprise Southbank International School. There are currently 199 pupils on roll. Many of the students are bi-lingual and, of the students on roll, 97 speak English as an additional language. The school has a high level of mobility, with approximately one-fifth of students in transition each year. An average length of stay is four years. Pupils come from families engaged in professional occupations. Admission is based on reports from the child's previous school and by a drawing or piece of writing, as appropriate.

The school's aim embodies its mission statement: *'Southbank International School is committed to developing students who are internationally minded, independent, enthusiastic about life and learning and imbued with a sense of service to others. Our school strives for excellence in a happy, caring community founded on integrity and respect.'*

### **Early Years Foundation Stage setting**

School	National Curriculum name
EC3	Nursery
EC4	Reception

### **Primary Department**

School	National Curriculum name
Kindergarten	Year 1
Grade 1	Year 2
Grade 2	Year 3
Grade 3	Year 4
Grade 4	Year 5
Grade 5	Year 6

### **Summary of main findings:**

Southbank Hampstead achieves its aim well, creating an international learning community where pupils develop the attitudes, values and habits of mind and spirit which the IB seeks to inspire. Students' spiritual, moral, social and cultural development is outstanding. The curriculum is good with significant outstanding features, including imaginatively planned themes which are intrinsically interesting, thought-provoking and relevant. Teaching is good overall with notably excellent features and about one-third is outstanding. A small proportion of lessons is satisfactory. The quality of teaching has improved since the last inspection. Students' work is regularly marked: the best is of a high quality, but sometimes marking includes unmerited praise. All students, including those for whom English is an additional language, make very good progress in developing strong oracy and reading skills. Writing, particularly extended writing throughout the curriculum, is less well developed because it receives less emphasis. Students' behaviour is outstanding; they are courteous, open, lively and considerate of one another. The school's policies and practice to support the safeguarding of students is exemplary. All aspects of provision for welfare, health and safety are outstanding. Students feel safe in school and valued as individuals and their pastoral care is excellent. Parents are clearly appreciative of the school and of the education it provides for their children.

### **What the school does well:**

- it creates a welcoming, stimulating learning community where diversity is celebrated and excellent support is given for students with specific learning or EAL needs;
- it provides a quality of provision which results in outstanding outcomes for children in the Early Years Foundation Stage (EYFS); and
- it ensures that the welfare and pastoral care of students is excellent, enabling them to settle swiftly into the school community and to flourish.

### **What the school must do to comply with the regulations:**

The school meets all the regulations.

### **What the school must do to comply with the mandatory requirements of the Early Years Foundation Stage:**

The school meets all the mandatory requirements.

### **What the school must do to comply with the Equality Act 2010:**

The school complies fully with the Equality Act.

### **Next Steps:**

While not a regulatory requirement, the school might wish to consider the following points:

- to provide a richer and more complex range of writing opportunities for all students so that they can write more frequently and at greater length, especially in a creative or narrative context;
- to raise expectations for more able students;
- to ensure that the marking of students' work is consistently rigorous whilst maintaining its positive and constructive character; and
- to provide greater consistency in teaching in the two groups in the EYFS.

## **SECTION B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION**

### **PART 1 - The quality of education provided by the school**

#### **The quality of the curriculum**

The curriculum is good and has significant outstanding features. Southbank International School Hampstead is an International Baccalaureate (IB) World School which encourages pupils to become successful learners with the determination, flexibility and character to succeed in a rapidly changing world. It has a clear curriculum policy which follows the IB Primary Years Programme (PYP) and aims to make students knowledgeable, principled, caring, open-minded, balanced and reflective human beings who are inquirers, thinkers, communicators and risk-takers. The school is successful in meeting this aim. The EYFS curriculum is well planned and relevant for the youngest children's needs.

The learning programme at Hampstead is broad, balanced, rich, varied and interesting. It is taught in English and is delivered mainly through 'transdisciplinary' units of inquiry which integrate elements of personal, social and physical education (PSPE), science, language, literacy, mathematics, history, geography, and information and communication technology (ICT). Art, music, physical education, ICT and, where appropriate, aspects of mathematics are taught as discrete subjects. The curriculum has significant strengths; most students learn Spanish as a modern foreign language from an early age and develop into confident communicators with good understanding of the language. All students learn to play a stringed instrument by the Suzuki method. The concept of '*a school without walls*', which routinely takes students beyond the classroom to make full use of the rich resources of London and further afield, gives them memorable learning experiences and provides a strong stimulus for further inquiry.

Teachers work effectively together to produce the annual curricular maps and to plan the units of inquiry, ensuring that the distinctive aims of the IB are incorporated effectively and that the desired attributes and attitudes for pupils are promoted. The subject content of the units is flexible and adapted to provide interest and relevance for the students. This approach is particularly well suited to the international nature of the school's intake and provides good challenge for students to develop and pursue subjects of their own interest. In consequence, the students develop, even from quite a young age, confident research skills and use ICT competently. The curriculum provides frequent opportunities for collaborative working with learning partners or in discussion groups. This engenders good interpersonal and social skills, training students from the start to listen to others, and to develop and present their own views. A strong emphasis on the spoken word and on presenting projects to the class ensures that the students develop into open, confident and articulate speakers with clear ideas that they are able to substantiate and explain. However, curriculum plans do not emphasise sufficiently the development of writing skills, nor do they provide enough opportunity for students to write at length, particularly in an imaginative context.

There has been a recent review of the work in mathematics and, while mathematics remains integrated as a transdisciplinary subject within the units of inquiry, it is now also taught as a discrete subject when appropriate. The school is currently engaged

in developing a scheme of work which covers all relevant aspects of mathematics, for example number, problem-solving, communication, reasoning, statistics and data-handling, patterns and shape. The present scope and sequence for mathematics gives shape to the work, but the new programmes of study in the process of development are more specific. They demonstrate clear progression for the progressive acquisition of numeracy and the development of wider mathematical skills.

The school has a high turnover in the student population and ensures that newcomers arriving with varied or no knowledge and experience of English are assessed quickly and given effective support to fit in and access the curriculum. The school does this particularly well and has a clear policy for supporting students with English as an additional language. Each student has an international, individual education plan, which is a useful document that plans and tracks progress. Thoughtful consideration is given to supporting students in learning and assimilating specialist technical and scientific vocabulary. Strong and well organised support is also given to students with special learning needs. Good systems are in place to ensure intervention to identify and counter specific difficulties. Very effective support is provided in a combination of help in class or withdrawal groups, as needs require. All individual education plans are reviewed regularly and indicate the good progress made.

The curriculum is extended by an impressive and varied range of extra-curricular studies and clubs, designed to support the students' learning. These activities foster the aims of the school in a wider context by developing the whole child and contributing to lifelong learning. Students value these opportunities and develop into well-rounded and caring individuals.

### **The quality of teaching and assessment**

Teaching is good overall with some notably excellent features, and about one-third is outstanding. Some lessons are satisfactory. The quality of teaching has improved since the last inspection. Relationships between teachers and students are excellent, and students clearly enjoy the work they do. Many lessons provide opportunities for students to work collaboratively and individually, exploring ideas and researching topics, and developing oral and thinking skills as well as the capacity to work independently. This style of working is particularly effective in developing oral skills and, combined with the excellent support for students with learning difficulties and disabilities (LDD) and those with English as an additional language (EAL), ensures that these students in particular make good and often rapid progress in learning. This helps to ensure that all students can quickly access the curriculum and become integrated into the learning activities of the class.

Lessons are well planned, with appropriate learning objectives and careful thought about how to achieve these objectives, including for those students with LDD and EAL needs. Planning also considers the needs of able, gifted and talented students, but does not always identify challenging tasks for them as clearly.

Classroom management is excellent and has improved since the last inspection. Teachers bring to their teaching an infectious enthusiasm and subject knowledge, which is always secure and in some cases excellent. Specialist teaching in art, ICT,

music and Spanish enhances teaching and learning, so that students derive great enjoyment from their learning and make rapid progress.

Teachers provide clear explanations and instructions, and some questioning is of a high quality, encouraging students to think carefully and helping them to consolidate knowledge and understanding. Many teachers are also skilled in using time when students are working on tasks profitably, to support individuals and to explore the thinking of students working independently or in small groups.

Generally, teachers show a good understanding of the attitudes and learning needs of the students they teach, notably those with LDD and EAL needs, where the expectations are appropriately demanding. The expectations of more able students are not always sufficiently challenging and this is particularly noticeable in writing, where there is little extended creative or narrative writing, and the writing of older and able students lacks the richness and complexity one might expect, given the quality of their oral skills.

The teaching is well supported by the learning resources available. Interactive whiteboards are used competently to support teaching and learning, but the exciting possibilities they offer are only beginning to be exploited. ICT is being used well to access information and extend learning. The many trips and visits, which are a key part of teaching provision, enhance students' educational experience significantly, providing a wonderful resource for teaching and learning.

The marking of students' work is regular, encouraging and enthusiastic. The best is of a high quality, including careful and rigorous diagnostic comments and the setting of perceptive targets for students to pursue in improving their learning. Sometimes the marking includes praise for work that does not warrant it, particularly the work of able students. The criteria by which teachers judge progress being made in English and mathematics are helpful and this is generally tracked well. In many other areas of the curriculum the criteria for identifying progress are limited and hinder the development of effective tools for the close tracking of progress in these areas. Reports to parents are written in a lively style. They are constructive and informative, identifying clearly students' developing learning styles, and often what they know understand and can do. Students' self-evaluations are perceptive and show how they are developing well as independent learners.

Assessment results are compared with other international schools and the school is placed clearly above the average for this group of schools.

***Does the school meet the requirements for registration?***

Yes.

## **PART 2 - The spiritual, moral, social and cultural development of pupils**

The spiritual, moral, social and cultural development of students is outstanding and meets the aims of the school very well. From an early age, students display confidence, a strong sense of self-esteem with empathy for others, a strong understanding of what is right and wrong, a clear sense of social responsibility and a delight in the religious and cultural diversity of the school. In achieving this excellence, the aims and values of the school and the splendid models that teachers

provide in their interaction with students are very important influences, together with the values that students bring from home.

The learning environment, curriculum and teaching styles of teachers quickly build students' self-knowledge, self-esteem and self-confidence. This was well illustrated in a Year 4 music lesson where students engaged in perceptive and rigorous self-evaluation of their performance and how they could improve it. The empathy and support the students naturally give each other, including new students, play an important part in developing these characteristics. As one student put it when talking to inspectors, *'we are a community to help and support each other'*. Students also enhance their spiritual development through their experiences in art and music, for example through public performances and through the many trips and visits they make. Similarly, students learn from the early years the difference between right and wrong and the importance of behaving morally and responsibly. They learn the importance of the law in identifying the parameters of what is acceptable conduct and morally right.

The importance of democracy, the rule of law, liberty, mutual respect, tolerance and harmony are concepts underpinning the curriculum and are implemented very effectively by the school. Through the school council, which involves elected representatives from each class, students learn how democracy works in action. They develop a good understanding of various institutions and services, as they did through a project about how London is run and the role of national government, which included a visit to the Houses of Parliament.

Students delight in the cultural and religious diversity of the school, learn about various cultural and religious traditions and support charities locally, nationally and internationally. They are involved in determining which charities are selected and which activities will be used for fund-raising through the school council. Students clearly value what they do and show great empathy for the plight of those less fortunate than themselves. They also sing regularly at a local residence for the elderly, developing links with the wider community. Although the school is non-denominational, students have an opportunity to learn about other belief systems through visits to the meeting places of various religions as part of their study. A range of topics encourages students to develop an understanding of different cultural traditions and values, which students enjoy and often pursue further through discussion with their peers.

***Does the school meet the requirements for registration?***

Yes.

### **PART 3 - The welfare, health and safety of pupils**

Provision for pupils' welfare, health and safety is outstanding. The school management, with support from Cognita, ensures that all the required policies and procedures are in place and that every-day practice secures their effective implementation. Policies and guidance consistently confirm the ethos and values of the school and the central importance of individual personal development in the IB. All aspects of safeguarding have been rigorously reviewed to ensure that staff are fully aware of their responsibilities and that procedures are well understood. The designated person for child protection has received training at an appropriate level

and all staff training is up-to-date and meticulously logged, with the renewal dates recorded. The school management is aware of the need to revisit regularly elements of safeguarding, to ensure that newly-appointed staff from other countries are fully conversant with the school's policy and practice. The explicit ethos of an international and multi-cultural school and the strong sense of community create an environment in which students say they feel safe and secure.

Pastoral care is valued highly and staff take their responsibilities seriously. Students and their parents may also benefit from experienced and knowledgeable counselling support to help them address matters associated with the movement of families between countries. In particular, the mobility of these young students raises issues of anxiety and concern for some, which sensitive and well-informed counselling mitigates.

Supervision of pupils is well-organised and assiduously carried out. The effective implementation of the behaviour policy by staff across the school strongly promotes pupils' good behaviour. The descriptors of levels of behaviour in the school's policy usefully help teachers from different cultural backgrounds and experience to adopt a more consistent approach to students' conduct. Strategies to prevent bullying are well established. In discussions, students said that bullying was rare and that if it occurred they knew what to do and were confident staff would deal with it promptly. Work in PSPE contributes strongly to students' understanding of the different manifestations of bullying and of action to combat it.

The school's procedures for ensuring that routine health and safety checks are undertaken are rigorous. All aspects of site safety and maintenance are regularly scrutinised to help ensure the safety of pupils and staff. Records of weekly meetings are minuted so progress on any identified matter is tracked. The school has a written First Aid policy and First Aid procedures are clear and well understood and several members of staff have received training. Fire safety is supported by policies and effective practices that ensure required risk assessments are completed and that all fire warning and fire-fighting equipment is regularly and meticulously tested and maintained by a specialist company.

Pupils are well-informed about aspects of healthy living. They benefit from regular physical education lessons on the school site and from the high quality specialist facilities shared by the three campuses. They are well-aware of which foods contribute to good health but the school does not monitor snack boxes to encourage more consistent inclusion of these foods. Units of inquiry in PSPE contribute to pupils' increasing understanding of nutrition.

The admissions and attendance registers are assiduously kept.

The school meets its duties under the Equality Act.

***Does the school meet the requirements for registration?***

Yes.

#### **PART 4 – Suitability of the staff, supply staff and proprietors**

The school has rigorous procedures to ensure that all required employment checks are carried out and systematically recorded. The school's central administration carries out all employment checks to ensure consistent practice across all the school sites. The Single Central Record (SCR) meets requirements fully.

***Does the school meet the requirements for registration?***

Yes.

#### **PART 5 – Suitability of the premises and accommodation**

The school provides suitable accommodation in a pleasant, safe and stimulating environment where students can learn and play. It is located in a quiet residential road in Hampstead and housed in purpose-built accommodation ranging over four storeys. The school accommodation is very well organised. In addition to classrooms of different sizes, there are a number of well-equipped specialist rooms for the teaching of art, music and ICT, a well-stocked library, a multi-purpose hall, and a number of smaller rooms which provide suitable space for withdrawal and support groups. The teachers use display areas creatively in teaching rooms, corridors and public areas to inform and stimulate pupils' interests and celebrate their achievements.

The standard of maintenance and cleaning is extremely high and every attention is given to ensuring pupils' safety and well-being at school: all minor repair work is completed quickly; the site is secure and protected by external lighting and security cameras. The water temperature is regulated and regularly checked to avoid risk of scalding but suitably hot at the tank to comply with legionella laws. The dedicated first aid room for the short term care of sick and injured students is suitably equipped. Students have access to drinking water at all times and are regularly seen filling their water bottles from the water dispensers located around the school.

Very good use is made of the outdoor space. The 'green top' provides a good area with a rubberised surface for outdoor play and physical education. Students from Year 4 upwards are taken off-site to the school-owned Charteris Sports Centre where there are specialist sports facilities. The children in the EYFS have a separate, dedicated outdoor area with a rubber surface and play equipment.

***Does the school meet the requirements for registration?***

Yes.

#### **PART 6 - The quality of information for parents**

The quality of information to parents is good and meets the requirements. The website provides clear details of the school ethos, curriculum and policies including how to make a complaint. Communication from the school is via a personalised homepage, email and newsletter. Parents are well informed about the International Baccalaureate PYP and about transfer of students to the Westminster campus at the age of eleven. The admission procedure is clear, as is the information about the provision for pupils with special educational needs and EAL. Parents attend Suzuki music classes with their children to support their learning at home. Conferences are

arranged for parents at which students present their learning, and written reports are compiled twice yearly. These give parents constructive and informative details of their child's academic and personal development, identifying effectively strengths and areas for development. They do not, however, include separate identification of future targets.

Approximately one-third of parents responded to the pre-inspection questionnaire. Of this number a few parents expressed the view that they did not understand the school's complaints procedure. Inspectors considered that the school's policy is clearly written and readily available to parents. Similarly a small number did not feel confident in approaching the school with a concern or suggestion. The inspectors took the view that the 'open door' policy, the approachability of staff and the evident welcome extended to parents, for example in supporting music lessons, should be sufficient encouragement for parents to approach the school. The involvement of parents generally is high, through an active Parent Teachers Association, several committees and through the opportunity to be class representatives.

***Does the school meet the requirements for registration?***

Yes.

## **PART 7 - The effectiveness of the school's complaints procedure**

The complaints policy and procedures are clear and comply with the regulations. One formal complaint was received last year in which the procedure was followed appropriately and recorded in detail.

***Does the school meet the requirements for registration?***

Yes.

## **SECTION C: ORGANISATION AND MANAGEMENT, AND MAINTENANCE OF THE ETHOS OF THE SCHOOL**

*This section is not a requirement of the Education Act 2002.*

### **The quality of the organisation and management of the school**

Southbank Hampstead has a strongly developed ethos, with clear aims and values which pervade and influence all aspects of its provision. It is one part of a whole school foundation and, in common with the school campuses at Kensington and Westminster, is working to ensure the closer development of one school with a single shared vision and greater consistency in the quality of all aspects of provision.

In 2006 the school became part of the Cognita group of independent schools. As proprietors, Cognita established a new management structure to clarify roles and responsibilities throughout the school and to set out clear lines of communication and accountability. The creation of a School Board, consisting of the Cognita Chairman, appointed representatives from the company, and elected parent representatives serves to ensure that appropriate expertise and representation are in place. The School Board is charged with the strategic development of the whole school.

The Senior Management Team (SMT) within the whole school is led by the Executive Principal, with the principals of the Hampstead and Kensington campuses together with the directors of administration and finance. The SMT's primary function is effective leadership at a developmental and operational level, working to ensure the aims of the school are met through a consistent focus on improvement. The Principal at Hampstead has been in post since September 2012 and has made a good beginning, critically identifying through the school development plan (SDP) the strengths of the school and specifying unambiguously the areas for immediate and longer-term improvement. Through the early months of her tenure, she has undertaken a scrutiny of students' work and taken a lead in developing aspects of the curriculum in mathematics.

The school has received strong support from Cognita both in the provision of policies which help to ensure compliance with the regulations and in its recent review of educational provision. The very good pastoral care which characterised the school at its last inspection has been maintained and strengthened during the transition in leadership. The recent structural changes should assist the joint endeavour to create one close and cohesive institution from the age of three to eighteen, which *'.....strives for excellence in a happy caring community founded on integrity and respect'*.

### ***Could the organisation and management of the school be improved?***

The organisation and management of the school is developing with evident strengths and is in a good position to address the issues identified for improvement in this report and in the SDP.

## **PART D: EARLY YEARS FOUNDATION STAGE**

### **The overall quality and standards of the early years' provision**

Children make excellent progress in their learning and development particularly in listening, speaking and thinking skills, problem solving and readiness to learn. Observation, assessment and planning all contribute effectively to the children's learning. The rich stimulating learning provides sufficient challenge and support for the range of children including those with EAL and SEN.

The personal, social and emotional development of the children is outstanding. They learn how to show care and concern for each other through the modelling of staff. The children demonstrate respect for all members of the school and feel safe and well-cared for. The recommendation from the last inspection to implement plans to develop the upper level of the garden to provide more space for outside activities such as growing plants, has been implemented. The requirements for children's safeguarding and welfare have been met in all respects.

### **How well the early years' provision meets the needs of the range of children who attend**

Outstanding provision is made within the school to meet the needs of the wide range of children who attend. Expected levels of development are reached through thorough planning and high quality teaching. Effective use is made of an extensive range of good quality learning resources for all children, including those with EAL and SEN. Diversity, cultural and ethnic is positively embraced and valued as a means to enrich this inclusive learning environment.

Teaching is of a high quality overall, but varies somewhat between classes. Speaking and listening skills are highly developed through the inquiry method of the PYP curriculum. The integrated approach incorporates the skills for reading into each inquiry and extends vocabulary in a meaningful context. This is particularly supportive to children with EAL and SEN. An early focus on drawing and painting pictures which tell a story encourages the children to write words as captions. Staff observe closely the personal, social and emotional development of all the children to ensure they settle quickly. The individual interests of the children are taken into consideration in planning which helps them develop in confidence. The enjoyment children experience is demonstrated in their independent choosing and exploration of resources in preparation for the next stages in their learning.

Staff are highly effective in motivating children to progress through a well balanced range of adult-led and self-chosen tasks through which to practise new skills. The key person system is in place to facilitate good communication with parents twice daily and at other arranged times. Parents are invited to termly conferences in which their children tell them about their work, and a detailed written progress report is compiled twice a year. Parents appreciate the enthusiasm, care and concern of the staff for the well-being of their children.

### **The contribution of the early years' provision to children's well-being**

The provision to promote the children's well-being is outstanding. Relationships between children and with staff are friendly, welcoming, respectful and supportive.

Children are confident and articulate as they respond frequently to open-ended questions and discuss with each other on the merits of methods to achieve their aims. Co-operative, purposeful constructive play is encouraged both within the classrooms and outdoors. This is a rich, stimulating environment in which all the children enjoy their learning.

Detailed observations and assessments are used to plan challenging activities for all abilities. Children count, compare and order numbers to twenty, create patterns, play with 3D and 2D shapes, show familiarity with addition of single digit numbers, identify words and letters, and use rhyming words to predict text.

Introductory ICT skills are effectively combined with expressive arts and design. Children feel secure in exploring the wide range of natural materials in the classroom and working outdoors. Staff guide the children in understanding the notion of a healthy diet and in bringing a healthy snack for morning break. Children are independent in managing their own hygiene and personal needs and by using their senses they learn to be responsible for their own and other's safety. Transitions are smooth as children know the staff and useful information is shared to support the needs of all children.

### **The effectiveness of leadership and management in the early years' provision**

Leadership and management are outstanding. The responsibilities of the proprietors are fulfilled through the monitoring of the educational programme. An extensive range of policies and procedures is consistently implemented to ensure that the requirements for children's safeguarding and welfare have been met. Staff have completed paediatric first aid training. Reflective practice, effective self-evaluation and regular monitoring ensure continuous improvement. Challenging staffing changes have been managed with the best interests of the children in mind. The lines of responsibility are clear and staff work collaboratively, planning at weekly meetings. Regular in-service training is provided for staff and systems are in place for performance management. A strong partnership with parents and good relations with external agencies ensure that children receive the support they need.

#### ***Does the school meet the mandatory requirements?***

Yes.

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