

# INDEPENDENT SCHOOLS INSPECTORATE

## INSPECTION REPORT ON

### Chinthurst School

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|---|--|
| Full Name of the School                       | <b>Chinthurst School</b>                               |
| DCSF Number                                   | <b>936/6347</b>  |
| Registered Charity Number                     | <b>271160</b>  |
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| Headmaster                                    | <b>Mr Ian Thorpe</b>                                   |
| Chairman of Governors                         | <b>Mr Andrew Bisset</b>                                |
| Age Range (of the whole school)               | <b>3 to 13</b>   |
| Gender  | <b>Boys</b>  |
| Inspection Dates                              | <b>12<sup>th</sup> to 15<sup>th</sup> October 2009</b> |
| Head of Early Years Setting                   | <b>Mrs Jean Gadd</b>                                   |
| Early Years Age Range                         | <b>3 to 5</b>  |
| Early Years Gender                            | <b>Boys</b>  |
| Early Years Foundation Stage Inspection Dates | <b>12<sup>th</sup> to 13<sup>th</sup> October 2009</b> |

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as amended with effect from January 2005, May 2007 and February 2009.

The Early Years Foundation Stage (EYFS) framework was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> August following their fifth birthday. The inspection was carried out by ISI, a body approved by the Government for the purpose of inspecting EYFS provision in schools belonging to the ISC Associations. Section 7 of this report evaluates the extent to which the setting fulfils the requirements of the EYFS 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. INTRODUCTION**

### **Characteristics of the School**

- 1.1 Founded in 1908 and situated on the outskirts of Tadworth village, Chinthurst is a day school for boys aged three to thirteen years. It aims to help, encourage and stimulate all its pupils, both in class and outside, by providing an all-round education within a happy, purposeful and active school life. Commencing its second century, the school seeks to continue the provision of traditional values whilst incorporating new developments in good educational practice. In addition to its academic curriculum, it sets out to offer an extensive, varied extra-curricular programme to enable all boys to achieve success in many areas as well as gaining an appreciation of others' abilities.
- 1.2 The school's three-acre site holds a range of buildings surrounding a small grass playing field. The Early Years Foundation Stage (EYFS) is part of the pre-prep that occupies a separate building with its own playground and outdoor classroom. It is close enough to use some of the main school facilities. These include an indoor swimming pool, an all-weather tennis court, a recently refurbished sports hall and a dining room. The main buildings also house specialist teaching facilities such as those for science, music, and information and communication technology (ICT). Once a week an assembly is held in the local Anglican parish church, and sports provision is extended by the use of nearby local authority, and local cricket club sports fields.
- 1.3 One hundred and sixty-two boys are enrolled, of whom twenty-two are in the EYFS. The range of pupils' abilities is wide; standardised tests of ability and attainment, taken on entry and at other waypoints, show pupils' average ability to be above the national average. If pupils perform in line with their abilities their results will be above the national average. National tests are taken at the ages of seven and eleven. Some boys leave at the age of eleven, whilst others remain until thirteen to take Common Entrance and scholarship examinations for entry to senior independent schools. At the time of the inspection, no boy required help with English as an additional language, whilst the school had identified ten pupils as needing support with learning difficulties and/or disabilities (LDD).
- 1.4 Pupils represent a wide variety of backgrounds and ethnicities. Most live relatively locally in neighbouring towns and villages. A substantial proportion of older boys remain beyond school hours to join the after-school activities programme; a good number of juniors stay for the after-school care.
- 1.5 Since the last inspection the school has experienced a change of headmaster, who took up his post in September 2009, and chairman of governors. It has also relinquished its lease of an adjacent building and, as a result, has relocated and redeveloped its music and art provision within the main teaching areas.

- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

***Early Years Foundation Stage***

| School       | Age of children |
|--------------|-----------------|
| Nursery      | 3 to 4          |
| Kindergarten | 4 to 5          |

- 1.7 See Section 7 for the report on the Early Years Foundation Stage.

***Pre-prep***

| School     | NC name |
|------------|---------|
| Transition | Year 1  |
| Remove     | Year 2  |

***Main School***

| School | NC name |
|--------|---------|
| Form 1 | Year 3  |
| Form 2 | Year 4  |
| Form 3 | Year 5  |
| Form 4 | Year 6  |
| Form 5 | Year 7  |
| Form 6 | Year 8  |

## 2. THE QUALITY OF EDUCATION

### The Educational Experience Provided

- 2.1 The whole school, including the EYFS, provides an all-round education of good quality. It successfully meets its aim of achieving high academic standards aligned to a purposeful and active school life within a happy and disciplined environment. This good standard has been maintained since the last inspection.
- 2.2 The education pupils receive encourages them to develop well and enables them to communicate effectively, learn with enthusiasm and think creatively. A good example of creative communication was seen in a language lesson when boys enjoyed discovering the link between a Latin verb and the French *Morte d'Arthur*. Throughout the school, good provision is made for all pupils to develop skills in speaking, listening, literacy and numeracy. Their experience has recently been enhanced through improvements such as the overhaul of library facilities.
- 2.3 A broad and interesting programme of personal, social and health education (PSHE) has been planned and is delivered. It gives pupils good experience in an appropriate range of skills and opportunities to learn important information in areas such as personal health and responsible citizenship.
- 2.4 An extensive and suitable programme of extra-curricular activities is provided, often involving highly popular sports options such as golf, squash and judo. A long, well-organised and broad-based fixtures list enables all pupils to represent the school in competitive games. Many pupils participate in the junior or senior choir. An extensive and well-planned programme of trips and residential journeys further enriches pupils' educational experience. Worthwhile links with and within the local community have been created.
- 2.5 Preparation for the next stage of education is well managed. Pupils in the EYFS are carefully introduced to Year 1. Year 2 pupils spend a day in Year 3, becoming familiar with the routines and organisation of the main school. Parents are closely involved in preparation for their children's future at all appropriate stages. Teachers use their close knowledge of pupils' aptitudes well and, as a result, give strong support as pupils and parents progress towards choosing senior schools and meeting the necessary entry requirements. Potential scholars are identified early and thoroughly prepared for scholarship examinations.
- 2.6 Comprehensive and effective curricular planning underpins the educational programme. It ensures all pupils play a full part in school life. Clear subject policies and schemes of work enable pupils to progress well and provide continuity from year to year. Effective setting arrangements allow teachers to tailor teaching to individual pupils' needs with maximum impact, especially in the upper part of the school.
- 2.7 Throughout the school, including the EYFS, teachers plan the curriculum with care and attention to the needs of all pupils. An efficient system for identifying pupils with particular needs operates well. With guidance from the special educational needs co-ordinator (SENCO), individual educational plans (IEPs) are devised, implemented and well monitored. All teachers are aware of pupils in need of additional support or extension work. As a result, pupils recognise that they are well supported; teachers are always on hand and readily offer extra time, help and encouragement, both in and out of lessons. This commitment is much appreciated by pupils.

- 2.8 The school meets the regulatory requirements for the curriculum [Standard 1].

### **Pupils' Learning and Achievements**

- 2.9 Pupils' learning and achievement are good. This standard is seen across the school, including the EYFS, and has been maintained since the last ISI inspection. As a result, the school meets its aims in these areas.
- 2.10 Pupils are well educated. By the time they leave the school at the end of Year 8, the quality of all pupils' learning and achievement is good and in line with their ability. Boys apply themselves effectively to their work so that they achieve good levels of knowledge, appropriate skills and understanding across the broad range of subjects offered.
- 2.11 Pupils' learning through Years 1 to 8 is good. Particularly rapid progress is made across Years 7 and 8. Listening and reading skills are well developed, and good quality writing is evident in all year groups. Mathematical learning develops highly effectively so that, for example, Year 8 pupils can apply their knowledge and understanding of mathematical concepts to calculate percentages using a variety of methods.
- 2.12 Good scientific knowledge, understanding and skills are also achieved by the end of Year 8. Boys make good use of ICT, especially where the subject is integrated into other areas of the curriculum. Year 7 pupils, for example, using word processing and design programmes, downloaded graphics to produce decorated mugs and t-shirts. This was part of a design technology (DT) and PSHE project to create products for the promotion and support of a charity they had chosen.
- 2.13 Pupils learn well in linguistic, creative and aesthetic areas, achieving high standards, especially in French, art and music. No subjects or curriculum areas show significant differences in relative attainment between different groups of pupils.
- 2.14 Pupils' attainment in national tests at the ages of seven and eleven is high in relation to their abilities. Results in such tests are overall far above the national average for all maintained primary schools. Year 8 boys perform well in Common Entrance examinations and their results usually enable them to attend their first choice of senior school. A steady number of scholarships have been gained in recent years.
- 2.15 Outside the classroom, boys achieve high levels of individual success in creative areas, especially musically, for example in the school choirs. As members of school teams, they have gained success in a range of sports. Significant honours have been won in rugby, with U10, U11 and U13 teams all qualifying for the National Schools Rugby Tournament finals each year for the last three seasons.
- 2.16 Pupils have a positive attitude to work and study, and work effectively in groups, in teams and on their own. They show a good capacity for note taking. In a religious studies (RS) lesson, for example, boys in Years 7 and 8 extracted key information from discussion and debate, and then used it effectively as a stimulus for their subsequent essay. Pupils are often keen to study independently, particularly when seeking information electronically. This capacity for independent work is evident from Year 3. At the start of lessons boys settle quickly, and show good application of effort and genuine enjoyment as they work through tasks. As a result, the school meets well its aim of encouraging perseverance.

## **Spiritual, Moral, Social and Cultural Development of Pupils**

- 2.17 Pupils' spiritual, moral, social and cultural development is good. This quality has been maintained since the last inspection. Classroom displays throughout the school, including the EYFS, highlight the place of pupils' personal development within the curriculum. This is supported well through a variety of community occasions. As a result, the school is meeting its aims in this area.
- 2.18 Pupils show good spiritual development within the strong framework provided in the school. This is achieved through RS, weekly church services and pupil-centred assemblies, occasionally attended by the EYFS as well as the rest of the school. These promote self-worth and personal insight, and link well with PSHE.
- 2.19 Boys' moral development is good. The clear rewards and sanctions policy, which includes house points, helps develop pupils' moral understanding and their appreciation of right and wrong, as well as due respect for the law. A well-formulated RS syllabus, promoting Christian values, and high quality, thought provoking teaching in the top years assist the PSHE programme in setting a moral tone within the whole community.
- 2.20 Social development is good. Underpinned by the house system, the clear boundaries of behaviour, as well as the many opportunities for older pupils to achieve roles of responsibility, ensure good social development. Younger pupils aspire to these responsible positions and this promotes much positive behaviour. Boys have a satisfactory understanding of public institutions and services, engendered by their inclusion within the recurring PSHE theme of 'Me as a Citizen', and through trips and visits.
- 2.21 Pupils' cultural development is satisfactory. The school has many strengths in promoting tolerance, harmony and cultural appreciation. Through the vibrancy of music, drama and art, for example, as well as through assemblies and the teaching of RS, Christian values are strongly promoted. Fewer opportunities currently exist within the classroom to recognise and celebrate different cultures and their traditions, although the school undertakes a wide range of trips both locally and internationally, including, in the last year, a choir trip to Venice, a French visit and a rugby tour to South Africa.
- 2.22 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

## **The Quality of Teaching (Including Assessment)**

- 2.23 The quality of teaching is good. Since the last inspection, teaching has become more consistent in quality, especially in Years 1 to 6. This strength in teaching, both in the EYFS and in the rest of the school, reflects the school's aims well.
- 2.24 In the best lessons teaching provides good, sometimes outstanding, opportunities for pupils of all abilities to acquire new knowledge, gain new skills and make appropriate progress. Pupils with LDD are well taught and well supported across the entire school, particularly, but not exclusively, in Years 1 and 2. Boys' interest in their work and the effort that they apply to their studies reflect the positive and encouraging attitudes of their teachers.
- 2.25 Teaching strongly promotes intellectual development as well as physical and creative effort. It encourages pupils to sustain their efforts well, and the variety of activities within lessons ensures that they are stimulated and motivated, even when the work is particularly challenging. In a Year 3 mathematics lesson, for example, teaching encouraged boys to apply themselves well when investigating which 'nets' would make a cube. Similar encouragement of application was shown in a Year 7 class as pupils discovered how to

- 'build' a poem. In the best lessons, skilful questioning enables pupils to draw strongly on previous knowledge and apply it correctly.
- 2.26 Teaching encourages pupils to behave exceptionally responsibly and, as a result, to thoroughly enjoy their lessons. In particular, teachers' interest in their subjects and in their charges, coupled with their enthusiasm, knowledge and expertise, inspires corporate and individual learning. The atmosphere of industry in the classrooms is outstanding. Teachers have high expectations of their pupils and encourage them to take responsibility for their own learning.
- 2.27 Thorough planning closely matched to pupils' abilities characterises lessons. As a result, classes are well organised and usually proceed at a good pace. Learning objectives are clearly explained. Teachers have a good understanding of the aptitudes, needs and prior attainment of pupils. They are also well aware of those who require additional support or extension work, referring appropriately to IEPs. Good records are held, centrally and by class teachers, and are used well to follow individual progress and to cater for individual needs. In a Year 7 class, for example, pupils were grouped to ensure that those needing extra support found it easily and inconspicuously.
- 2.28 Adequate resources underpin teaching in the majority of subjects, although a particularly good range supports art, music and DT. A redesigned and revitalised library complements the good, well-used ICT suite. Good use is made of various interactive whiteboards around the school and of computers in each classroom.
- 2.29 In most classes, work is regularly and thoroughly marked. Many encouraging and informative comments indicate how improvements may be made. Some use is made by staff of individual target setting.
- 2.30 An extensive programme of testing provides the basis for an efficient, effective assessment system. This enables teachers, the SENCO and the senior management team (SMT) to track pupils' corporate and individual performance. Evaluation of pupils' performance and progress is carried out through nationally standardised tests, internal examinations and assessments. The administration of all assessment across the school, including the EYFS profiles, is thorough and effective; the results are centrally recorded and made available to all staff.
- 2.31 The school meets the regulatory requirements for teaching [Standard 1].

### **3. THE QUALITY OF CARE AND RELATIONSHIPS**

#### **The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils**

- 3.1 Pastoral care is good, with some outstanding features. The pastoral system throughout the school, including in the EYFS, successfully ensures the development of cheerful, courteous, confident and well-behaved pupils, thereby fulfilling the school's aim of being happy and well ordered. Outstanding relationships exist between the staff and pupils, and amongst the pupils themselves. This overall quality has been maintained since the last inspection.
- 3.2 Pastoral arrangements are good. These provide for class teachers and, for older pupils, form tutors, to spend time each day with their charges at registration and daily reading sessions. Good support and guidance are thereby provided for pupils, especially at these scheduled times, as they afford ample opportunity for the furthering of meaningful relationships; however, in these respects, not all staff are as proactive as others. Nevertheless, pupils know they have adults to turn to for advice or support. Broader guidance is offered through assemblies and the weekly church services.
- 3.3 The outstanding relationships between staff and pupils are a strength of the school. Inclusive teaching and exceptional encouragement of individual performance foster these relationships, and good humour is prevalent throughout. Relationships are reinforced by thoughtful timetabling that ensures that all tutors teach their own tutor group for at least one subject. As a result, pupils are eager to be involved in learning, and comfortably share information with staff. An open and happy atmosphere exists within the school.
- 3.4 Effective policies promote good behaviour and guard against harassment and bullying, as well as defining sanctions for any unacceptable behaviour. Pupils recognise these sanctions as fair although most are rarely used, due to the culture of good manners and consideration for others, a culture to which both pupils and staff enthusiastically subscribe.
- 3.5 The school's child protection policy and other safeguarding measures contain detailed provision for boys' protection and security. The policies are well known and staff feel confident in their operation. Admission and attendance registers are maintained efficiently and kept up to date.
- 3.6 All necessary measures are taken to reduce risk from fire and other hazards. The school has due regard for its health and safety obligations. Appropriate policies are reviewed and updated regularly. Staff undertake regular inspections of the premises and buildings. Comprehensive risk assessments are carried out for the entire site, and for all activities and visits. The health and safety committee, comprising the headmaster, the assistant head and the bursar, provides a good oversight of the school's work, anticipates issues and responds rapidly to events. Almost all staff hold a first-aid qualification and EYFS staff hold paediatric first-aid certificates. Properly equipped first-aid boxes are well sited across the school. The school complies with the relevant special educational needs and disability legislation.
- 3.7 Medical arrangements, including those for sick pupils, are managed well by the school office staff, all of whom are qualified in first aid. Pupils who are unwell are looked after with care until their parents are able to collect them.

- 3.8 All boys and staff eat school lunches at which food is appealing, varied and freshly prepared, and offers a good, healthy choice. Meal times are a happy, social occasion. At senior lunch Year 8 pupils assume roles of table monitors.
- 3.9 Much benefit is gained from the regular physical exercise boys experience through their physical education and games lessons. One of the school's particular features is the general enthusiasm for sport and activities, and the pupils' commitment to them.
- 3.10 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

### **The Quality of Links with Parents and the Community**

- 3.11 Links with parents and the community are good, with some outstanding features. This quality has been maintained since the last inspection; during this time, the EYFS staff have forged a highly effective relationship with the local authority. All such links strongly support the school's aims.
- 3.12 Parents are loyal and supportive of the school. They express overwhelming approval of the clear educational direction and the quality of care provided. Concerns identified in the parental pre-inspection questionnaires received prior to the headmaster's arrival have been addressed effectively.
- 3.13 Good opportunities are available for parents to involve themselves in school activities. Large numbers attend sports fixtures and plays, as well as social events that are usually arranged by the vibrant Parents' Association, for example a recent '80s disco'. As a result of such activities, the association raised in excess of £23,000 for the school from 2008 to 2009.
- 3.14 Parents are well informed about their children's progress. Two helpful written reports are sent to parents at the end of the autumn and summer terms. However, their quality is not consistent. All homework and class work are graded for attainment and effort. Parents place particular value on this grading; by reading their sons' books daily, they can monitor their progress, attainment and effort.
- 3.15 Prospective parents are thoroughly informed. They receive a prospectus, a school newsletter, direction to policies on the school's website, and a letter from the headmaster introducing them to the aims and principles of the school. Current parents can collect, or receive by email, the school's weekly newsletter, keeping them abreast of events, results and forthcoming diary dates.
- 3.16 Parents are confident with the procedures for handling concerns and that these are dealt with efficiently and appropriately. They are not reluctant to discuss such matters with the headmaster and express confidence in the school's ensuing actions.
- 3.17 Positive links with the wider community are well promoted and the school contributes significantly to Tadworth life. These links include weekly use of the parish church and ties with the local cricket club, as well as allowing local groups to hold meetings at the school. Facilities such as the pool and games field are made available to local primary schools and other groups. Local charities are supported by the school. Recently boys delivered food from the harvest festival to local elderly residents.
- 3.18 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

## **4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT**

### **The Quality of Governance**

- 4.1 Governance is satisfactory. This standard had fallen since the last inspection for, until the new headmaster's appointment, governance reacted slowly to legislative developments. Since the appointment and arrival of the headmaster, however, the governing body has begun to evolve within a new working structure.
- 4.2 Under the chairman's guidance and with appropriate professional input, governors are willingly accepting designated responsibilities suited to their particular skills and experience. One governor, for example, has taken charge of health and safety whilst another is in charge of premises. These developments are beginning to complement governors' diligent planning and work in relation to finance and estates. These actions have enabled the school to commence a major programme of refurbishment and reorganisation.
- 4.3 Governors are increasingly aware of recent legislative developments, as well as their role in the oversight of all school matters; they have been prepared to take on the additional time commitment involved. They are beginning to embrace the resultant challenges specifically in formalising policies and procedures.
- 4.4 Governors have recently begun to become more involved with, and present in, the school. With this insight into the school's workings, they plan to provide 'in house' advice, support and stimulus for the school's growth and improvement. Their intention is to work with the headmaster, the SMT and, when appropriate, other staff, as critical, challenging friends.
- 4.5 In line with their increasing involvement, governors are taking the opportunities that are arising for increased training to support their work, especially in areas such as child protection, and welfare, health and safety, which they see as key priorities.

### **The Quality of Leadership and Management**

- 4.6 The school's leadership is outstanding. Management is good, with many outstanding aspects. The standards of both have improved since the last inspection, helping the school to fulfil its aims and ethos. A new leadership team in the pre-prep is providing good leadership and management to the EYFS.
- 4.7 Exceptionally clear educational direction and leadership are provided to all staff by the reconstituted SMT. The entire management structure has been revised. Precise job descriptions have been provided, detailing each member's responsibilities within the team. This enables other staff to know immediately where to direct queries and concerns.
- 4.8 The headmaster has been highly effective in encouraging and motivating his SMT colleagues and through them, staff at all levels. In consequence the school's needs have been thoroughly analysed at many levels and considerable work has been put in hand. Much tired accommodation has received maintenance work. Staff skills have been developed. All this has significantly enhanced pupils' educational provision.
- 4.9 Senior and middle managers have worked with great diligence to draw up, revise and redraft a particularly broad spectrum of policies and procedures in a short time. Careful thought and the involvement, through small group discussion, of as broad a staff spectrum as possible, are ensuring the effectiveness of these policies. Review processes are in hand to ensure and underpin their continued good effect.

- 4.10 The new SMT has worked perceptively and quickly to re-evaluate staff and re-deploy them in a manner that optimises their individual strengths and abilities. This careful planning has enhanced provision for pupils. All teachers and other staff feel strongly supported. Throughout the school, middle managers and assistants are highly committed to the corporate effort to rejuvenate and rebuild the school. Comprehensive policies ensure that new staff are fully checked and thus suitable both for their anticipated role and to work with children.
- 4.11 The bursar now sits on the SMT, enabling more effective budget allocations. The SMT has worked both effectively and quickly in managing a large number of significant projects including redesigning the pre-prep, regenerating the school library, refurbishing the sports hall, relocating the art department and rebuilding, as well as relocating, the music department; all to meet pupils' needs more effectively.
- 4.12 The school is underpinned by a loyal and highly supportive team of ancillary staff. Together, they ensure the community is effectively and efficiently administered and well fed, with the buildings and estate maintained to an increasingly high standard.
- 4.13 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].

## 5. CONCLUSIONS AND NEXT STEPS

### Overall Conclusions

- 5.1 Chinthurst meets the needs of its pupils well, and exemplifies its aims and aspirations consistently. Pupils' educational experience is good, and they are loyal to and proud of their school. They particularly enjoy their lessons and sports. As a result, their learning and achievement are good, and they make similar progress in relation to their abilities. Spiritual, moral and social development is good. Cultural development is satisfactory, as opportunities to recognise and celebrate different cultural traditions within the school are limited. Teaching quality is generally good, and promotes good intellectual development, and both physical and creative endeavour amongst pupils of all abilities. Pastoral care is good, with some outstanding features. It successfully promotes courtesy and confidence amongst the boys, and outstandingly good relationships between the pupils and staff. Governance is satisfactory but improving, as governors take clearer responsibility for areas of school life and support current developments. Outstanding leadership, coupled with reviewing the role and structure of the SMT, has succeeded in motivating the entire staff to restore the school's numbers whilst further developing pupils' all-round educational experience.
- 5.2 Since the last inspection, the school has addressed all the previous report's recommendations. In addition, the pre-prep has been redesigned and upgraded, as have the sports hall and music department. The art department has been re-sited. Many school policies have been reviewed by an enlarged and reconstituted SMT, to whom clear management responsibilities have been delegated.
- 5.3 The school meets all the regulatory requirements.

### Next Steps

- 5.4 In order to continue the school's current, successful progress it should:
1. extend the range and exposure of pupils to different cultures and religions;
  2. ensure consistency through developing staff skills, embedding all policies in the school's culture and disseminating good practice, especially in marking, reporting and pastoral care;
  3. complete the reorganisation of the governing body, including allocating specific responsibilities and making use of training opportunities to maximise governors' effectiveness.
- 5.5 No action is required in respect of regulatory requirements.
- 5.6 Any failures to meet EYFS requirements are detailed in Section 7.

## **6. SUMMARY OF INSPECTION EVIDENCE**

- 6.1 The inspection was carried out from 12<sup>th</sup> to 15<sup>th</sup> October 2009. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.
- 6.2 The Early Years Foundation Stage was inspected on 12<sup>th</sup> and 13<sup>th</sup> October 2009 by one inspector. The inspector observed sessions, talked to the children, examined samples of work, and held discussions with staff and governors. Comments from parents and carers were considered and the inspector examined a range of documentation made available by the school.

### **List of Inspectors**

|                     |                               |
|---------------------|-------------------------------|
| Mr Robin Lewis      | Reporting Inspector           |
| Mrs Philippa Foster | Headmistress, IAPS school     |
| Mrs Niki Gan        | Headmistress, IAPS school     |
| Mr Steven Smerdon   | Headmaster, GSA junior school |
| Mrs Ann Stranack    | Early Years Lead Inspector    |

## **7. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)**

- 7.1 The Early Years Foundation Stage setting includes nine boys, part-time, in Nursery and thirteen boys, full-time, in Reception. These classes, including secure outdoor areas, are within the pre-prep. The boys benefit from whole-school facilities such as the swimming pool. The head of pre-prep took up her post in September 2009. Twenty-one boys receive government funding. Four boys have been identified as needing learning support. The last Ofsted Nursery inspection was in 2004.
- 7.2 This is an effective setting. Particularly good provision ensures that it achieves the aim of providing a variety of activities in a stimulating environment. The teachers' detailed knowledge of individuals ensures all boys fulfil their potential and explains the significant progress made by all, whatever their abilities. The whole team is committed to continuing the recent improvements through self-evaluation and training. Links between the two classes are much improved, so that the excellent resources are now shared.
- 7.3 Good leadership and management are provided by the new team. Comprehensive documentation now meets the Early Years Foundation Stage requirements. Staff are well aware of their responsibilities for child protection and safety. The setting has excellent relationships with parents, illustrated by the very positive comments in the pre-inspection questionnaires, particularly highlighting how happy boys are. Parents are fully informed about the curriculum, an improvement since the last inspection. There is a shared and ambitious vision for the setting. However, at present, insufficient time is available for monitoring staff or evaluating boys' learning. Annual review is planned for the new policies; effective staff meetings take place regularly. Resources, considerably enhanced by grants from the local authority, are outstanding. However, inadequate technology hinders efficient management.
- 7.4 The provision, in relation to both staff and accommodation, in the setting is good. Through their excellent understanding of individuals and careful observations, staff are good at planning, and, by adjusting their plans, provide suitable activities for boys of all abilities in the six areas of learning. Excellent use is made of the stimulating outdoor learning environment by Nursery but its use is restricted for Reception boys who are based upstairs. Adult-led activities are very carefully organised but insufficient thought is given to child-led initiatives, which sometimes limits boys' opportunities to become actively involved in their learning. Boys' welfare is strongly promoted and individual needs are met. The warm, caring environment, in which staff provide excellent role models, is an outstanding feature of the whole setting, including out-of-school care. Appointment checks ensure that adults are suitable to work with children and relevant risk assessments take place regularly.
- 7.5 Boys' achievements are considerable. They enjoy all aspects of the school day. They are articulate, answering questions clearly. They enjoy books and are very competent with number tasks. The boys are well co-ordinated when using climbing equipment and wheeled toys. Their personal development, and their relationships with each other and with teachers, are outstanding. They are inquisitive and creative, and make good progress in all areas of the curriculum. Boys have a clear understanding of hazards and the importance of hygiene. They are very proud of their healthy eating knowledge. In their eagerness to complete tasks, boys sometimes request help before attempting to find their own solutions. They are well behaved, friendly and co-operative.

### **What the Setting Should Do to Improve**

- 7.6 To improve further the good quality of its provision the setting should:
1. provide time and equipment for its leadership to fully monitor the new initiatives in order to provide the necessary professional development for all staff and an overview of the learning opportunities for the boys;
  2. include more detailed planning for child-led activities to enable boys to take part with confidence in independent learning, critical thinking and evaluating their own achievements;
  3. provide opportunities for Reception to develop all aspects of the curriculum in the outdoor areas.
- 7.7 The school's provision for childcare meets the requirements of the Early Years Foundation Stage.