

'GIVING A FLYING START TO THE CITIZENS OF TOMORROW'



INDEPENDENT SCHOOLS INSPECTORATE
THE FROEBELIAN SCHOOL
INTERIM INSPECTION 24 & 25TH MAY 2011



ISI

Independent Schools Inspectorate



INDEPENDENT SCHOOLS INSPECTORATE

The Froebelian School

Full Name of School	The Froebelian School
DfE Number	383/6057
Registered Charity Number	529111
Address	The Froebelian School Clarence Road Horsforth Leeds West Yorkshire LS18 4LB
Telephone Number	0113 258 3047
Fax Number	0113 258 0173
Email Address	office@froebelian.co.uk
Head	Mr John Tranmer
Chair of Council	Mrs Robyn E Richmond
Total Number of Pupils	Age Range 3 to 11 177
Gender of Pupils	Mixed
Numbers by Age	3-5 (EYFS): 47 5-11: 130
Head of EYFS Setting	Miss Kimberley Sibson
EYFS Gender	Mixed
Inspection dates	24 May 2011 to 25 May 2011



PREFACE

This report is according to the Independent Schools Inspectorate (ISI) schedule for INTERIM inspections. The inspection is a two-day visit with a focus on compliance with regulatory requirements. ISI inspections occur every three years and have two formats, interim and standard, which usually occur in an alternating pattern. The school's next inspection will therefore follow the standard schedule, which includes two visits totalling five days and places greater emphasis on the quality of education and care in addition to reporting on regulatory compliance. The school's previous inspection was in June 2007.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, 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 of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will 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 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

CONTENTS

1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	3
The quality of the pupils' achievements and their learning, attitudes and basic skills	3
The quality of the pupils' personal development	4
The effectiveness of governance, leadership and management	4
3 ACTION POINTS	6
(i) Compliance with regulatory requirements	6
(ii) Recommendation(s) for further improvement	6
4 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	7
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	7
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	7
(c) The quality of the provision in the Early Years Foundation Stage	8
(d) Outcomes for children in the Early Years Foundation Stage	8
INSPECTION EVIDENCE	9



1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Froebelian School was founded in 1913. In 1973, it became a charitable educational trust, administered by a board of governors, known as the school council. The school is situated in Horsforth, an area on the north side of the city of Leeds, and caters for pupils aged from 3 to 11. Although it is an urban school, it nevertheless is able to provide outdoor play and activity areas for the pupils. Over the years the premises have seen considerable expansion and refurbishment. Since the previous inspection in 2007, numbers have remained stable.
- 1.2 Pupils come from a wide variety of socio-economic backgrounds, with most from professional or business families. A large proportion of pupils live within five miles of the school, although a few travel longer distances. The school caters for 177 pupils of whom 47 are in the Early Years Foundation Stage (EYFS), including 11 part-time children. In addition, 45 pupils are in Years 1 and 2, and 85 are in Years 3 to 6. Almost equal numbers of boys and girls attend the school.
- 1.3 Four pupils have English as an additional language (EAL) but none needs specialist support. A further four pupils have been identified as having learning difficulties or disabilities (LDD), two receiving help from the school. No pupil has a statement of special educational need (SEN). The ability profile of the school is judged to be above the national average.
- 1.4 The school aims to provide education and care of the highest possible standard, thus supporting the development of the pupils' moral and social values and spiritual awareness within a happy, caring, disciplined and purposeful environment. It also seeks to value every member of the school as a unique, special individual, encouraging kindness, tolerance, respect and integrity within its multi-cultural, multifaith community.
- 1.5 As well as the above, the school aims to provide extensive opportunities for creative and artistic expression as well as a wide range of extra-curricular activities that promote physical development, foster a team spirit and encourage fair play. It seeks to work in partnership with parents and carers, providing information, services and advice to prepare pupils for transfer to their secondary schools.
- 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 Setting

School	NC name
Lower Kindergarten	Nursery
Kindergarten	Reception

Pre-preparatory/Preparatory

School	NC name
Transition	Year 1
Remove	Year 2
Form 1	Year 3
Form 2	Year 4
Form 3	Year 5
Form 4	Year 6



2. THE SUCCESS OF THE SCHOOL

The quality of the pupils' achievements and their learning, attitudes and basic skills

- 2.1 The overall achievement of the pupils is good and strongly supports the school's aims. High levels of achievement are evident in several subjects, notably English and mathematics. Pupils have good levels of general knowledge and understanding and are most happy to share their opinions. Literacy skills are very well developed. As a result, they read well and write fluently in a variety of styles of writing. In addition, they have significant reasoning skills and can apply logical thinking in their investigative work. Pupils also do well in creative and sporting activities in particular. Their information and communication technology (ICT) skills are well developed.
- 2.2 The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are currently available. Results in national tests at ages 7 and 11 have been excellent in relation to the national average for maintained primary schools. Inspection evidence shows that pupils make particularly good progress overall. The provision for pupils with EAL or LDD is good; detailed individual education plans clearly focus on targets for improvement, enabling those pupils to make good progress. Gifted and talented pupils are also well catered for in lessons, so that they too progress well. All pupils in recent years have secured a place at their first choice of independent school at the age of 11. Several pupils achieve scholarships to selective senior schools.
- 2.3 Pupils are very well motivated as a result of a highly appropriate curriculum as well as good, and on many occasions excellent, teaching. Positive attitudes to learning and excellent behaviour further enable high standards to be achieved. They work extremely well together with application, perseverance and enjoyment both in their lessons and around school.
- 2.4 The broad curriculum contributes particularly well to the pupils' personal development and academic achievements. The arrangements meet the needs of pupils of all ages and abilities. Curriculum planning is strong and the personal, social and health education programme effectively reflects the aims of the school. Pupils speak enthusiastically about the particularly good range of extra-curricular activities, educational visits, sports fixtures and annual residential trips. The school does well in sporting fixtures as well as in musical examinations.
- 2.5 Academic success and personal development are strongly supported by the good and, on occasions, excellent teaching. The teachers' relationships with their pupils are excellent and this is a significant factor in the high academic standards and excellent behaviour shown by the pupils. On the whole, teaching is characterised by teachers matching the work that they set to the pupils' differing ability levels, and also the good pace at which lessons proceed. Assessment is rigorous and marking is generally of a good quality, although variations in practice do occur. A comprehensive system for assessing progress is in place and individual target setting for pupils is developing well. When such targets are clear, pupils fully understand what they need to do to improve. However, this system is not yet used across the whole curriculum. The school recognises that this as an area for development.

The quality of the pupils' personal development

- 2.6 The personal development of the pupils is excellent. The purposeful, yet relaxed atmosphere of the school is recognised by parents and pupils alike.
- 2.7 The pupils' spiritual development is strong. They are well able to reflect on issues and empathise with others. The pupils have a keen sense of right and wrong, which is based on a sense of mutual and collaborative responsibility. Instances of pupils carrying out acts of courtesy and kindness are common. Pupils benefit from a wide range of opportunities to take on responsibility. All such opportunities make a significant contribution to their personal growth. The 'pupil council' provides a channel for pupils to take part in decision making and gives them an early means of understanding the way society functions. A very good level of cultural knowledge is evident in the way pupils participate in art and music and in their understanding and tolerance of different cultural backgrounds. The links between the school and various charities gives pupils a real awareness of issues and responsibilities as well as giving them an insight into the lives of those less fortunate than themselves.

- 2.8 The pupils' welfare, health and safety are particularly well looked after. The school is a safe environment. The pastoral care of pupils is excellent and they feel happy and extremely safe. All necessary measures have been taken to reduce the risks from fire and other hazards. Attendance and admission registers are efficiently maintained and organised. Pupils are well supervised during the day. Risk assessments are appropriately carried out for both in-school and out-of-school activities. High quality systems and policies are in place, including those for safeguarding, the promotion of good behaviour and anti-bullying. In all such areas staff are appropriately trained.

The effectiveness of governance, leadership and management

- 2.9 The quality of governance is good and the governing council administers the school successfully setting out appropriate aims and values for the school to which they are highly committed. They have a sound oversight of the school and provide good support for its growth and plan effectively for its future. They discharge their legal responsibilities carefully and, in close cooperation with the head, ensure that policies for safer recruitment, health and safety as well as child protection, are implemented and checked appropriately. The needs of the school are analysed, priorities set, well planned and carried out. As a result, the quality of material and human resources is high. The accommodation is also of very good quality; this is enhanced by the excellent art and design and technology work displayed around the school.

2.10 The leadership and management of the school are good, with several excellent features. They are most effective in promoting the school's aims. A real sense of teamwork exists and senior management provide the school with a real sense of direction. This is clearly reflected in the pupils' excellent personal and social skills as well as in their good academic achievements. The role of curriculum leaders is being appropriately developed, although there are still some inconsistencies in how policies are implemented, for example in the marking of pupils' work. Most policies, however, are well developed and effectively implemented. An open approach by the headmaster and senior staff enables all to participate in decision making. Consequently all work well together for the good of the pupils. All required documentation is comprehensive, clear and well organised. Suitable staff have been recruited and deployed with the necessary checks being thoroughly carried out and recorded in the central register of appointments.

2.11 The school's partnership with its parents is excellent. High quality information is available and parents can express their views easily. Reports are informative, positive and of high quality. Parents' evenings are held and a complaints procedure is in place. In their responses to the pre-inspection questionnaire parents had very few concerns. They were highly positive about virtually every area of school life. A small minority of parents were concerned about the provision made for pupils with LDD. However, inspection findings show that good provision is made for all groups of pupils, including those who are gifted and talented, those with LDD and those with EAL.





3. ACTION POINTS

(i) Compliance with regulatory requirements
(The range of the Independent School Standards Regulations is given in the Preface)

3.1 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendation(s) for further improvement

3.2 The school is advised to make the following improvements.

1. Ensure that the general high quality of marking and assessment of pupils' work in many areas is extended to all subjects and classes.
2. Develop more effective systems to closely monitor the EYFS provision, in order to share the existing good practice across all of its elements.

4. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

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

4.1 The overall effectiveness of the EYFS is good, with many outstanding features. The aim ‘to get off to a flying start’ is particularly well met. Success stems from the warm, caring family environment in which staff have a detailed knowledge of every child. This ensures that individual needs are well met and consequently children thrive. Children generally make outstanding progress in their learning and development, supported by excellent relationships with adults. The school has good capacity for continuous improvement. All key issues from the previous inspection have been addressed. Recent improvements include enhanced outdoor provision and increased staffing levels. Leadership and management are capable of some small improvements so that provision and outcomes are monitored more rigorously.

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

4.2 Leadership and management of the EYFS are good. Secure policies and procedures are in place to safeguard each child. Dedicated and reflective staff work well together as a team. They are committed to improving practice through team meetings and professional development. Staff are well deployed to ensure children receive individual attention. The development plan sets out the vision for continued improvement. However, it currently lacks sufficient detail to be fully effective. Inclusive practice is a significant strength of the EYFS; policies are in place to secure equality and to remove discrimination. Outstanding links with parents ensure a close partnership between school and home. Parents are highly supportive and praise the way that their children settle quickly. “My child goes into school smiling and comes home smiling” was typical of the parents comments. However, the school is aware of the need to monitor provision even more closely to ensure greater consistency and the further sharing of good practice across all sections of the provision. High quality information is collected about individual children. The school is developing its use to monitor how children are progressing across all areas of learning.

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

4.3 The overall quality of the provision is outstanding. Children are provided with stimulating experiences within a safe and welcoming environment. The high adult-to-child ratio enhances individual support and contributes well to children's progress. Staff build effectively on children's ideas and interests and foster well-developed communication skills. Learning is purposeful, although some variability in planning means that opportunities to extend or support learning are not always identified. A varied range of assessments is generally well used to monitor practice, although sometimes not all areas of learning are fully represented. The calm and happy atmosphere is fostered by the implementation of the high quality behaviour policy. Through the regular checks of resources and provision children are safe and secure. Adults exemplify safe practice and use praise highly effectively, enabling increased confidence and successful learning. The quality of the children's experience is greatly enhanced by a good range of visits, visitors and specialist teaching. An outstanding focus is placed on children's welfare. Children are extremely well-cared for and nurtured. They develop good attitudes to health and personal hygiene because of established systems followed by key workers.

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

4.4 The outcomes for children are outstanding. They make rapid progress in their literacy and numeracy skills in particular. Children are confident, articulate speakers and read and write to a high standard. Children in the nursery write their names independently and reception children write their own sentences. Children capably use the computers, acquiring strong skills which are a valuable foundation for future learning. Progress across other areas of learning is good. Children are extremely well-motivated, confident learners who show great enthusiasm and enjoyment. They are eager to contribute and listen to other's views and respond most positively to adults. Relationships are outstanding with younger children easily mixing with older children. All children respect and trust their key workers and teachers. Children show respect and cooperation, resulting in exemplary behaviour. They develop a keen sense of safety and being healthy when using the outdoor play equipment and when choosing their food at snack or lunch time.

Section 3 includes what the Early Years Foundation Stage should do to improve its provision.

INSPECTION EVIDENCE

The inspectors observed a sample of 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 council, 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

Mr Graham Nunn
Miss Christine Lane
Mrs Mary Hughes

Reporting Inspector
Former Director of Studies, IAPS school
Early Years Co-ordinating Inspector







The Froebelian School
Clarence Road, Horsforth,
Leeds, West Yorkshire
LS18 4LB

T 0113 258 3047

F 0113 258 0173

E office@froebelian.co.uk

W www.froebelian.com

Registered Charity Number 529111

