



INDEPENDENT SCHOOLS INSPECTORATE

FRAMLINGHAM COLLEGE PREPARATORY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Framlingham College Preparatory School

The junior school/preparatory department/senior school was inspected at the same time and a separate report published.

Full Name of School **Framlingham College Preparatory School**

DCSF Number **935/6046**

EYFS Number **EY284670**

Registered Charity Number **1114383**

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Headmaster **Mr Martin K Myers-Allen**

Chairman of Governors **Mr Andrew Fane**

Age Range **3 to 13**

Total Number of Pupils **256**

Gender of Pupils **Mixed (148 boys; 108 girls;)**

Numbers by Age 0-2 (EYFS): **5** 5-11: **129**

3-5 (EYFS): **26** 11-13: **96**

Number of Day Pupils **230** Capacity for flexi-boarding: **56**

Number of Boarders Total: **26**

Full: **22** Weekly: **4**

Head of EYFS Setting **Margaret Graystone**

EYFS Gender **Mixed**

Inspection date/EYFS **26 Jan 2010 to 27 Jan 2010**

Final (team) visit **22 Feb 2010 to 24 Feb 2010**

PREFACE

This inspection report follows the STANDARD *ISI schedule*. It consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in January 2006.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

Under the Care Standards Act 2000, an inspection of boarding was carried out at the same time by the Children's Directorate of the Office for Standards in Education (Ofsted). The report of this inspection is available separately at www.ofsted.gov.uk under Inspection reports/Boarding schools.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Brandeston Hall, the Preparatory School for Framlingham College is a day and boarding school for boys and girls from 3 to 13. The school was moved to the village of Brandeston, Suffolk in 1949 as part of the memorial to former pupils of the College who died in two World Wars. It occupies a quiet rural site in the Deben valley. The extensive buildings are a mixture of old and new with part of the house dating back to Jacobean times. The governing body is the same as that for Framlingham College. The school currently caters for 148 boys and 108 girls of whom 58 are in the nursery and pre prep. Twenty-two pupils are full boarders and four are weekly boarders. The majority of pupils transfer to Framlingham College at the age of 13 but some go on to other senior independent schools.
- 1.2 The school aims to provide a holistic approach to education in a safe and inspiring environment based on Christian principles and firm values, but not limited by religion. It seeks to maximise the potential of every child, whatever his or her starting point. It aims to educate its pupils in a family atmosphere which is both happy and stimulating and promotes excellence. Each pupil is encouraged to realise his or her potential and to display good manners, respect and concern for others and responsible stewardship of the environment. The school states that learning should be an enjoyable experience for every pupil based on a well-balanced curriculum offering equal opportunities for all.
- 1.3 The pupils come either from families with a tradition of rural living or professional families who have migrated to the countryside. Most pupils were born in Britain but there is a small minority of pupils from overseas, some of whom are not native English speakers. The ability profile on entry based on standardised tests is just above the national average. In all year groups the ability range is wide and varies from below average to well above average. Forty-seven pupils have been identified as having learning difficulties and 34 of these receive learning support. Ten pupils have English as an additional language and seven of them receive help for this. No pupil has a statement of educational need.
- 1.4 The new nursery building was opened in January 2009, attached to the pre-prep department. A maximum of 20 children attend the nursery at any one time. The nursery has excellent outdoor play facilities as does the reception class. Currently 33 children are on the Early Years Foundation Stage (EYFS) roll, and of these 25 are government funded. At present there are no children who are known to have a learning disability or English as a second language.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 From the EYFS onwards, standards are above average and progress of the pupils' learning is good. All pupils learn and make progress as they move through the school and all gain places at senior schools of their first choice. The pupils' attitudes to their learning are good and enhanced by excellent relationships with their teachers and their peers. A feeling of mutual respect and trust pervades the school and enables it to fulfil its aim to provide a safe and stimulating environment where all pupils can reach their maximum potential whatever their starting point.
- 2.2 Excellent pastoral care and good arrangements for the pupils' welfare, health and safety underpin the success of the school in fulfilling its aims and ensure outstanding personal development of the pupils. They are unfailingly polite to visitors and treat their peers and staff with great respect. Their social, moral, spiritual, and cultural development is outstanding and is a strength of the school. Their awareness of those less fortunate than themselves shows in their positive approach to charitable giving.
- 2.3 The aims of the school are fulfilled, fostered by the good governance and leadership and management at all levels. Senior and middle managers work tirelessly to ensure that all procedures and policies are in place and the issue of governors reviewing the safeguarding policy on an annual basis is soon to be resolved. Monitoring of teaching has improved and developed since the previous inspection and more rigorous standardised assessment procedures are now in place. Information is being disseminated to all staff on how best to use these results. The school promotes excellent links with parents whose replies to the pre inspection questionnaires were overwhelmingly favourable.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 At the time of the initial visit, the school did not meet all the requirements of the Independent School Standards Regulations 2003, as subsequently amended, and therefore it was required to:
- ensure that the governing body undertakes and formally approves an annual review of the school's safeguarding policy and procedures [Regulation 3.(2)(b), under Welfare, health and safety];
- 2.5 At the time of the final team visit the school had appointed a governor who will initiate the review of welfare arrangements.

(ii) Recommended action

2.6 The school is recommended to make the following improvements:

- 1 ensure that all marking follows the marking policy and offers clear indications as to how pupils might improve their work as seen in the best practice;
- 2 enhance the use of the collected assessment data to guide target setting and planning;
- 3 ensure that information and communication technology (ICT) is used to support learning in all areas of the curriculum;
- 4 ensure that the EYFS is represented appropriately at senior management level;
- 5 provide formal training in maintaining the early years profiles for key early years practitioners.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 Standards are above the national average. Pupils are well educated in accordance with the aims of the school to maximise the potential of every child whatever his or her starting point. The school does not enter pupils for national tests but has results of standardised testing which it uses to identify the pupils' learning needs. Results at Common Entrance over the last three years have ensured that all pupils gain a place at the school of their first choice. Several pupils have been awarded academic, music, art, drama or DT scholarships as they move on.
- 3.2 Progress over time is good in relation to the pupils' ability. Most pupils are confident speakers and from the youngest years upwards have enough confidence to share their ideas and views with adults and their peers. Writing skills develop quickly especially as the pupils move into the older year groups and well presented and high quality written work is produced showing independent thought and creativity. Numeracy skills are well developed. All around the school high quality displays of pupils' art work enrich the learning environment. Computers are used to great effect in some subjects, especially in science. In other subjects, ICT is still at the early stages of development as a tool for learning.
- 3.3 Individual and team achievements are good and are celebrated and a celebrations board at the heart of the school gives information about personal success and of certificates awarded both for achievement and effort, thus promoting self esteem in line with the aim of the school.
- 3.4 Pupils co-operate effectively and with enthusiasm in their learning. Most of them have good attitudes to learning and react positively to new challenges presented to them both in and out of the classroom. Good motivation and great enjoyment abound in the majority of lessons.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.5 The curriculum of the school is effective in all the required areas of learning. It is well balanced ensuring that all pupils have access to academic, creative and sporting opportunities. The curriculum has a positive effect on the pupils' achievements and personal development.
- 3.6 The curriculum is suitable for all ages, abilities and needs and supports the aims of the school. The pupils are encouraged to make the most of their talents and the staff are extremely supportive in helping them realise their individual potential. The music and sports departments have worked together to ensure that pupils do not have to be either musical or sporting, but can be both. This positive approach is beneficial to all and fosters good relationships in the school. The curriculum is all-inclusive. Any pupil who wishes to represent the school at sport is given the chance to play for a team, be it the A or the F team. Members of the choir do not have to have perfect pitch, just a desire to sing.
- 3.7 The curriculum for all subjects is well planned throughout the school. The short term plans identify the children of differing abilities but do not always show how they are to be helped. Many of these children have individual education plans (IEPs) but it is

not always clear that all staff are aware of the need to adhere to them. The Pryor House Group of pupils have been identified as high achievers and they have meetings to foster their gifts or talents. In observed lessons it was not always obvious that these children were being extended and challenged.

- 3.8 An extensive list of extra curricular activities ensures that the pupils are encouraged to participate in their chosen clubs. In the pre-inspection questionnaire, the pupils were satisfied with the range of activities offered to them. Over-subscribed clubs, such as cookery, operate a rota to ensure that everyone gets the chance to attend during the course of a year. Staff are willing to exceed the stated maximum to allow those who wish to attend the opportunity to do so if circumstances permit. The activities observed were well run and clearly enjoyed by all participants.
- 3.9 The school organises a wide range of trips and visits for the children throughout the school. Speakers are invited in to school; recently a theatre group worked with Years 7 and 8. Other talks have included a motivational presentation from athletes of international renown, which inspired the pupils. Amongst the residential trips organised both in the UK and abroad Year 3 children will camp in the grounds to give them the opportunity to experience a night away from home.

3.(c) The contribution of teaching

- 3.10 Teaching is good overall. It fulfils the school's aims and promotes the pupils' progress. Lessons are well planned and include strategies for dealing with pupils of different abilities. Most teachers understand the needs of individual pupils, which are clearly identified in their lesson planning, and usually prepare appropriate work for them.
- 3.11 Teachers provide pupils with a variety of ways in which to learn including working as individuals, working co-operatively, engaging them in written tasks, discussion, debate and role play. Such variety is appreciated by pupils who, overwhelmingly, enjoy their lessons and the efforts their teachers make to help them.
- 3.12 The best lessons were typified by the teacher's good subject knowledge and enthusiasm, rapid pace and excellent use of questioning techniques. Where these skills were employed, pupils were fully engaged and participated strongly in their learning. In the small number of lessons where teaching was less successful, time management and planning were poor and led to pupils losing focus and becoming distracted.
- 3.13 Classrooms have a range of stimulating displays, objects, posters and equipment appropriate to the subject or the year group. They create an attractive welcoming and supportive environment which enhances the pupils' learning experience. Excellent use of resources, as observed in history and science, engages pupils most effectively. The resources of the local environment are appropriately used to assist pupils' learning and increase their knowledge and appreciation of their locality. Teachers have access to excellent ICT facilities, but these were little used during the lessons observed, and opportunities to improve the quality of learning were lost.
- 3.14 The pupils' work is marked regularly and the school has developed a variety of ways of assessing their progress. Results are communicated to pupils and parents orally and in formal written reports. Pupils work towards Common Entrance examinations at the end of Year 8 and other year groups take standardised tests at various times throughout the year. The analysis of the information gained from these and other methods of assessment is at an early stage of use by teachers to help to set targets

for planning of lessons and for the needs of individual pupils. A system of grades for effort and attainment is well understood by pupils. In the best examples of marking seen in pupils' work books, teachers provide detailed comments about what was good and provide clear targets for improvement and development. However, marking was perfunctory and shallow in too many cases, typified by a simple tick and short, congratulatory comment. Sharing of good practice in this area would benefit both staff and pupils.

- 3.15 The school has responded well to the recommendations of the previous inspection. All teachers, including senior managers, have been engaged in a regular and thorough programme of lesson observations in the form of peer appraisal with detailed feedback. Analysis of the information gained from these observations to assist further improvement is continuing to develop. A regular, biennial appraisal system is now in place for all staff and the information gathered is used to assist staff development. Some progress has been made in the development of the use of ICT as a tool for teaching and learning.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The pupils' personal qualities are outstanding and fulfil the aims of the school to encourage all pupils to display good manners, and to show respect and concern for others and responsible stewardship of the environment.
- 4.2 Pupils are very aware of the needs of others both in their day to day lives and in the wider community. They understand that their peers should be treated with the respect that they would wish to receive. They are unfailingly polite to adults and their interaction with them is promoted by the family ethos which pervades the school. This is especially evident in the boarding houses where social relationships between pupils and between pupils and the staff are excellent. Opportunities to serve on the school council are available for pupils in Years 3 to 6 and the school plans to extend this to the final two years. In responses to the pre-inspection questionnaires pupils overwhelmingly expressed the view that they are encouraged to take responsibility for their work and to be independent.
- 4.3 Moral awareness is excellent and pupils distinguish right from wrong with ease. They have respect for rules and understand why they are necessary. Discussions in Year 6 about the theft of a single banana from a supermarket resulted in strong views being expressed and the conclusion that theft had taken place.
- 4.4 The school is based on strong Christian values and pupils understand that for many of them there is a spiritual being. For younger pupils this was represented in an assembly by a lighted candle. The setting of the school in its rural location with glorious views over the surrounding country side is appreciated by the pupils. Members of the wild life watch club enjoyed exploring the grounds looking for creatures of all types. Great excitement had been generated when a barn owl had been spotted. Music and art are also enjoyed and appreciated and the many attractive displays around the school aid the development of spiritual awareness. Self esteem and feelings of self-worth are promoted and appreciated by the pupils when certificates for effort and helping others are distributed.
- 4.5 Cultural awareness is heightened for all pupils by the support given to a school Sierra Leone. They know that the children in the African school have little material wealth compared to their own lives and are happy to help them. Chinese New Year decorations in the dining room were enjoyed and the pupils understand what they symbolise. Recent events in Haiti have been discussed and a 'Hats for Haiti Day' promoted the pupils' knowledge of this tragedy which has befallen people in a country far away. Studies of other cultures in geography and religious studies and in tutor periods all add to the pupils' cultural awareness, as do trips abroad which have included France and Morocco.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.6 The good arrangements for the pupils' welfare health and safety are supported by excellent pastoral care by the staff, both teaching and non-teaching. This fulfils the school's aims to provide a family atmosphere which is both happy and stimulating. It encourages responsibility, self discipline and consideration for others. Weekly staff briefings draw attention to any pupil in need of special care for personal reasons. Results of pre-inspection questionnaires from both parents and pupils were

overwhelmingly supportive of the pastoral care and guidance given by the staff and the concern shown for their welfare, health and safety.

- 4.7 Relationships between pupils and staff are excellent. They are based on mutual trust and respect and the same is true between pupils. Pupils say that they are well cared for. They feel appreciated and this gives them the confidence to turn to an adult should they have a problem. In interviews pupils were confident that should any unpleasant behaviour occur it would be dealt with swiftly and effectively. Effective procedures are in place which confirm this opinion.
- 4.8 The pupils' behaviour around the school and in lessons is good and they are unfailingly polite when speaking to adults and visitors to the school.
- 4.9 Child protection policies are implemented successfully and the governors are dealing with the one detail which had not been done at the time of the initial inspection. All staff receive the appropriate training in child protection procedures. Suitable arrangements exist for pupils who are unwell. Appropriate measures are in place to ensure that fire risk and other hazards are reduced and the school has suitable plans to improve educational access for any pupil with disabilities. All electrical equipment is tested regularly and appropriate safety measures are in place in the workshops and science laboratories. All health and safety documentation is thorough and a health and safety committee operates. Risk assessments are written for all areas of the school and school life.
- 4.10 Food provided at all meals is wholesome and nourishing, and pupils are encouraged by all staff to develop healthy eating habits and to choose their food wisely. Excellent provision of both curricular and extra curricular activities ensures that all pupils are given the opportunity to take regular exercise. Admission and attendance registers are properly maintained and correctly stored.

4.(c) The Quality of Boarding

- 4.11 The boarding experience plays an important part in the pupils' education and is of an excellent standard. Boarders feel well supported and enjoy the opportunities boarding offers to become independent, to accept responsibility and to develop friendships. It fulfils the school's aims of providing a safe and inspiring education in a family atmosphere. A visit by boarding inspectors took place in November 2006 and excellent progress has been made since then to address all the recommendations, which have now been met.
- 4.12 The leadership of the boarding community is strong and clear, giving direction and support to boarding staff. It enables them to provide a consistent and effective level of care, which is appreciated by boarders and their parents. A dedicated team of staff cares deeply about the welfare and happiness of the boarders and provides excellent support for them. Special events, such as a Scottish evening, are arranged each term and there is a wide range of activities for boarders each weekend. Boarders are able to invite friends to some of these activities. A notice board at the heart of the school dedicated to boarding activities gives boarding a high profile and day pupils can experience taster evenings following which some become flexi-boarders.
- 4.13 High quality supervision is provided by a resident housemaster and housemistress. Good support is given by two full-time resident matrons, four resident members of staff and teaching staff who undertake evening duties. Pupils know whom to approach if they have any concerns and contact details are included in a useful

booklet, 'Someone to Turn To.' They have ready and private access to a telephone. Medical arrangements are well-ordered and records kept. Boarders eat lunch with the day pupils, in addition to which they enjoy a nutritious breakfast and evening meal which is supplemented by snacks, if required.

- 4.14 Boarders are accommodated in two boarding houses, one for boys, the other for girls. The accommodation is bright, light and modern providing a very homely feeling. Pupils are able to personalise their own space with posters, photographs and other items. Facilities for personal hygiene are modern and of high quality, including some en suite facilities for the older girls. One boarder reported that the showers at school are better than at home. Evening activities are varied and boarders use many of the school's sporting, creative and ICT facilities in addition to dedicated games rooms during their leisure time. Off-site trips also add to the attraction of boarding.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is good, and provides effective support for its leaders and managers. Governors provide a valuable blend of experience and expertise and have a good insight into the workings of the school. They achieve an appropriate balance between adherence to the school's founding principles and providing the stimulus and resources to provide a modern forward-looking education in line with the pupils' needs and the school's aims. Their focus on strategy and future priorities is now much stronger than at the previous inspection, and new terms of reference and job descriptions enable a clearer definition of their responsibilities and lines of accountability.
- 5.2 Governors exert prudent financial control, and resources are targeted very effectively to meet current needs, and to plan for future educational priorities. Governors are not afraid to ask difficult questions. Other senior staff report directly at various times of year.
- 5.3 Governors are aware of their legal responsibilities as proprietors, although they have not yet carried out the required annual review of the school's arrangements for safeguarding pupils' welfare. They are in the process of strengthening their systems to monitor key policies, including welfare and health and safety matters.

5.(b) The quality of leadership and management

- 5.4 The leadership and management of the school are good, and enable the school to fulfil its aims to provide an holistic approach to education in a safe and inspiring environment and to maximise the potential of every child whatever his or her starting point. The headmaster of the preparatory school and his leadership team work tirelessly to ensure that learning is an enjoyable experience in a stimulating family environment. Good manners and respect for each other, for adults, and for the environment are at the heart of the ethos of the school which is based on strong Christian values, but not limited by religion. A clear school development plan is in place and is reviewed at regular intervals. Priorities are set and staff are encouraged to feed into this process. Self evaluation and appraisal procedures are firmly in place and heads of department are involved in monitoring and evaluating their own departments. Senior managers have an overview of all departments and a regular programme of lesson observation and feedback underpins monitoring of the academic development of the pupils. Since the previous inspection more rigorous formal assessment and tracking procedures for all pupils have been introduced and this is an ongoing process with information on how to interpret and use it still being disseminated to all staff.
- 5.5 Every aspect of school life is covered by a policy or procedure document which is implemented by the staff, both teaching and non teaching. Staff are deployed well and the opportunities for some of them to teach some periods each week at Framlingham College adds another dimension to school life and provides useful links between the two schools. High quality staff are appointed and ratios are excellent thus providing strong levels of support for all pupils. Those with language or learning needs are well catered for. Thorough checks on the suitability of staff and governors are made and the safeguarding, health, welfare and safety of pupils

is given a high priority by all staff with appropriate and regular training being provided in these areas.

- 5.6 The good leadership and management of the school contributes to the excellent personal development of pupils.

5.(c) The quality of links with parents, carers and guardians

- 5.7 The school maintains strong, constructive relationships with parents in accordance with its aims to educate pupils in a family atmosphere. Inspection questionnaire evidence shows that virtually all parents were extremely satisfied with the education and support offered to the children. It also showed that they were very satisfied with the ease of communication. The e-mail system is used extensively. Parents also indicated that they feel that all policies and procedures are readily available. No significant areas of concern were raised in their responses to the questionnaire.

- 5.8 Many opportunities are provided for parents to be actively involved in school life. They can attend concerts and recitals, support sports fixtures, and participate in grandparents' day. Opportunities are available for parents to involve the children in causes close to their heart, recently fundraising for a cancer charity by organising coffee mornings. Parents of both pupils and prospective pupils are provided with the required information about the school and a guide containing all relevant information for children joining the school has been extremely successful.

- 5.9 A rigorous reporting system ensures that all parents are kept extremely well informed about their child's work and progress. Parents receive full written reports twice a year and summary reports at other times. Parents meetings are held once a year for Years 3 and above and twice a year for the pre-prep. An arrangement is made to help parents of boarders by holding special meetings for them on the Friday night of an exeat weekend.

- 5.10 The school handles the concerns of parents with due care and consideration. The parents understand the channels of communication – if a problem arises they first discuss it with the form tutor and it is generally resolved at this stage. If further action is required they know whom to approach next.

What the school should do to improve is given at the beginning of the report in section 2.

6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 The overall effectiveness of the early years provision is excellent. The EYFS setting at Brandeston Hall strives to provide a warm and stimulating environment laying the foundation for love of school and learning. This was reflected in conversations with both children and parents. A strong commitment towards continuous improvement and action has been taken to overcome recent shortcomings. The learning needs of the children are met through the expertise of the staff. The children are happy and enjoy coming to nursery as observed in the handover to their key person.

6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage

6.2 Leadership and management are good. A wealth of knowledge and experience abounds within the early years provision. The school has a clear vision of what it wants to achieve through a very thorough self-evaluation and development plan. This includes the introduction of a forest school for the children. Policies and procedures are robust and the necessary risk assessments are well prepared and followed through such as on outings from the school. The safeguarding of Children is adhered to with a suitably qualified and nominated person for the EYFS. The parents value both the staff and the work that is carried out with their children. They are happy with the curriculum and resources.

6.(c) The quality of the provision in the Early Years Foundation Stage

6.3 The quality of the overall provision is outstanding. All adults support the children in their learning and development by the use of rich and stimulating language which promotes sustained shared thinking as demonstrated in circle/story time. The six areas of learning are covered well and offer stimulating and challenging activities. Children develop and grow in their learning through observations and assessments which allows next steps to be planned. A good balance exists between child and adult initiated activities. Children are encouraged to care for one another as evidenced in the walk to the lunch hall by holding the door open for each other. Adults consistently give the highest priority to safeguarding children. Children's health, safety and well-being are enhanced by the adherence to policies and procedures.

6.(d) Outcomes for children in the Early Years Foundation Stage

6.4 Outcomes for children are outstanding. Children are encouraged to make healthy choices as demonstrated at lunch time and snack time. Food is plentiful and nutritious. Fresh drinking water is readily available throughout the day and children are encouraged to help themselves. Children are taught to keep safe by cleaning their nose with tissues and washing their hands before meals and snacks. Children know what is expected of them they are encouraged and praised for their good behaviour. Children enjoy a good level of independence and soon become involved with the tasks set them. They do this from an early age. Their skills are developing well in creativity, listening and speaking through interaction and questioning from

adults. Personal development is excellent and pastoral care is highly valued by the parents. The early years staff have expert knowledge and skills and work well together to achieve the best outcomes for the children. The EYFS profiles demonstrate that children are making progress across the early learning goals; although these profiles are in place there is scope for improvement in keeping them well informed and updated.

Complaints since the last inspection

6.5 There have been no complaints since the last inspection.

What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and 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 Penny Horsman	Reporting inspector
Mr David Kendall	Junior Team Inspector (Deputy Head IAPS)
Mrs Gillian Proctor	Junior Team Inspector (Director of Studies, IAPS)
Mr John Greathead	Junior Team Inspector (Head, IAPS)
Mrs Ann Guindi	Early Years Lead Inspector