



INDEPENDENT SCHOOLS INSPECTORATE

BROOKE PRIORY SCHOOL

**EARLY YEARS FOUNDATION STAGE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Brooke Priory School

Full Name of School	Brooke Priory School
DfE Number	857/6003
EYFS Number	EY414638
Address	Brooke Priory School Station Approach Oakham Rutland LE15 6QW
Telephone Number	01572 724778
Email Address	info@brooke.rutland.sch.uk
Head	Mrs Elizabeth Bell
Proprietor	Mrs Elizabeth Bell
Age Range	2 to 11
Total Number of Pupils	177
Gender of Pupils	Mixed (100 boys; 77 girls)
Numbers by Age	0-2 (EYFS): 5 5-11: 131 3-5 (EYFS): 41
Head of EYFS Setting	Mrs Fiona Trembath
EYFS Gender	Mixed
Inspection dates	07 Oct 2014 to 08 Oct 2014

PREFACE

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 was in November 2011.

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) (England) Regulations 2010. 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.

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 proprietor, and attended registration sessions and assemblies. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Dr Wendy Bowring

Early Years Lead Inspector

Mrs Susan Skinner

Team Inspector for Early Years

(Head of Pre-Preparatory Department, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Brooke Priory School is a day school for boys and girls from the ages of 2 to 11, situated in Oakham, Rutland. The school aims to provide a sound educational programme based on a well-balanced curriculum offering equal opportunities to every pupil. It strives to ensure that all children are encouraged to realise their potential through the recognition of personal interests, ability, and the pursuit of excellence. It seeks to provide a secure, caring and happy environment. The school aims that pupils should be courteous, well-mannered and develop a high standard of self-discipline.
- 1.2 The headmistress, who is also the proprietor, takes overall responsibility for governance. She seeks advice from external experts.
- 1.3 The school was founded in 1989 within the garden of Brooke Priory. After rapid growth it moved to its present site two miles away in February 1996. The school is purpose-built, with an adventure playground, hard-games area, sports field, theatre, art and design technology (DT) studios, music practice rooms and information and communication technology (ICT) suite. In 2001, a separate Nursery class and outdoor playing area was constructed which enabled the school to take children from the age of three years. In 2010, the school became a registered setting to enable the admission of children from the age of two years. The Early Years Foundation Stage (EYFS) admits children either part-time or full-time, but all children are full-time in the final term in Reception and all move into Year 1 at the end of the Reception year.
- 1.4 At the time of the inspection, there were 177 pupils on roll, of whom 46 were in the EYFS, comprising 16 children aged four to five years, 25 aged three to four years and five children under the age of three. The setting has identified two children as having special educational needs and/or disabilities (SEND) and two children with English as an additional language (EAL).
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the EYFS and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Nursery	Nursery (age 2-4)
Kindergarten	Reception (age 4-5)

2. SUMMARY

(i) 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.

(ii) Recommendations for further improvement

2.2 The school is advised to make the following improvements.

1. Link planning for individual children in the Nursery to all areas of learning.
2. Strengthen the recording of the induction procedure for new members of staff to demonstrate familiarity with all aspects of practice and procedures.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

3.(a) How well the early years provision meets the needs of the range of children who attend

- 3.1 The setting is outstanding in meeting the needs of the range of children who attend. Educational programmes for all areas of learning are suitably varied according to children's needs and provide a high level of challenge. Adult-led and child-initiated activities engage and enthuse the children, and targeted provision is given to children with SEND and EAL through early identification and support provided by the special needs co-ordinator and external agencies as required.
- 3.2 Many stimulating opportunities are provided for playing and exploring, active learning and thinking critically, both indoors and out; for example, older children imaginatively explored the lives of doctors and paramedics in the role play area, and the youngest children were enthralled as they collected leaves, twigs and other treasures outside.
- 3.3 Staff have high expectations and a thorough understanding of how to challenge, motivate and support children in developing their skills using encouraging strategies so that their progress is rapid. For example, the youngest children were reluctant to go outside in the rain until it was suggested they could use wheelbarrows, or put wings over their overalls to become fairies. Older children were engrossed when a hand puppet helped them sound out letters and build simple words.
- 3.4 The partnership with parents is exceptionally strong. Parents feel fully informed of their child's academic progress through regular parents' evenings and detailed reports. They especially appreciate the regular opportunities to share achievements at home and at school, for example through the 'star' board and sticker charts. In the pre-inspection questionnaire, parents expressed a high level of satisfaction with the education provided by the school. They especially appreciate the outstanding care and professionalism displayed by all staff, the wide variety of learning opportunities provided and the happiness that radiates from each child at the end of every day.

3.(b) The contribution of the early years provision to children's well-being

- 3.5 The contribution of the early years provision to children's well-being is outstanding. Extremely strong relationships are forged between key people, the children in their care and their families. Staff provide excellent role models for children in their care, radiating great warmth and kindness at all times. Children are extremely happy, highly motivated and gain immense enjoyment from the play-based activities available. They are confident about expressing their thoughts and ideas using mature vocabulary, and are keen to share their activities with adults.
- 3.6 Staff consistently support the development of children's personal skills and independence. For example, older children go to the toilet, put on their tractor suits and gather their own possessions to take home at the end of the day. They have a good understanding of a healthy lifestyle and know their hearts beat faster after exercise. Younger children wash their hands, tidy up equipment independently, and

were aware that the vegetables they harvested from the garden would make a nutritious soup for tomorrow's school lunch.

- 3.7 Children are very well prepared for their transitions within the EYFS. Older Nursery children attend pre-prep assembly in the summer term, and a transition programme from Reception to Year 1, involving regular visits to the Year 1 class, close liaison between staff and thorough examination of records, ensures that it is seamless.

3.(c) The leadership and management of the early years provision

- 3.8 Leadership and management of the EYFS are outstanding. The proprietor, in her role as head, has comprehensive involvement in the day-to-day running of the school and brings ample experience to the effective management of the setting. The senior leadership team are meticulous in overseeing the educational programmes in the EYFS, and it seeks the advice of external consultants to ensure best practice and compliance. The development plan is created through self-reflection on current practice and identifies realistic targets that ensure the on-going improvement of the setting. Safeguarding and welfare requirements are consistently implemented and all necessary checks are undertaken when new staff are appointed. Helpful policies and procedures are carried out, but the induction procedure for new members of staff is not fully formalised and recorded. Staff receive thorough, rigorous training in child protection and first aid, and appropriate training for other health and safety issues is given when required.
- 3.9 Effective planning in Reception matches tasks to children's needs and clearly identifies activities to support individuals in all areas of learning. Planning in the Nursery shows next steps for individual children but these are not sufficiently linked to all areas of learning. Careful monitoring of progress across the EYFS gives a clear and thorough picture of children's achievements in all areas. Annual staff appraisal successfully links to performance management and training, and worthwhile supervision meetings are well established, making a strong contribution to supporting children's learning and development.
- 3.10 The setting has established extremely strong relationships with parents, and positive links with external agencies secure specialist help to support the needs of children, such as the speech therapist.

3.(d) The overall quality and standards of the early years provision

- 3.11 The overall quality and standards of the EYFS provision are outstanding, and the learning and care provided ensure that children's needs are extremely well met. The quality of attainment and progress of children in the EYFS, including those with SEND and EAL, is excellent. Staff actively encourage these children to contribute to class discussion and warmly praise their responses, strongly supporting their individual needs. Children of all abilities achieve extremely well according to their starting points and are ready for the next stages in their education. The youngest children can count to five and listen attentively to stories. Older children can perform simple addition and subtraction sums within 10. They know lower case letters, use the correct pencil grip when writing and read simple texts.
- 3.12 Children's behaviour is extremely good. They co-operate extremely well with their peers and excellent relationships are forged between children, their key persons and their parents. All staff recognise their responsibility to protect the children in their care, and regard the safety, security and happiness of all children as paramount.

Leadership of the EYFS is extremely successful in evaluating practice and securing continuous improvement that enhances future opportunities for all children in the setting's care.

- 3.13 Since the previous inspection, the setting has continued to develop the EYFS outdoor area, and made significant improvements in ICT provision.