



INDEPENDENT SCHOOLS INSPECTORATE

DENMEAD SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Denmead School

Full Name of School	Denmead School			
DCSF Number	318/6071			
Registered Charity Number	312667			
Address	Denmead School 41-43 Wensleydale Road Hampton TW12 2LP			
Telephone Number	020 89791844			
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Headmaster	Mr Michael McKaughan			
Chair of Governors	Mr John Roberts			
Age Range	3 to 11			
Total Number of Pupils	190 (172 boys; 18 girls)			
Gender of Pupils	Boys 3 to 11; Girls 3 to 7			
Numbers by Age	3-5 (EYFS):	38	5-11:	152
Number of Day Pupils	190			
Head of EYFS Setting	Mrs Imogen Murphy			
EYFS Gender	Mixed			
Inspection date/EYFS	25 Jan 2010 to 26 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 March 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.

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 Denmead School began in 1924 with one pupil and one teacher in one of the two houses which make up the current pre-preparatory (pre-prep) department site in Wensleydale Road, Hampton. The school later acquired another site in Gloucester Road for the preparatory (prep) department and now educates boys from the ages of three to eleven and girls from the ages of three to seven. In 1999, it merged with Hampton School, and both schools are now administered by the Hampton Board of Governors. The headmaster of Denmead consults regularly with the headmaster of Hampton School and Denmead continues to operate independently on a day-to-day basis.
- 1.2 At the time of the inspection, 190 pupils were on roll, of whom eighteen were girls. Thirty-eight children were in the Early Years Foundation Stage (EYFS) housed at the Wensleydale Road site and, of these, sixteen attended part-time. English is not the principal language for five pupils, but none is at an early stage of learning English. Approximately one in four pupils are from a non-European background, mainly Asian, although nearly all of these have English as their main language. Twenty-eight pupils have been identified as having learning difficulties or disabilities (LDD), and one pupil has a statement of special educational needs (SEN). Most pupils come from professional or commercial backgrounds, generally living within the surrounding area although some travel to school by coach. The ability profile of the school is above the national average. Girls leave at the end of Year 2 and move on to a variety of local independent girls' schools. The majority of boys transfer to independent senior schools in the area at the age of eleven, with approximately half of them joining Hampton School.
- 1.3 Denmead aims to provide pupils with a challenging and stimulating education, developing the desire within them to achieve their full academic potential and a participative and positive approach to learning. The school seeks to provide a friendly and supportive environment through an established system of pastoral care, developing within pupils a respect for self and others, and encouraging a helpful and committed attitude to their school and community. It strives to offer a broad and balanced curriculum and an extensive range of extra-curricular activities so that pupils want to be involved and are encouraged to develop skills for life.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the Early Years Foundation Stage and its National Curriculum (NC) equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Kindergarten	Nursery
Reception	Reception

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 All pupils at Denmead School, including those in the EYFS and those with SEN, LDD and English as an additional language (EAL), generally achieve well for their ability and make good progress in their learning. This is in line with the aims of the school to develop the desire within them to achieve their full academic potential and to show a participative and positive approach to learning. They enjoy success in their subjects and activities because of effective teaching, a broad curriculum and their own enthusiastic attitudes to learning. Teaching is of high quality and demonstrates well the strong subject knowledge of staff, their good planning and use of resources. On occasions it is over-directed, lacks pace and challenge and consequently limits the opportunity for pupils to think for themselves. The use of information and communication technology (ICT) in teaching, resources for investigational work and the quality of marking have improved since the last inspection. Although the outdoor facilities and the use of ICT in the EYFS do not yet fully support children's learning, the overall quality of their learning and development is good. The curriculum is broad and includes all the required educational experiences, although the extra-curricular activities programme does not cover a wide enough range of interests for pupils beyond sport.
- 2.2 Pupils' personal development is excellent throughout the school, including in the EYFS; pupils develop a respect for self and others, and demonstrate helpful and committed attitudes to their school and community. Their outstanding personal development is supported by exceptionally high levels of care and strong welfare, health and safety procedures, fulfilling the school's aims of providing a friendly and supportive environment. Pupils are considerate towards each other and collaborate extremely well, enjoying exceptional relationships between themselves and with staff. They feel very well looked after and know there are adults to whom they can turn for support should they need to do so.
- 2.3 Governance is effective. Governors have an evolving strategic plan for Denmead's future, including care, maintenance and improvement of facilities for which the new Denmead committee will be responsible. Leadership and management are strong, successfully fulfilling the broad aims of the school. Policies and procedures have been reviewed and implemented effectively, although the admission register has not been correctly stored in the past and one of the medical rooms was not properly equipped. Whilst leadership makes a strong commitment to in-service training alongside the staff review process, the school development plan is not costed and has too many diverse targets. Since the last inspection, the roles of senior managers have been clarified. Links with parents, carers and guardians are excellent. Parents are very supportive and positive about the educational experience provided for their children, and whilst a very small minority of parents do not feel that worthwhile help is given to those pupils with SEN, LDD or EAL, the inspectors believe these concerns are not justified. Whilst only a small number of pupils responded to the pre-inspection questionnaire, those who did indicated that they are extremely happy and positive about all aspects of school life.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 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 admission register is electronically backed up or printed out each month and retained for three years until the end of the school year in question [Regulation 3.(9), under Welfare, health and safety]; and
 - provide appropriate facilities for pupils who are ill in the pre-preparatory department [Regulation 5.(l), under Premises and accommodation].
- 2.5 At the time of the final team visit, the school had rectified both of the above shortcomings, as far as it is possible to do so with the admission register which is now printed out monthly, as noted in the text of the report.
- 2.6 The school's provision for childcare met the requirements of the Early Years Foundation Stage and no action was required.

(ii) Recommended action

- 2.7 The school is advised to make the following improvements:
1. raise the level of challenge for more able pupils by widening the range of teaching methods and so enabling pupils to think for themselves;
 2. consider ways of extending the choice of extra-curricular activities to include more diverse hobbies and interests;
 3. streamline, prioritise and cost the school development plan;
 4. allocate a dedicated outside play area to fully support the learning of the children in the EYFS;
 5. develop the use of information and communication technology throughout the EYFS.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and their learning, attitudes and skills are good, and broadly in line with the aims of the school to provide pupils with a challenging and stimulating education, thus developing the desire within them to achieve their full academic potential and to demonstrate a participative and positive approach to learning. Pupils' success in academic work is supported by a wide curriculum, effective teaching, their own excellent attitudes to learning and their exemplary behaviour, which only deteriorates slightly on a few occasions when lessons lack stimulation. The outstanding relationships they enjoy between themselves and with staff are another factor in the good quality of their learning. Pupils develop effectively in their knowledge, understanding and skills across a range of subjects and activities. They are articulate and generally express themselves with confidence, although it is clear that there is a wide range of ability overall. Whilst generally they reason well and think for themselves, on occasion the style of teaching combined with a lack of energetic pace restricts pupils' opportunities for interacting with each other or being challenged at their own level of ability. Displays around the school demonstrate a high standard of creativity particularly through art. Pupils have good ICT and numeracy skills, and collaborate very well with each other. Children's progress across all areas of learning in the EYFS is outstanding. All pupils are well prepared for the next stage of their education.
- 3.2 Pupils make good progress in their learning over time in relation to their ability, which is above the national average. The school does not enter pupils for national tests at the age of eleven. Pupils achieve well across a range of subjects and activities and these successes have a strong impact on their personal development. The vast majority of pupils each year gain a place at the school of their choice for secondary education, several with scholarships or awards. Pupils do well in mathematics and language challenges, instrumental music and ballet examinations. Team and individual successes are also seen in a wide range of sport, music, drama and chess competitions where pupils' achievements are high. Pupils' attitudes to learning are excellent. They nearly always give of their best and concentrate well, because they are highly self-motivated, enthusiastic and willing to work hard. The presentation of their work is extremely good. They enjoy all their studies and activities and are ambitious for their own futures.

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

- 3.3 The school provides a broad curriculum, in line with its aims, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Children in the EYFS are also provided with a broad and interesting range of experiences. In addition to all the subjects within the National Curriculum, French, religious education (RE) and personal, social, health and citizenship education (PSHCE) are taught. These experiences contribute effectively to the pupils' levels of achievement and their personal development. The timetable is arranged so that classes in Years 5 and 6 can be split into three ability groups for English and mathematics. Pupils benefit from these smaller class sizes and working at a level and pace which is more suited

to them. A comprehensive programme for PSHCE is effective, reflects the school's aims and ethos, and contributes strongly to pupils' personal development. An excellent Year 6 leavers' programme includes certificated cycling proficiency and first aid courses, a visit from a representative of the United Nations who carry out a 'mock' General Assembly and a visit to the Houses of Parliament where pupils are met by their local MP. Planning throughout the school is good and generally gives clear details on how pupils' differing needs will be met. It ensures continuity and progression across all educational experiences.

- 3.4 The curriculum is appropriate for different abilities and ages and enables good progress for those pupils with SEN, LDD and EAL. They receive highly effective one-to-one or group support from the special educational needs co-ordinator and strong assistance from subject staff within the classroom. They are given individual education plans which contain appropriate targets and are regularly reviewed. Whilst those pupils who are gifted and talented have been identified and can attend extra activities such as puzzle club, on occasions within the classroom the work set is not challenging for their ability.
- 3.5 The school's range of extra-curricular activities is satisfactory. It provides well for various sporting activities, but does not offer a varied range of other interests or hobbies from which pupils may choose. An outstanding programme of trips and visits is organised, which support topics within the curriculum, and all pupils from Year 3 upwards participate in residential visits to Dorchester, HMS Belfast, Weymouth and St David's. These make a significant contribution to pupils' personal development through fostering leadership skills, team spirit, and awareness and respect for each other's capabilities. The school has developed strong links with the community which benefit the pupils, and these include visiting speakers on curriculum topics, such as the local vicar who supports the RE programme. The local library visits the school which enhances pupils' literacy, and pupils raise money for local charities and sing for elderly residents.

3.(c) The contribution of teaching

- 3.6 Effective teaching, some of which is excellent, enables pupils to make good progress, in line with the school's aims. Teachers are aware of the individual difficulties of pupils with SEN, LDD or EAL and generally tailor tasks to their needs. Teachers' subject knowledge is strong and resources are used well. The best lessons are conducted at a brisk pace and include effective questioning techniques which encourage pupils to think for themselves and develop their knowledge, understanding and skills well. This was seen in an art lesson on L S Lowry, where excellent cross-curricular links were made with history through the teacher's higher-level questioning and the pupils' effective observational skills. Praise and encouragement help the pupils to enjoy the subjects studied. In the less successful lessons, pupils were not given as much opportunity to develop their independent learning skills because activities were over-directed by teachers and, in some cases, lack of pace led to lack of challenge. These deficiencies resulted in less rapid learning.
- 3.7 Marking has improved since the last inspection. The best marking is developmental and encouraging, leading to greater efforts and understanding by the pupils. Sometimes, marking poses further questions for pupils to investigate, and frequently house points are given as rewards for good work and effort. Occasionally, marking is cursory. Overall, assessment procedures are good and developing. In the EYFS, staff use regular observations to collect detailed data about each child in order to

carefully monitor progress. In the rest of the school, teachers use various methods for checking that pupils are understanding the topic in hand in many lessons, and use that information to plan the next steps in learning. A range of standardised tests is carried out regularly to enable staff to identify those who are more able and those who may need extra help with their learning. The prep department is beginning to emulate the system used for the monitoring of individual pupils' progress which is currently in use in the pre-prep department. This will enable staff to ensure, through continually checking progress against national levels, that all pupils are achieving as well as they can.

- 3.8 Classrooms are well resourced, with an improvement in ICT and investigative resources since the last inspection. The school has installed interactive whiteboards in some classrooms and most staff are becoming confident in their use. Where they are used effectively, they add greatly to pupils' enjoyment and interest through the visual aspect of learning.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of pupils' personal development is excellent, both in the EYFS and in the rest of the school, and is effectively supported by a nurturing school community in which all staff members show an excellent commitment to pastoral care. Pupils are gracious towards each other and are confident and articulate whilst at the same time ceding and listening to each other. They take pride in their progress, but do not flaunt it and are not arrogant in their demeanour.
- 4.2 Pupils' spiritual awareness is excellent. They have high levels of self-esteem, and are sufficiently confident to allow others their say and to listen with interest to them. They are sensitive to each other's needs, being sure that if, for example, a pupil wanted to pray at lunchtime, this would be possible. They appreciate the skills and abilities of their peers, as evidenced by their cheering on fellow pupils in the cross country who find learning difficult in the classroom but excel at running. They have an appreciation of creativity and respect the DT models made by others on display around the school. Pupils reflect very well on spiritual issues, as seen in an assembly based on good versus evil linked to the life of Christ.
- 4.3 The moral awareness of pupils is extremely strong. They are confident and outgoing, courteous and considerate, and have a clear sense of right and wrong, having invented the yellow card and red card system of sanctions. They know that they are responsible for the rules, and the 'golden rules' are respected. They give to local charities and have a pen-friend link with a school in Uganda. They understand about human rights and responsibilities through their PSHCE course, and have a strong sense of justice.
- 4.4 Pupils' social awareness is outstanding. They are courteous towards adults and have excellent social skills, both in the classroom and around the school. Responsibilities are taken seriously, in the EYFS as well as in the rest of the school, and pupils vote for monitors in the prep department, and house captains and vice house captains in the pre-prep department. Pupils canvas for places on the school council and are elected so that they may put forward the views of their peers. They have a good understanding of democracy, parliament, social services and the local council, and they strongly support recycling processes and conservation.
- 4.5 The cultural development of pupils is excellent. The multi-cultural mix of the pupils encourages awareness and tolerance of difference and an understanding of what it can contribute to their community. They know how to live and work with each other in harmony, enjoying excellent relationships. Pupils appreciate the significance of major religious and cultural festivals because parents of different cultures come in to explain and share their beliefs with pupils. Pupils further develop their understanding of other cultures through subjects such as geography, history and music, for example by participating in an African drum workshop, and they have a good awareness of their own heritage through visits to museums and art galleries.

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

- 4.6 The welfare, health and safety of pupils are excellent; pupils receive outstanding pastoral care which strongly supports their personal development and fulfils the aim of the school to provide a friendly and supportive environment through an established system of pastoral care. All pupils interviewed said that they are very

well cared for and that they have adults to turn to in the case of concerns. Staff demonstrate excellent care to pupils in their form teacher time, discussing any relevant issues with them and ensuring that they keep up-to-date with homework. They also discuss pupils within weekly staff meetings, so that all staff are aware of difficulties pupils might be facing; staff know their charges very well. Pupils enjoy positive relationships with teachers and also between themselves. The vertical house system enables pupils to mix with others of a different age and develop strong relationships across the year groups. The behaviour of pupils is exemplary, supported by clear policies and procedures. Pupils say the rewards given and sanctions administered are fair. They particularly enjoy the reward of having lunch at the headmaster's table on Fridays if they have consistently demonstrated good manners. There is little bullying and pupils are confident that, should there be any, staff will deal with it quickly and constructively. All pupils, including those in the EYFS, are safeguarded by a robust policy which is implemented well, with all staff being trained in child protection at the appropriate levels for their responsibilities.

- 4.7 Good measures are taken to reduce the risk of fire, including the carrying out of a fire risk assessment and regular fire practices. Risk assessments are thorough and undertaken on all aspects of school life, including external visits. Health and safety are good, monitored by a committee which meets regularly. Electrical equipment is checked appropriately and all health and safety documentation is thorough. Information on accidents and the administration of medicines is recorded accurately. Appropriate facilities are available for those pupils who become ill during the school day on the prep department site, though, on the initial visit, this was not the case at the pre-prep department site. An accessibility plan has been written in line with the Special Educational Needs and Disability Act. School meals are healthy and give a salad-bar option as well as the main and vegetarian hot meals; pupils say meals are very good. They particularly enjoy the amount of sports activities they do, learning how important it is to maintain a healthy lifestyle. Attendance and admission registers are accurately kept and, whilst at the time of the initial visit the admission register had not been backed up electronically or printed out each month, the school has now started to do so.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The work of the school is effectively overseen by the governing body, which helps to secure the school's aims. Whilst the lack of a suitable medical room in the pre-prep department was an issue at the last inspection, governors work hard to keep abreast of their responsibilities, undertaking a good amount of training. They are strongly involved in financial planning, and have an evolving strategic plan for Denmead's future, including care, maintenance and improvement of facilities. Responsibility for Denmead's progress has recently been moved from the development committee to the new Denmead committee. This committee is charged with overseeing the future educational and strategic development of the school. Governors ensure, through the advice of the headmaster and the headmaster of Hampton School, that human and material resources are available for the needs of the pupils.
- 5.2 Governors receive regular reports from the headmaster and some governors visit the school, which enable them to be aware of the school's challenges and successes and to provide support for its growth and development. In particular, one governor has oversight of health and safety and child protection of Denmead and Hampton Schools, for which all governors take responsibility for the discharge of these duties. Governors are gradually becoming more visible to parents and staff. The chair of the new Denmead committee keeps in close contact with the headmaster and an effective relationship is developing.

5.(b) The quality of leadership and management

- 5.3 Leadership and management fulfil the school's aims well and enable pupils to learn and achieve effectively by developing a positive approach to learning within a friendly and supportive environment. The good quality of leadership and management throughout the school, including in the EYFS, is reflected in the excellent personal development of pupils and their high academic achievements. Since the last inspection, the roles of senior managers have been clarified and they now complement each other well in their various skills and responsibilities. The vision of the headmaster and senior managers is clearly put forward in a good school development plan which is evaluated and reviewed regularly and, whilst there are too many targets on which the school can focus at any one time, they are very well linked to the aims of the school. These targets have not been prioritised to enable staff to contribute realistically to the plan's fulfilment, nor have they been costed. The monitoring of teaching and learning is carried out by subject co-ordinators who regularly examine pupils' books and observe lessons. Peer observation is also undertaken throughout the school. Links between the pre-preparatory department and the preparatory department are strong, overcoming well the difficulties a split site brings. Effective links between the senior staff of Denmead and Hampton are developing.
- 5.4 Policies and procedures are reviewed regularly according to the needs of the pupils; any pupil causing concern is discussed at frequent staff meetings and guidance systems are put in place. All staff in the school, teaching and non-teaching, support the excellent personal development and welfare of pupils, so that all flourish and mature within this supportive environment. Leadership makes a strong commitment to the professional development of staff and a good staff review process is

undertaken on a two-yearly cycle. Teaching staff are deployed well and one member of staff from Hampton School supports the games department throughout the week. Staff are effectively trained in areas of health and safety and safeguarding. The recruitment of staff is appropriately carried out and the centralised register is maintained accurately. The school's premises are used to best advantage, and colourful, bright displays celebrate and value pupils' work. At the time of the initial visit, the pre-preparatory department did not have a suitable medical room with the correct facilities. Since that time, a wash basin has been installed and the younger pupils now have an appropriate place to go should they fall ill during the school day.

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

- 5.5 Links with parents, carers and guardians are excellent throughout the school, including in the EYFS, constructively fostering the aims and supporting the pupils' academic and personal achievements. Parents are content with the educational and welfare provision for their children, as indicated by the parent questionnaires, where the vast majority of responses were positive about most aspects of school life. All who responded believe that the school promotes worthwhile attitudes and values. The vast majority were also content with the curriculum, the pastoral help and guidance given to their children, the high standards of behaviour achieved, and the easy communication with the school. A very small minority of parents do not feel the school provides worthwhile help for those pupils with SEN, LDD or EAL. Inspection findings agree with parents' positive responses and suggest that the concerns about learning support are not warranted.
- 5.6 Parents are welcomed into the school for various events and the Denmead association provides excellent practical support to the school, fostering a sense of the school's identity amongst parents and in the community. A grandparents' day is warmly received. All relevant documentation is easily available for parents of pupils and prospective pupils. The pre-prep department issues helpful information and curriculum booklets for parents and the prep department gives curriculum information to parents at the beginning of each school year. The school magazine provides a lively overview of each year and regular newsletters highlight all the events that have taken place as well as the successes of the pupils both in and out of school. Together with informal communications, these publications keep parents up-to-date with the life of the school community. Communications are generally sent electronically, and pupils have homework diaries which also act as effective message books between home and school.
- 5.7 Parents receive two written reports a year which give a strong indication of their children's progress, and the best set targets for future learning. Grade sheets are also issued approximately every half term and parents' evenings are held twice each year for most year groups. Information evenings are provided to encourage parents in their understanding and support of their children's learning process, for example in supporting the development of reading skills. Parents are encouraged to raise any concerns about their children as soon as possible with the relevant member of staff, in particular the class or subject teacher. An open-door policy operates extremely well and staff are accessible to parents at the start and end of the school day. Complaints are treated seriously, with due care and properly documented.

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 EYFS at Denmead School is highly effective and meets its aim to provide a broad and interesting range of experiences in a friendly and supportive environment through an established system of pastoral care. Dedicated staff know each child well, evaluate the provision appropriately and support children highly effectively in their learning. Since the previous inspection helpful information booklets have been provided for the parents of children in the EYFS.

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

- 6.2 Leadership and management of the setting are strong. The necessary policies, risk assessments and procedures are in place to safeguard each child and include all children equally. Staff are vigilant in informing parents about any accidents that may have occurred. The EYFS co-ordinator ensures that all staff are kept abreast of best Early Years practice. Development planning involves all staff, has clear priorities and is a result of careful self-evaluation. Outstanding links with parents, helpful contacts with other agencies, and a high staff to pupil ratio ensure children's needs are fully met. In the pre-inspection questionnaire, parents expressed their appreciation of the caring and supportive environment and the opportunities for communication. Staff are suitably qualified and all necessary checks are made before they are appointed. Resources are appropriate and are used highly effectively inside the classroom to create an interesting learning environment, although the use of ICT is not fully developed. As the school is aware, the outside resources do not yet completely support children's learning. Local outings and visitors to school enrich pupils' understanding of their local community.

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

- 6.3 The overall quality of provision in EYFS is particularly good. A committed, caring team of staff make regular observations to ensure that detailed data is collected about each individual child and is brought together to monitor progress in all areas of learning. Children needing extra support are quickly identified. Their difficulties are addressed through effective support in class and, when necessary, by outside agencies who liaise closely with teachers. Thorough planning ensures a breadth of experiences and a successful balance of adult-led and child-initiated activities, inside the classroom. Outdoor activities are not always as carefully planned. The high quality of the staff's questioning of children to develop new learning, especially in developing speaking and listening skills, is a strong feature. Healthy eating and regular exercise are carefully supported through the daily routines of the setting.

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

- 6.4 The children's progress across all areas of the EYFS is outstanding. Children learn to make choices between activities and resources prompting independent learning. They concentrate and co-operate exceptionally well. Lively discussion and problem solving increase their thorough knowledge of the wider world. The excellent

relationships between children and adults enable them to respond to challenges with great enthusiasm. They develop a high sense of responsibility; children from a young age sweep up sand and tidy away their activities. Children understand how to keep safe, responding readily to adult guidance, such as when using scissors. Boys and girls, enthused by the varied activities of the EYFS, enjoy coming to school.

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 and another governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Elizabeth Coley	Reporting Inspector
Mr Rodney Smith	Junior Team Inspector (Head of Dept, IAPS)
Mr Robert Gullifer	Junior Team Inspector (Head, IAPS)
Mrs Sara Wiggins	Early Years Lead Inspector