



INDEPENDENT SCHOOLS INSPECTORATE

THE PETERBOROUGH SCHOOL

EARLY YEARS FOUNDATION STAGE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

The Peterborough School

Full Name of School	The Peterborough School
DfE Number	874/6000
EYFS Number	EY285914
Registered Charity Number	269667
Address	The Peterborough School Thorpe Road Peterborough Cambridgeshire PE3 6AP
Telephone Number	01733 343357
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Email Address	admin@tpschr.co.uk
Head	Mr Adrian Meadows
Chair of Governors	Ms Lynne Ayres
Age Range	0 to 18
Total Number of Pupils	529
Gender of Pupils	Mixed (252 boys; 277 girls)
Numbers by Age	0-1 (EYFS): 22 5-11: 147 2-5 (EYFS): 102 11-18: 258
Head of EYFS Setting	Mrs Ann Marie Elding
EYFS Gender	Mixed
Inspection Dates	08 Dec 2015 to 09 Dec 2015

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. 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 31 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 Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection report follows the *ISI schedule* for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the school. The previous ISI inspection of the EYFS was in January 2012.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iii) an investigation of the financial viability of the school or its accounting procedures;
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted informal discussions with children and examined samples of 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. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Linda Donowho Early Years Lead Inspector

Mrs Frances Willacy Team Inspector for Early Years (Former Head, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Peterborough School was founded in 1895 as a school for girls. It moved to the present 12-acre site in Thorpe Road in 1936 and later became a charitable trust. The school was incorporated into the Woodard Corporation in 1974. In 2010 the school became fully co-educational. It is managed by its own governing body. In 2002, a co-educational Nursery was opened in the grounds of the school. The two-storey house has been adapted to cater for the Early Years Foundation Stage (EYFS) children, between the ages of six weeks and four years. It also includes various outdoor areas. The Nursery is open all year, excluding bank holidays, from 7.30 am until 6.30 pm. Reception children are educated in the main school building.
- 1.2 The school aims to unlock the potential of all pupils and to nurture them, encouraging academic excellence, confidence and a passion for learning. It welcomes pupils of all faiths and no faith at all, and offers an experience of Anglican worship.
- 1.3 At the time of the inspection 529 pupils, 252 boys and 277 girls, were on the school roll. Of these, 124 were in the EYFS, 90 attending part-time. Of the 56 pupils identified by the school as having special educational needs and/or disabilities (SEND), 34 receive support for their learning. One pupil has a statement of special educational needs. Two pupils have support for English as an additional language (EAL). Pupils come from a broad range of backgrounds, including professional and business families in Peterborough and surrounding areas.
- 1.4 National Curriculum nomenclature is used by the school for Reception and throughout this report to refer to year groups. The year group nomenclature used by the school for the Nursery and its National Curriculum (NC) equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Baby Room	Nursery (ages 0 to 1)
Toddlers	Nursery (ages 2 to 3)
Pre School	Nursery (ages 3 to 4)

2. SUMMARY

Compliance with statutory requirements

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

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

3.(a) Overall effectiveness: the quality and standards of the early years provision

- 3.1 The overall effectiveness of the early years provision is outstanding.
- 3.2 The setting is highly successful in its aim to unlock the potential of every child. The provision for children's individual needs, learning and care, including those with SEND or EAL, is excellent. Children make excellent progress in their learning and development from their starting points and are prepared extremely well for the next stages of school. Since the previous inspection the school has developed activities to provide greater opportunities for problem solving, reasoning and understanding of number. It has succeeded in this through careful planning by highly qualified staff, staff training and an increase in the range of effective resources. Children demonstrate excellent levels of personal development and curiosity, showing a clear sense of security and happiness whilst in their environment. This adds much to children's social development. On a day-to-day basis key people follow safeguarding and welfare procedures extremely well. They have a shared understanding of and responsibility for protecting children, and encourage children's awareness of keeping safe and healthy. Leadership and management have developed highly effective systems for monitoring and evaluating the setting, securing continuous development that improves children's life chances. All staff have been actively involved in development planning, which is regularly reviewed and updated.

3.(b) Effectiveness of leadership and management

- 3.3 The effectiveness of leadership and management is outstanding.
- 3.4 Leadership and management of the EYFS have high expectations for what all children achieve and support the high standards of provision and care for children. The governors have direct and particularly effective involvement in the setting. The EYFS governors' sub-committee meets termly and regular visits to the setting provide highly effective support. All records, policies and procedures for the safe and efficient management of the setting are implemented rigorously, and promote the welfare of children, including the prevention of extremism and radicalisation. Arrangements for safeguarding are effective. Risk assessments are in place for all areas of the setting and the school grounds, as well as for trips and visits.
- 3.5 Staff are experienced and well qualified, and they form an exceedingly strong team with an ambitious vision. Self-evaluation is rigorous and has a direct and positive impact on maintaining high standards. Staff across the setting work cohesively, and they constantly seek ways to improve the provision by clearly identifying targets for further development through regular meetings, both informal and formal. Induction procedures are excellent, with all staff receiving the required information in order for them to undertake their role. The EYFS staff members are supervised extremely well, with regular meetings taking place between staff and their line manager. The annual appraisal system is thorough and enables staff to improve their practice whilst identifying areas for professional development.
- 3.6 Staff provide educational programmes that are highly effective in promoting the development of all children in their care, for all ages and stages. The youngest

children's learning focuses on physical, personal, and social and emotional development, as well as language and communication. The curriculum expands as the children get older, successfully covering all seven areas of learning through an effective balance of activities both indoors and out. Children with SEND or EAL are ably supported by knowledgeable staff, who provide appropriate support and intervention. Staff work closely with external agencies and health professionals where necessary in order to meet specific needs. Children's progress is carefully tracked across the EYFS, and staff consistently use this information to plan the children's future learning. Children's interests are carefully taken into consideration.

- 3.7 The school values the views of parents, and regularly seeks these, using the findings to develop its capacity for improvement. Parents who responded to the pre-inspection questionnaire and those spoken to during the inspection were overwhelmingly happy with almost all aspects of the provision. All parents stated that the school is well led, that their children feel happy and safe, and that they would recommend the school to another parent. A very small minority of parents felt that on occasion the school does not deal well with any case of bullying. This was not supported by inspection evidence. In discussions with children and with parents they were clear that incidents are rare and addressed promptly. High expectations actively promote equality, diversity and the values of British society, and as a result have a significant impact on children's attitudes. Children demonstrate exemplary behaviour and high levels of co-operation and respect for others, often in advance of their age.

3.(c) Quality of teaching, learning and assessment

- 3.8 The quality of teaching, learning and assessment is outstanding.
- 3.9 Broad, balanced and creative educational programmes help children of all ages and abilities to achieve high levels of development. Adults have high expectations, a secure understanding of the age group they are working with and excellent subject knowledge. They know how children learn best, and plan a successful balance of adult-led activities and many opportunities for self-chosen activity. Activities are well planned to reflect the children's interests so that they are motivated and excited about their learning, and develop extremely positive attitudes and enthusiasm towards all aspects of their time in school.
- 3.10 Throughout the setting, careful observations provide staff with the knowledge and understanding to build on what children already know and can achieve, and each child's next steps are precisely identified. All adults carefully build the children's confidence at every stage. Both older and younger children, including babies, are well supported in acquiring effective learning habits and skills. For example, staff encourage originality and critical thinking by giving the children time to reflect and consider alternative ways of doing or describing things. Their skilled questioning during activities is a strength of the setting. In the Nursery both the indoor and outdoor environments are used imaginatively, and there is a wide range of interesting resources to promote play and exploration. For example, two year olds showed delight whilst collecting a range of natural materials and making 'mud pies' in the nature exploration garden's 'mud kitchen', and Reception children enthusiastically delivered their Christmas cards to the post office.
- 3.11 Assessments of children's progress include information from parents, previous settings and specialist teachers. All staff are alert to any sign that a child may not be making expected progress. Careful monitoring of the educational programmes,

including moderation of EYFS Profile scores in conjunction with local providers, has been effective in ensuring that areas for development are identified promptly and action taken to address them. This is undertaken by trained staff or external agencies where necessary.

- 3.12 Opportunities to discuss progress or any issues with staff are plentiful throughout the setting. The school recognises the significance of including parents in children's learning, and uses email, newsletters, curriculum meetings and regular formal meetings to communicate information to them. Parents receive detailed summative reports, which contain useful information on progress so that they can contribute to this. These are in addition to the progress checks completed for children at the age of two and the Early Years Foundation Stage Profile, both of which are shared with parents during meetings.
- 3.13 Equality of opportunity and recognition of diversity are strongly promoted. Children are taught about the different festivals and cultures that make up their community and the wider world, and parents are invited to talk to the children about their specific celebrations, for example Divali. Respect for one another and an appreciation of differences are encouraged, and children show clear respect for others in their play and discussions.

3.(d) Personal development, behaviour and welfare

- 3.14 Personal development, behaviour and welfare are outstanding.
- 3.15 The highly stimulating environment and wide range of activities in the EYFS ensure that children are particularly well motivated to learn and are eager to join in. Children in Reception showed a high level of curiosity as they explored new materials in the sensory tray, and younger Nursery children enthusiastically dug for worms in the garden. They use their imagination in role-play situations, for example when pretending to drive Santa's sleigh and deliver presents. Across the setting all children demonstrate sustained concentration as they persevere to complete tasks. Children listen well, follow instructions, and are highly responsive to adults and each other.
- 3.16 Staff are vigilant in their care of the children, helping them to develop safe and healthy habits, to behave well, to learn self-reliance and individual responsibility, and to be constantly considerate of others. Children understand the importance of exercise and of using the computer safely.
- 3.17 Children enter the setting happily, quickly immersing themselves in their chosen activity. They know who to turn to if they are upset or injured, and have their needs very well met by caring staff. Relationships between adults and children are warm and nurturing. Consequently, children feel secure and confident to explore their world. In the Nursery, babies delighted in the opportunity for creativity as they dipped their fingers and toes in different colours of paint. Activities at lunchtime enable children to develop independence, make choices and socialise with others. Younger children are encouraged to serve their own food, with clear safety rules in place. This practice continues throughout the setting.
- 3.18 The key person system is fully embedded and ensures close monitoring of academic progress and emotional well-being. Attendance records are carefully monitored. Key people ensure that children move seamlessly through the Nursery stages and up into Reception.

- 3.19 The personal, emotional and social skills of children are excellent. This has a significant impact on their rate of progress and level of ability. Respect for others is evident in the way the majority of children engage in activities harmoniously. They share well and are learning to consider the opinions of others, helping them to become prepared for life in Britain.

3.(e) Outcomes for children

- 3.20 Outcomes for children are outstanding.
- 3.21 Staff know the children in their care extremely well and make great effort to match provision to individual needs and interests. As a result, all children, including those with SEND or EAL and the more able, achieve highly in relation to their starting points. The youngest children make excellent progress, attaining and often exceeding expected levels of development by the age of three, and most children reach and often exceed the Early Learning Goals by the end of the EYFS. Children learn to articulate their thoughts and feelings with developing confidence. They enjoy communication with adults and peers alike, and view conversation and play as means of increasing their knowledge and understanding of the world around them.
- 3.22 Children under the age of two make choices when they are playing, showing independence, for example, as they take balls from the shelf and roll them on the floor. Two year olds have well-developed language skills and are able to manipulate small objects confidently. They know the words of simple counting and nursery rhymes. Three year olds exhibit excellent information and communication technology skills as they use the interactive screen for registration and complete a sequence of shapes on the computer. They listen attentively at story time, eagerly answering questions in response to the book. In mathematics, they accurately count raspberries at snack time and sort objects according to colour. They begin to understand phonics and recognise initial sounds. By the time children reach Reception they are confidently working with numbers to 20 and beyond, and use their understanding in simple problem-solving activities. They have outstanding physical skills, moving with agility and control on the climbing frame. The children adeptly communicate their thoughts in writing, blending initial and final sounds to spell words accurately. Some children use a cursive handwriting style.
- 3.23 All of the children in the EYFS enjoy their learning and are extremely well prepared for the next stage of their education.