

**INDEPENDENT SCHOOLS
INSPECTORATE**

**Report following the Inspection of
THE FROEBELIAN SCHOOL
LEEDS**

June 4th to June 8th, 2001

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

The Froebelian School

Full Name of the School **The Froebelian School**

DfEE Number **383/6057**

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This inspection report is based on a framework laid down by the Independent Schools Inspectorate (ISI) and agreed with the DfEE and OFSTED for the purposes of ensuring that standards are maintained and that the school complies with relevant legal requirements. Recommendations are included to help the school improve. The report will be lodged with the ISI, the Head of the School, the School Council, the DfEE and OFSTED. A summary will be provided by the school free of charge for all parents and interested parties. The full report is available on request from the school, which may make a reasonable charge for it. It may not be selectively quoted in the school prospectus or other promotional literature but may be used selectively within the school. Throughout the report, National Curriculum year groups will be used in place of the school's own nomenclature as follows: Nursery (lower kindergarten); Reception (kindergarten); Year 1 (transition); Year 2 (remove); Year 3 (Form 1); Year 4 (Form 2); Year 5 (Form 3); Year 6 (Form 4).

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1. MAIN FINDINGS

Overall Summary

- 1.1 The Froebelian is a very good school. Standards of achievement across the curriculum are consistently high, exceptionally so in the core subjects, with very good performance in relation to pupils' ages and abilities. The high quality teaching is a major strength of the school, and subject specialists make an important contribution to the high standards of attainment. Strong and decisive leadership provides the school with clear educational direction for its continued development. Pupils work very hard and take great pride in their achievements; their behaviour is exemplary. The school has no major weaknesses, the future challenge being to maintain high standards and to raise all of the work to the level of the best.

What the School Does Well

- 1.2 The following are among the school's many strengths.
- Attainment which is well above expectations for the age group.
 - High quality leadership and the commitment of senior management to monitoring and evaluating pupils' work and staff performance as a means of raising standards and promoting a positive ethos.
 - Consistently effective teaching characterised by very high and challenging expectations of what pupils can achieve.
 - The provision of a broad and well-balanced curriculum which emphasises the importance of the creative arts and sport.
 - The strong sense of teamwork among staff and pupils who support each other very well.
 - The emphasis given to nurturing all aspects of pupils' personal development, reflected in their positive attitudes, exemplary behaviour and self-belief in their strengths and capabilities.
 - The high quality and stimulating environment of the school building and grounds which are maintained to a meticulous standard.

What the School Should Do Better

- 1.3 The school has no major shortcomings.

Standards of Attainment and Progress in Subjects

- 1.4 In nine out of every ten lessons observed, pupils' attainment was above national expectations and high in relation to their capabilities. Attainment in the remainder of lessons was consistent with expectations for this age group.
- 1.5 The under fives in the nursery (lower kindergarten) and reception (kindergarten) classes follow a programme that is influenced by the national documents *Early learning goals* and *Curriculum guidance for the foundation stage*. Pupils' standards of attainment and progress are very good in all six areas of learning and they are well prepared for the curriculum in the rest of the school.

- 1.6 Achievements in English, mathematics and science are very high in relation to national expectations as measured by National Curriculum tests taken at the end of each key stage. The percentage of pupils achieving the higher levels of 3 and 5 at Key Stages 1 and 2 respectively puts The Froebelian in the top 5% of all schools nationally. The basic skills of literacy and numeracy are exceptionally well taught and pupils make very good progress through both key stages.
- 1.7 High standards in excess of national averages are achieved in art, design and technology, information and communication technology (ICT), music and physical education. National standards do not apply to French but the pupils are developing their language skills and making good progress. No lessons were observed in geography but the work produced by the pupils is of a good standard. The one lesson seen in history supports the judgement, based on other evidence, that pupils' achievement is much better than average in the topics currently being studied. No national standards exist for religious education but work in progress is consistent with the objectives of local agreed syllabuses.

The Quality of Pupils' Learning, Attitudes and their Behaviour

- 1.8 The quality of pupils' learning was judged to be mainly good or very good throughout the school. Pupils take great pride in their work and this is reflected in its meticulous presentation. Virtually no time is wasted as pupils concentrate for long periods of time to complete as much work as possible to their personal best standard. The behaviour of pupils is exemplary and they are courteous at all times.

The Quality of Teaching

- 1.9 The quality of both class and specialist subject teaching is a major strength of the school. Most of the teaching observed was good or very good and, on occasions, was outstanding; none of the teaching was unsatisfactory.

Other Aspects of the School

Attendance

- 1.10 The level of attendance is very high. Punctuality is also very good and lessons start promptly.

Assessment and Recording

- 1.11 Teachers and support staff make effective use of their knowledge of pupils' strengths and weaknesses gained through the collection and analysis of the results of the regular formal tests applicable to most subjects. Detailed profiles of all pupils' achievements are maintained and these include examples of work and on-going teacher assessments of progress. Marking of pupils' work is supportive and constructive.

Curriculum

- 1.12 The curriculum is broad and balanced and reflects the school's overall aims and commitment to the creative arts and sport. All subjects are based securely on the National Curriculum and, in addition, French and religious education are taught. Pupils benefit from the enrichment provided by the wide range of extra-curricular activities and outdoor pursuits.

Teaching and Non-teaching Staff

- 1.13 Staff are suitably qualified and good use is made of subject specialists and also classroom assistants. The overall adult:child ratio is very generous and makes an important contribution to the high standards of achievement. Staff are very committed to helping the pupils achieve very high standards and work effectively as a team.

Resources for Learning

- 1.14 The school is very well resourced and there has been considerable recent investment in ICT to good effect. Resources are well matched to pupils' learning needs at each stage in their development.

Libraries

- 1.15 The open plan library is well managed and used extensively by classes, groups and individual pupils. The range and quality of books and other resources are good, and access by parents and their children is actively encouraged.

Premises and Accommodation

- 1.16 The Victorian building with its recent extensions provides suitable accommodation overall, although space is at a premium. Plans for further extension are underway and which will improve considerably the size and location of facilities.

Links with Parents and the Community

- 1.17 Responses to the questionnaire prior to the inspection demonstrate a high level of satisfaction with the school, its values and high standards of achievement. The breadth of the curriculum is much appreciated. Links between the school and the parents and local community are good and regular communications with both take place. Detailed information about their children's progress is made available to parents through meetings with teachers and written reports.

Pupils' Personal Development and Pastoral Care

- 1.18 It is a significant strength of the school that it is so successful in developing the pupils personally, socially and culturally. Assemblies make an important contribution, as do other subjects, alongside the attention given to personal, social and health education. Pupils learn to take responsibility, to show respect and to appreciate their own culture and that of others. Very good measures are in place to safeguard and promote pupils' welfare and to provide a safe environment for children and staff.

Governance and Management

- 1.19 The school is very well managed by the headmaster who gives strong and thoughtful educational leadership to the staff and pupils. He benefits from the support and loyalty of a very able and long serving deputy headmistress and head of early years within the senior management team. The School Council gives good overall strategic direction and its members take a close and active interest in the school. Subject co-ordinators are very influential in ensuring that the highest standards are achieved throughout the school as a whole.

Achievement and Quality in Activities

- 1.20 A good range of extra-curricular activities is offered and as many pupils as possible are encouraged to participate irrespective of their skill level. Good results are achieved in local competitions and festivals.

Progress Made by the School since its Last Inspection

- 1.21 A two day accreditation visit was made to the school by two of Her Majesty's Inspectors of Schools (HMI) in 1993. The report was mainly positive and the school praised for its excellent results. Recommendations were made as follows:

to examine the balance between whole class, group and individual teaching;
to increase the opportunities for pupils to learn from first-hand experiences;
to ensure that the lower kindergarten curriculum was appropriate to the youngest pupils' stage of development.

The school has taken effective action on each.

- 1.22 Since the last OFSTED Nursery Report in October 1999, both action points have been implemented in respect of encouraging pupils to carry out simple experiments and to include the school's code of conduct in the school prospectus.

2. MAIN RECOMMENDATIONS

Not applicable as there were no major weaknesses.

3. INTRODUCTION

Characteristics of the School

- 3.1 The Froebelian School, founded in 1913, is situated in Horsforth, a residential suburb of Leeds. It does not have any official links with The Froebel Institute but the words lower kindergarten and kindergarten are used to describe the nursery and infant classes respectively. This independent, mixed day school has 186 pupils on roll aged 3-11 including 24 lower kindergarten pupils who attend for mornings only, although about half of them remain each afternoon for a separately organised play session. Since 1969 the school has been a charitable educational trust.
- 3.2 Most of the pupils live quite close to the school, within a four mile radius, and their families have a range of social backgrounds; 7.5% are from minority ethnic groups. Admission to the early years classes is on a first come first served basis with no formal selection procedures. Later entrants are assessed more formally, including the administration of standardised tests. The full range of ability is represented in the school. Nine pupils are currently receiving individual support, mainly for learning difficulties. At the age of 11, most pupils transfer to local independent day secondary schools in Leeds, Bradford and Harrogate.
- 3.3 The school aims to provide education of the highest quality, to provide a happy and purposeful atmosphere within the community of the school and to use traditional teaching methods whilst incorporating technology and the best of modern educational practices. Emphasis is also given to the enhancement of pupils' personal development, the provision of a wide range of extra-curricular activities and the need to be responsive to parents' wishes.

Key Indicators

- 3.4 National Curriculum Assessments at Ages 7 and 11

Subject		Key Stage 1 (7) - Level 2		Key Stage 2 (11) - Level 4	
		Externally marked	Teacher assessed	Externally marked	Teacher assessed
Reading/ English	Boys	100%		100%	
	Girls	100%		100%	
Writing	Boys	100%			
	Girls	100%			
Mathematics	Boys	100%			
	Girls	100%			
Science	Boys		100%	100%	
	Girls		100%	100%	

4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and Progress

- 4.1 In nine out of every ten lessons observed, pupils' achievement was above expectations and in most cases it was very high. Attainment in the remainder of lessons was consistent with expectations for this age group.
- 4.2 Pupils' attainment in relation to their prior attainment is consistently very good. Pupils identified as having special educational needs receive individual attention and make good progress.
- 4.3 In the Key Stage 1 National Curriculum tests and teacher assessments in 2000, all pupils achieved Level 2 or above in the core subjects with 91% attaining Level 3 in reading, 78% in mathematics and 83% in science. This represents very high attainment in relation to national expectations with results in the top 5% of maintained schools across the country with similar intakes, defined as those with no free school meals.
- 4.4 The National Curriculum test results at Key Stage 2 also far exceed national expectations, with all the pupils achieving the nationally expected Level 4 or above in the core subjects. In 2000, the proportion achieving the higher Level 5 in English was 91%; in mathematics 78% achieved Level 5 and 13% reached Level 6; 95% achieved Level 5 in science. Compared to other schools with similar socially advantaged intakes, these results put The Froebelian School within the top 5% nationally.

Quality of Pupils' Learning, Attitudes and Behaviour

- 4.5 In nearly all of the lessons observed, the quality of pupils' learning, attitudes and behaviour was judged to be good or very good. Pupils rapidly acquire the skills, knowledge and understanding associated with each subject in the curriculum. They take great pride in the presentation of their work and continually strive to improve on personal best achievements. Contributions to class and group discussions reflect a maturity in excess of the pupils' ages. Pupils work at an unusually rapid pace and complete exceptional numbers of assignments to which they apply themselves with great effort. Levels of concentration are very high as pupils become absorbed in the learning process. Although pupils take their work seriously, it is also made enjoyable by the staff who give much praise and encouragement.
- 4.6 Pupils' behaviour is exemplary at all times; they are extremely courteous and friendly. Relationships are very good with their teachers and peers within a climate of strong collaboration, mutual support and trust. Pupils are quietly confident in themselves and their abilities.

Attendance

- 4.7 Attendance is very good. For the past two years authorised absences for medical or other valid reasons have averaged 2%-3% with no unauthorised absence. Pupils arrive at school promptly and this ensures a brisk start to the first lesson.

5. QUALITY OF EDUCATION PROVIDED

Teaching

- 5.1 In more than eight out of every ten lessons seen, the teaching was good or better, including nearly half in which it was judged to be very good. In one in ten lessons, it was outstanding and in the remainder it was satisfactory.
- 5.2 Collectively, the teachers and support staff work very hard as a team committed to excellence. A major strength of the school is the high quality of teaching across all classes and particularly by the subject specialists; their expert knowledge and enthusiasm contribute significantly to the high standards of achievement. Staff know the pupils very well and this enables them to match work closely to their abilities. Planning is uniformly thorough; learning objectives are set which are clearly communicated to and understood by the pupils. Teachers have high expectations and an ability to inspire pupils to further their knowledge and understanding and to maximise their achievements.
- 5.3 Pupils are well managed by all adults, with support staff deployed very effectively to extend learning. Lessons start promptly and proceed at a lively pace. A variety of teaching styles is employed including whole class lessons with clear explanations and expositions, and group work which encourages collaboration in pursuit of common goals. Pupils think carefully before responding to the many pertinent questions posed by adults during lessons. Homework is set regularly and this both extends and consolidates the class-based learning.

Assessment and Recording

- 5.4 The arrangements for assessing pupils' attainments are very good from the point of entry to the school; teachers meticulously collect and record information to ensure that progress in all subjects is tracked through each year group. A combination of National Curriculum criteria and key learning objectives identified by the teachers forms the basis for many of the on-going assessments. Standardised tests, National Curriculum tests and biannual examinations are also used to monitor progress. The results of these are included alongside samples of pupils' work and detailed subject records within individual pupil profiles. Overall, this gives teachers a very full picture of their pupils' strengths and weaknesses and areas for development. In some classes, a growing emphasis on self-assessment and target setting by the pupils is evident and this approach is worthy of further extension. Teachers and support staff make good use of assessment information to plan future provision and to ensure that tasks are well matched to pupils' abilities.
- 5.5 The marking of pupils' work closely follows the school's written policy. It is regular, constructive and accurate. Pupils are given detailed guidance on how to correct errors and to improve further; the pupils interviewed during the inspection expressed how much they valued this feedback.

Curriculum

- 5.6 The curriculum for the under fives is based appropriately on the six areas of learning for this age group and the early learning goals recommended nationally. All subjects of the National Curriculum and religious education are included within a broad and balanced curriculum at both key stages for the five to eleven year olds. In addition, French is taught at Key Stage 2. Within most subjects, problem solving and enquiry skills are actively promoted alongside the acquisition of factual information. The curriculum is kept under close review and modified when this is felt necessary, for example the recent incorporation of aspects of the national numeracy and literacy strategies.

- 5.7 Schemes of work for all subjects have been revised recently and these set the expectations that are appropriate for each age group. They are sufficiently detailed to assist teachers to plan the content of each subject progressively. Appropriately, they draw extensively on curricular guidance provided by the Qualifications and Curriculum Authority (QCA). Effective links are made between subjects, notably ICT and mathematics, and science and music. Good progression is achieved between the Foundation Stage, Key Stage 1 and Key Stage 2.
- 5.8 The curriculum is enhanced by extra-curricular activities including sport, music, art and science. Good use is made of educational visits in the locality and the older pupils benefit from residential outdoor activities and the opportunity to visit France.

Teaching and Non-teaching Staff

- 5.9 The numbers, deployment and expertise of the staff are very good throughout the school. Overall, there is a 10:1 pupil to adult ratio which is very generous for this age range. This ensures a high level of supervision and full coverage of the curriculum. Good communications and effective teamwork contribute substantially to the success of the school.
- 5.10 Effective use is made of teachers' specialisms and also specialist teachers. All except two have qualified teacher status, one of whom is currently training. The school actively supports staff professional development through regular in-service courses and the funding of further and higher education.

Resources for Learning

- 5.11 The general level of resources throughout the school is good. All classrooms are supplied with a wide variety of teaching and learning aids which are well-organised and easily accessible. The recent high spending on ICT has resulted in a very well equipped computer suite and also hardware and software programmes in every classroom.
- 5.12 Other resources, including textbooks, reference books and apparatus, are sufficient in quantity and quality to support effectively the teaching at each stage in the school. All resources are appropriate for the age range of the pupils, including those who are under five and those with special needs. They are used effectively to support pupils' attainment, progress and quality of learning.

Libraries

- 5.13 The open plan library facilities offer appropriate support for the curriculum and are effectively used by all ages of pupils. The 2500 books are recorded on a data base and all stock, including audio tapes, has been extensively reviewed and renewed during the last twelve months. Books are classified under the Dewey system and the fiction books for younger children are colour coded. There is a computer with CD Rom facility and internet access. Various software reference packages are available for the pupil's use. Pupils are able to use the software independently to take books out and write book reviews.
- 5.14 The room is light airy and very welcoming. The new stained glass panels designed by the children will be fitted shortly and will further enhance the area. Although small, it is well furnished with a table, bean bags, and a place to study. The librarian is a qualified teaching assistant; a team of senior pupils, led by the library captain, assists her.
- 5.15 Each class is timetabled at least one weekly supervised session and the library is also accessible during some break and lunch times for year groups to visit. A group of Year 2

children changing their books were confident in the routines, they explained their personal preferences and knew where to find those books. They looked forward to their next visit and already knew their next choice of book. The assistant gave valuable support to a pupil with reading difficulties to the extent that he felt excited about his choice. Many of the parents are also regular visitors,; they value the extra opportunities for contact with the school and the strengthening of home /school links.

Premises and Accommodation

- 5.16 Premises and accommodation are of good quality and maintained to a very high standard. Despite the constraints of room size and compactness of the site, all space is used to very good effect and, overall, the school is adequate for the age range and numbers of pupils on roll. The original Victorian building has been used as a school since 1913 with further accommodation added subsequently. All classrooms are bright and welcoming and contain attractive displays of pupils' work. The accommodation also includes a multi-purpose hall with suitable fixed apparatus, library, ICT, music and design and technology rooms, kitchen and dining area. A useful central resources room is also available to all staff. Building plans are underway which will create much needed additional space and extra facilities.
- 5.17 The outdoor environment comprise three play areas, two of which have safety surfaces, one of which is equipped as an adventure playground. Plans for expansion are much needed, although the sensible and responsible behaviour of the pupils, and the rotational access to specific areas make the current provision acceptable. The school does not have a playing field but uses a nearby park for games and sports.

Links with Parents and the Community

- 5.18 Responses to the questionnaire prior to the inspection demonstrate a very positive reaction to the school on the part of the majority of the 70% of parents who responded. An interview with a group of parents during the inspection confirmed how much they valued the school's considerable academic reputation. They expressed the view that high standards are achieved without undue pressure being applied to their children and within the context of a well-rounded education. Inspection evidence confirmed this to be the case.
- 5.19 Information provided for parents is very good; the school prospectus is well designed and colourful, offering clear and detailed information for prospective parents. Parents receive newsletters and a magazine on a regular basis informing them of news and events taking place at the school. There are two parents' evenings and two written reports each year and an open door policy provides immediate school contact for the parents. The reports set out clearly the standards achieved and progress made; at best, they also indicate the next steps to be taken in the child's learning.
- 5.20 A successful Parents' Association exists which organises both social and fundraising events. There are opportunities for parents to become involved in school activities and many of them assist with transport to sports fixtures. Links with the community are sustained through visits in the locality and members of the community visiting school. The school supports both local and national charities.

6. PUPILS' PERSONAL DEVELOPMENT AND PASTORAL CARE

Personal Development

- 6.1 A good range of opportunities is provided which promotes the pupils' personal development. It is a significant strength of the school that it is so successful in this area.
- 6.2 The policy is that of a Christian school with respect for pupils of different faiths. The planned programme of assemblies plays an important role in developing values, spiritual and moral awareness and a strong sense of community for pupils and staff alike. A whole-school assembly covered a variety of issues and points of interest that appealed to all ages of pupil, celebrating Friedrich Froebel and his beliefs on how children learn best. Pupils' achievements are valued and celebrated. A spiritual awareness is also fostered through the inspirational music, art and stimulating displays of work.
- 6.3 Pupils learn a sense of right and wrong, honesty, fairness and the understanding of the needs for rules and their observance from an early age. Pupils quickly learn the need for self-discipline. The staff set excellent examples of supportive relationships. Pupils show respect for the school and others, good manners and consideration for all.
- 6.4 Extensive opportunities exist for the oldest pupils to undertake responsibilities as house and games captains, monitors and as librarians. In the hymn practice, the oldest pupils were sitting with some of the youngest to help them with the words. Pupils can gain merits; older pupils earn points towards a five star award. These are awarded for endeavour, good work, behaviour and personal development or developing organisational skills. The pupils value the awards. The whole school is divided into four houses; a cup is awarded weekly to the house with the most points accrued.
- 6.5 Multi-cultural traditions are recognised and celebrated. Most Year 6 pupils participate in the annual school visit to France and a parent visited a younger class to talk about Hanukah. Links are made in geography with Chembakoli a village in India; and in art and design the pupils created masks from around the world; Asian and African influences were seen in a Year 3 dance lesson.

Pastoral Care, Support and Guidance

- 6.6 The support and guidance provided by the school effectively promote each pupil's personal and academic development. The climate of a caring, happy and safe community is well-established. The promotion of pupil's care and responsibilities is given the highest priority. Pupils of all ages value their responsibilities within the school.
- 6.7 The systems in place for monitoring pupil's academic progress are comprehensive and used well by the staff for reference and planning throughout a pupil's time in the school. Pastoral issues are added to these pupil profiles where needed. The early identification of pupils with special needs and the high level of individual support which they receive help to ensure that they achieve their potential.
- 6.8 The school is organised into two distinct phases with the head of early years having an overview of three to seven year olds and the deputy headmistress responsible for Key Stage 2 pupils. The form teachers are the pupils' first point of contact and they have good knowledge of the needs and circumstances of those in their charge. Pupils were confident that they could approach their form teacher if necessary and that matters would be dealt with fairly and sympathetically. The pastoral care document and anti-bullying policy are clear

statements of intent. The headmaster co-ordinates discipline and is supported by all staff who promote consistently the school's aims and values.

Pupils' Welfare, including Health & Safety

- 6.9 The school has taken effective measures to safeguard and promote the pupils' welfare. The documentation on health and safety for all areas of the school is comprehensive, up to date and reviewed annually by specialists. The fire procedures are detailed, including the recording of fire drill practices. The clear chain of command for Health and Safety incorporates all staff and pupils.
- 6.10 Child protection procedures are in place, the headmaster having overall responsibility for which he has completed the appropriate training. The teachers have first responsibility for child care issues concerning their pupils. There is a first aid policy and two people hold the First Aid at Work qualification. All staff have emergency first aid qualifications which are renewed every three years. The list of pupils at risk gives full details of medical conditions and allergies. All staff are informed of appropriate actions to be taken for those pupils. Written information about these pupils is clearly conveyed to staff; it is also held in the secretary's office and within the form teacher's paperwork. Prominent and well-equipped first aid boxes are in all classrooms and in areas where pupils are working or playing. Staff know the routine should an emergency arise. A detailed log is kept of all accidents and emergencies that occur within the school, and forms for recording incidents are comprehensive.
- 6.11 Levels of playtime and lunchtime supervision are good. Lunches are varied, with some daily choice, and pupils with special diets are catered for. Tea is provided for those pupils who have after school care. Two of the three playgrounds have safety surfaces around the climbing equipment and overall the site is secure.

7. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Governance and Management

- 7.1 The School Council gives very good strategic direction and uses very effectively its considerable collective expertise in education and business to the benefit of the school. Members have complete confidence in the headmaster who is responsible to them for the day-to-day running of the school and who, in turn, keeps them well informed about policy and practice. Since his appointment ten years ago the headmaster has given loyal and dedicated service to The Froebelian School and provided thoughtful and strong educational leadership which contributes significantly to the high standards of pupil achievement. School development planning is concise and comprises achievable, measurable objectives within a realistic time scale. This helps to ensure that the school's aims, values and policies are implemented successfully.
- 7.2 The deputy headmistress and head of early years, both of whom have served the school for many years, make very important and valued contributions to the senior management team which meets weekly and is responsible both for policy-making and implementation. Together with the headmaster, they monitor and support the work of the teaching and non-teaching staff on a regular basis. Currently, they are moving the school towards a performance management system based on well-established procedures of staff appraisal. Subject co-ordinators are given suitable time allocations to maximise their influence across the school as a whole. This is of particular relevance to class teachers who, unlike their specialist colleagues, would not otherwise have regular contact with a wider age range.
- 7.3 The widespread consultations and open communications with staff, together with the acknowledgement and praise of their contributions by the School Council and senior management, are key factors in the high level of morale and motivation evident throughout the inspection. The bursarial and clerical staff are expert and hard-working and ensure the efficient financial and routine administration of the school.

8. ACHIEVEMENT AND QUALITY IN SUBJECTS AND ACTIVITIES

Achievement and Quality in Subjects

Provision for Pupils Aged Five and Under

- 8.1 The six areas of learning, identified by the QCA, are covered in the nursery and reception classes. Pupils' attainment in all of these areas is very high and above that expected for the age group nationally. Many of them have attained the early learning goals and all pupils make very good progress.
- 8.2 Standards and progress in **language and literacy** are well above expectations. The children can listen attentively to adults or each other, responding appropriately to questions or situations. Accurate use of vocabulary and sentence construction is encouraged. Handwriting and correct pencil grip is taught from an early age and all recorded work is neat and very well presented. The pupils are given a good range of opportunities to write independently even from an early age, thereby extending the most able. Unprompted, appropriate labelling is well established in the reception class. Reading is taught when a child has mastered sufficient sight words and phonic knowledge. The young children who were heard reading were confident with their stories, able to discuss beginnings and endings and could sequence events with reasonable accuracy.
- 8.3 The pupils' **mathematical** development and progress are very high. Their recorded and oral work shows good, clear progression and attainment. Most of the youngest pupils count accurately to 20 and beyond; the older children are secure with higher numbers and can count back. Registration in one form is done numerically and pupils are proficient in spotting the missing number of an absent child. All the children complete successfully quite complex jigsaws. Opportunities for practical mathematics include: weighing ingredients for cooking and selecting, cutting and sticking magazine pictures of goods that can be purchased from a supermarket. Shopping in the class shop with an assistant helps with the handling of coins.
- 8.4 Pupils' **knowledge and understanding of the world** are very good. Care is taken to maximise learning opportunities in all areas. A language lesson involved supermarket shopping and the ordering and storing of produce at home; the latter included a discussion of how food should be stored. Some pupils have helped to bath, dry, dress a baby and watch it being fed: in the follow-up work, children recorded accurately comparisons of size as well as listing observations and feelings. A group show and tell time encouraged a child to display her seaside shells and to describe her recent holiday. The use of ICT is well established and enhances all areas of the pupils' learning.
- 8.5 The pupils' **physical development** is very good and a high degree of self-confidence is evident. Their hand-eye co-ordination is developing well. Outside opportunities are used well and the playground has a safety surface and an imaginative range of equipment that promotes a broader range of skill development. A large collection of wheeled cycles and other toys encourages co-operative play. The school hall provides a good facility for apparatus work, games and general body awareness lessons. All pupils have one designated physical education lesson each week and the older children also have a games period.
- 8.6 **Creative development** is very effectively nurtured. The displayed creative work included a good range of well labelled art work, colour mixing, clay model ducklings, sewn felt finger puppet mice and a pasta and food collage in the style of Arcimboldo. Additionally, there are

class books on senses and other projects. One child described eloquently her abstract painting, the colours used and what it reminded her of. Sewing is a developing skill and the pupils were quite proficient sewing with binca; they stitched equally in line as well as ending without cutting the thread. No musical instruments were in the classrooms but the twice-weekly music lessons ensure that attainment for every child was above expectations for the age group. In one lesson, the pupils followed a rhythm by clapping and joined in singing finger games. The pace of this lesson was very good and all the children responded enthusiastically.

- 8.7 The pupils' **personal, social and emotional development** is very good. Politeness, consideration for others and friendships are actively promoted between staff, visitors and pupils at all times. Personal responsibility is fostered whereby the youngest pupils tidy up after activities with little prompting. In the reception class, responsibility is encouraged and the class door displays every child's photograph and details of their daily job. All pupils knew what their job entailed. The staff are knowledgeable about the children and their circumstances and are very supportive of their needs. The children's learning and behaviour are good. They apply themselves happily and willingly to the tasks they are given. They behave well and thoughtfully, and are willing to take turns, responsibility and to share.
- 8.8 The teaching is good and sometimes very good. Lessons are thoroughly planned so that staff work collaboratively to meet all the curricular requirements. The classroom assistants frequently work with small groups and are supportive of the pupils' needs and the teachers' aims. The planning in this Foundation Stage is recognised as being fundamental to whole school planning. Pupils with special needs are identified with the help of the special needs teacher; reviews are arranged and appropriate provision is made. There is no screening or assessment of children prior to entry but pupils complete the school's baseline assessment in their first year. The parents complete a questionnaire on the development and preferences of their child prior to starting school. Daily school reading records are maintained. Detailed pupil profiles are kept up to date and referred to regularly for planning or assessment. Home-school relationships are good. Parents can discuss with teachers immediate small matters at the beginning and end of the day or make appointments at other times.

English

- 8.9 Standards of attainment in English are high with National Curriculum test results at both key stages well above the national average and high in relation to pupils' abilities. The proportions of pupils attaining the higher Level 3 at Key Stage 1 in 2000 were 91% in reading, 74% in writing and 61% in spelling. At Key Stage 2, all pupils achieved the expected Level 4 or above with 91% achieving Level 5. These results represent a significant improvement from 1999. A scrutiny of pupils' work and observation of lessons confirm that the maintenance of these high standards throughout the school.
- 8.10 Skills in speaking and listening are very well developed and pupils express their ideas clearly from an early age. Carefully planned opportunities are made available via paired work, conferencing and class discussions to encourage pupils to listen carefully and to make oral contributions.
- 8.11 Standards in reading are exceptionally high and pupils are avid and enthusiastic readers. A combination of reading scheme material and individual choice of books, both of which are monitored by teachers, contribute to the very good progress made by the pupils who read fluently and with comprehension. By the end of Key Stage 2, pupils recognise the means by which characters and settings are produced and the development of narrative structure and plot. Year 6 pupils had a good understanding of the Tempest main plot and were able to use

descriptive words like ethereal, honourable and chivalrous to portray the qualities of the characters.

- 8.12 The majority of pupils' written expression is very good, reflecting the wide and varied emphasis on writing within the comprehensive English work scheme. The standard of imaginative and descriptive writing is very high and pupils have a particular flair for poetry. Year 4 pupils applied their knowledge of rhythm and rhyming couplets to produce surreal poems which incorporated exciting and dramatic phrases and created fantasy images. Work is very well presented with much attention given to correct punctuation and spelling. The confident use of dictionaries and thesauri is a strong feature.
- 8.13 Good progress is evident in all aspects of English, with appropriate work set for the full range of ability in every class. Regular assessment of pupils' work and consistent and supportive marking contribute to the good progress made. This progress is reflected across the curriculum where the technical vocabulary associated with a range of subjects is learned and applied systematically. When researching topics, pupils assimilate and record information of increasing complexity.
- 8.14 The teaching is of a high quality and in most lessons it was good or very good, characterised by secure subject knowledge and high expectations of what pupils are capable of achieving. Effective use is made of a wide range of resources to promote learning. Teachers and classroom assistants give considerable help to those pupils with particular learning difficulties. These children may be withdrawn for individual tuition and they also have individual educational programmes which set clear and precise learning targets. One pupil was observed receiving individual help with class literacy work from the special needs teacher which increased his range of rhyming words and enabled him to construct effective sentences within the metre of the poem.
- 8.15 English is very well managed and co-ordinated by the deputy headmistress who also monitors systematically the subject throughout the school. She teaches several classes and this enables her to maintain a clear overview of developments and to ensure consistent approaches. Much time has been devoted to writing a scheme and to introducing elements of the National Literacy Strategy and as a result the school's aims of setting high but achievable targets for the pupils are well met.

Mathematics

- 8.16 Attainment in mathematics is very high, with pupils recording results in National Curriculum tests that are well above national expectations at both key stages. Results at Key Stage 2 in 2000 were exceptional, with 91% of pupils achieving the higher Level 5, 13% of whom achieved Level 6. These results put the school firmly within the top 5% of similar schools nationally. A scrutiny of pupils' work and observation of lessons confirm these high standards. It was clear from discussions with pupils that the vast majority were being challenged to think hard and had a very good understanding of the work being covered.
- 8.17 At the end of Key Stage 1, most pupils were doubling numbers to 20 and some to 50 and above. They recognised the addition of near doubles and solved real life problems using double facts. Year 1 pupils interpret pictographs and understand that each picture can represent more than one object. Year 4 pupils use their knowledge of amounts to solve problems such as calculating a fair price to charge for gingerbread men at the school garden party. In Year 5, pupils convert accurately vulgar fractions to decimal fractions and percentages. By the end of Year 6, all pupils are confidently working to at least Level 5; for

example, in algebra they explore patterns and relationships between numbers and begin to use formulae to describe relationships.

- 8.18 Progress across the key stages is never less than very good in all aspects of the subject, particularly data handling which is often enhanced by the use of ICT. Pupils acquire important mathematical skills sequentially and are able to apply them to unknown problem solving situations. Regular assessments, both formal and informal, feature prominently and the results ensure the careful match of tasks to pupils' abilities. The implementation of the lesson structure of the National Numeracy Strategy has given a considerable emphasis to mental work and pupils' progress in this aspect is particularly good.
- 8.19 The overall quality of learning in all lessons is very good and the pupils are highly motivated, enthusiastic and very keen to succeed. They participate fully, clearly enjoy their lessons and sustain concentration for long periods of time. These characteristics are reflected in the prodigious amount of work produced.
- 8.20 Teaching is very good throughout the school. Lessons are well planned and conducted at a lively pace. Teachers have high expectations and present work which is challenging to the full range of ability. For example, pupils have to write down the methodologies and strategies used when solving problems and explain and justify these where necessary. Teachers employ a variety of strategies including whole class teaching, group and individual work, and invariably end each lesson with a plenary session during which the objectives of the lesson are re-visited and pupils' understanding assessed.
- 8.21 The co-ordination of work in mathematics has been very influential in terms of ensuring a consistent approach to the subject through the provision of a detailed scheme, appropriate resources and a framework for assessment and recording. Above all, the co-ordinator sets a very good example through high quality teaching, as well as supporting colleagues and generating enthusiasm for mathematics across the school as a whole.

Science

- 8.22 Standards of attainment in science are high, with National Curriculum assessment and test results at both key stages well above the national average and high in relation to pupils' abilities. In 2000, all pupils achieved the expected Level 2 and 85% reached Level 3; at Key Stage 2 all pupils achieved Level 4 or above, 95% at Level 5. A scrutiny of pupils' work and observation of lessons confirm that these high standards have been maintained during this academic year.
- 8.23 By Year 6, pupils have a very good scientific knowledge and handle abstract ideas confidently. They demonstrate a good understanding of topics studied recently, for example, on Sound. These oldest pupils knew that sounds are made by air vibrating and relate this to what they had learned in music. They had recently been introduced to the functions of a microscope and very quickly acquired the skills of both how to use slides and to prepare their own onion slides. Pupils at the beginning of Key Stage 2 know from their work on light sources that light can be blocked and that shadows form as a result; they understand that light travels in straight lines. By the end of Key Stage 1, the pupils have learned important facts about plants and animals in the environment, forces and movement and electricity.
- 8.24 The pupils make very good progress through the school because they follow a detailed and sequential scheme of work and are assessed regularly to ensure that they understand fully the scientific content and ideas associated with each unit of study. Very good progress is made within individual lessons, most of which are practical and last for an hour. For example, a

Year 4 class looked initially at grouping organisms according to the pupils' own criteria; by the end of the lesson they understood that scientists need agreed criteria by which to distinguish, for example, amphibians, mammals and vertebrates. As a result, pupils began to make accurate classifications for themselves. There is a strong focus on investigational work and pupils carry out experiments of increasing complexity. From an early age, they acquire good habits of evaluating evidence and considering whether tests and comparisons are fair.

- 8.25 Pupils enjoy science and engage enthusiastically in the learning. They are highly motivated by the experiential nature of most lessons and also apply themselves conscientiously to recording information and the results of investigations, which are presented with great care. Pupils collaborate very effectively in small groups and use the specialist facilities safely and sensibly. The science club is popular and gives pupils the opportunity to pursue a science awards scheme.
- 8.26 The science co-ordinator teaches all classes from kindergarten to Year 6, usually assisted by the class teacher or classroom assistant. The quality of teaching is consistently very good and expectations of the pupils are high. Indeed, they are treated as young scientists. The co-ordinator uses her subject expertise very effectively and adapts the content of the very broad and comprehensive scheme to the full age and ability range. Very clear and precise instructions are given at all times, and skilful questioning promotes logical responses. Extension work is nearly always provided and this ensures that the most able pupils are well catered for.
- 8.27 The science co-ordinator manages the subject very well. Through good management, the subject now has a suitable range of resources and a well-equipped laboratory environment which doubles as a form room. These factors, combined with a generous time allocation, comprehensive written guidelines and the expert teaching contribute to the high standards of achievement. As a result, by the second half of the summer term, the oldest pupils are able to work competently on challenging topics such as cell structure.

Art

- 8.28 Standards of achievement in art are high compared with national expectations. Few lessons were seen during the inspection but there was much evidence from work on display around the school. The Year 4 class had studied Van Gogh's Sunflowers and produced work of very high quality, both two and three-dimensional, including the use of a wide range of materials and the technique of rag-rugging. A strong emphasis is given to pupils working in the styles of famous artists as well as creating imaginative compositions of their own. From an early age, the pupils are encouraged to observe carefully and to paint and draw what they see.
- 8.29 Pupils make good progress at both key stages, acquiring increasingly sophisticated skills and techniques and experiencing a broad range of resources. Progression and consistency are enhanced by the sculpture club and a commitment to whole-school projects each year, the forthcoming one focusing on outdoor sculptures.
- 8.30 Pupils enjoy the subject and work enthusiastically. They investigate and explore a variety of tools and media and are very good at working collaboratively. Year 6 pupils had produced their own mural of The Owl and the Pussycat based on the Bayeux Tapestry.
- 8.31 The teaching reflects a good understanding of National Curriculum requirements for the subject. Staff draw on other cultures for inspiration and make meaningful links with other areas of the curriculum. During the absence of the art co-ordinator, the deputy headmistress is overseeing the work, ably supported by a classroom assistant who is responsible for the organisation of resources.

Design & Technology

- 8.32 Attainment and progress in design and technology are above national expectations at both key stages in the lessons observed and work displayed. Much of the work at Key Stage 1 is integrated within common themes within which the pupils learn skills and techniques specific to the subject such as shaping materials and assembling components. Good habits are established early in respect of encouraging pupils to discuss their ideas and to communicate likes and dislikes, identifying how they might have proceeded differently, suggesting future improvements and modifications. By the beginning of Key Stage 2, the pupils use and apply their knowledge of resistant materials to good effect. Year 3 pupils had made printing blocks and those in Year 5 built kites from plastic and wood; both groups understood that a product's quality is dependent on construction and suitability for the purpose intended.
- 8.33 Progression in the subject is aided by regular assessment tasks and the teaching of skills and content sequentially. Strong links are made with ICT, for example the making of burglar alarm systems incorporating control technology.
- 8.34 Pupils benefit from the praise and encouragement given by the specialist teacher and also the opportunity to work in small groups in the practical room available for this subject. Design and technology is well managed and co-ordinated across the school. The teacher in charge has used his expertise well to produce a comprehensive and coherent scheme of work which informs the detailed planning and underpins the good standards of achievement.

French

- 8.35 National standards are not applicable to this subject in the primary sector and so comparisons are not possible. French is taught from Year 3 to Year 6 and pupils are making good progress in all aspects of the language introduced. All of the lessons observed in Key Stage 2 were of good quality. They are conducted at a very lively pace and are varied with the introduction of games, role-play and songs. Pupils understand basic vocabulary and grammar and their standards of pronunciation are mainly good, particularly in the lower year groups, reflecting the regular and accurate use of French by the teacher. The older pupils recited verbs and applied their knowledge to a question and answer session with their peers, sometimes using quite complex phrases.
- 8.36 Pupils respond enthusiastically and with obvious enjoyment. They are encouraged to participate and they do so without fear of making mistakes. As a result, pupils make maximum progress within lessons and over the course of a year. Their knowledge and understanding are enhanced by regular assessments of performance. A published scheme is used which provides a structured approach and is broad, including an element of writing. Good links are established between class assignments and homework.
- 8.37 The teaching is very good and is characterised by excellent relationships with the pupils. Very effective use is made of audio and visual aids, including tapes, pictures and puppets which capture the pupils' interest and imagination. The work of the specialist teacher is being enhanced through professional development via long and short courses. In a short space of time she has made a significant impact on raising the profile of the subject and has laid firm foundations for its future development.

Information and Communication Technology (ICT)

- 8.38 Standards in ICT are above the national average at both key stages. Although only a limited number of lessons were seen, it is clear from the evidence of work on display and from discussions with the older pupils that they are on target to exceed national expectations by

the end of Key Stage 2. Year 6 pupils have recently made good quality clocks from plastic, having designed the shapes and colours initially on the computer.

- 8.39 By the end of Key Stage 1, the pupils use ICT to collect, to organise and to classify information and to present their findings. They enter, save and retrieve work accurately. Year 1 pupils used LOGO to plan and give instructions and to create shapes. They learned from their interactions with a programmable toy that some machines follow instructions from computers to carry out complex tasks. Throughout Key Stage 2, pupils' knowledge, skills and understanding in all aspects of the subject develop incrementally. Particularly good progress is made in control technology during which pupils learn the need to be precise when framing and sequencing objectives.
- 8.40 Most of the lessons seen were in Year 3 and Year 4. Pupils in the latter had successfully designed and written an alarm system procedure using software which they edited to achieve the desired outcome. This involved creating a system which switched on lights in response to an input and making models to test it. The pupils showed a good understanding of the difference between, and functions of, input and output devices, sensors and switches. Year 3 pupils were introduced to e-mail and composed and sent messages electronically. In some cases, progress was hampered by slow keyboard skills and a lack of knowledge of some basic keyboard functions.
- 8.41 The good progress which the pupils make is attributable to the evolving scheme of work, regular assessments and carefully sequenced teaching, all of which offers a clear path through important ICT capabilities. For example, Year 5 pupils produced graphics of a traffic light sequence before programming a set of instructions to sequence light bulbs of relevant colours, using control technology. Increasingly, good links are being made between ICT and other subjects, notably word processing in English. There are plans to extend these further, for example with the further use of spreadsheets in numeracy. Desk top publishing is also used extensively to enhance the quality and presentation of pupils' work.
- 8.42 All pupils have timetabled lessons in the ICT room as well as daily access to classroom computers. Pupils collaborate well, working mainly in pairs, although the half classes in which they are taught also facilitates individual access to computers. They enjoy the subject and apply themselves wholeheartedly to the most challenging of tasks. A useful attribute is the considerable knowledge and experience of computer technology which many pupils bring from home.
- 8.43 The quality of teaching by the ICT co-ordinator is good. Clear and precise instructions are given and much individual support is given to the pupils. The calm and patient manner of the teaching promotes the encouragement of experimentation and reduces any anxieties pupils might otherwise have of making mistakes. Insufficient use was seen of the use of computers in classrooms to judge the effectiveness of teaching using ICT in other parts of the school.
- 8.44 The subject is well managed throughout both key stages. In a relatively short space of time, the co-ordinator has worked hard to raise the profile of ICT within the curriculum and to resource it appropriately within classrooms and the dedicated ICT suite. The latter has 12 networked PCs and a good range of other up-to-date hardware and software. He also works closely with his colleagues and provides them with useful professional development in the subject which has increased their confidence and expertise. This augurs well for the continued development of ICT, particularly within classrooms.

Music

- 8.45 Music is a strength of the school and the standards attained are very high and well above the national average for pupils of this age. Pupils make good progress through a range of content and skills both in class lessons and, for many pupils, in individual lessons taught by peripatetic staff. Singing is an important part of the daily life of the school and the pupils sing with great vigour and enthusiasm in assemblies and hymn practices.
- 8.46 The younger pupils maintain rhythm, recognise that the notes of a scale are stepped and sing tunefully action rhymes and songs. Year 1 pupils learned songs from the Second World War during a lesson which was a good example of the cross-curricular links made with history and art. They enunciated well when singing and showed a good understanding of dynamics and tempo. In a younger Key Stage 2 class, the stimulus of listening to music encouraged critical and imaginative thinking and the use of descriptive language. The attainment in a Key Stage 2 rehearsal for the forthcoming production of a musical was excellent. The pupils performed solos and the chorus from memory, the excellent pace ensuring that the urgency and speed of the production was maintained. The advanced recorder group made immediate progress in response to the emphasis on playing to improve the tone of their piece.
- 8.47 A music specialist teaches throughout the school. Careful planning and stimulating, dynamic teaching underpin the very good attainment made by all. The clear love and enjoyment of music in the teaching are reflected in the attitudes and commitment of the pupils. The teaching of the piano and percussion to individuals was observed and judged to be of a very high standard. Suitable time allocations enable a broad range of study commensurate with the scheme of work prepared for this subject. The school has a good level of musical resources overall, including two practice rooms, but the current lack of a dedicated music room or workshop limits the scope for extended group or individual work, especially for creative music-making. However, staff make good use of the available space. The school staff value music both in its own right and as an important part of the whole curriculum.

Physical Education

- 8.48 Standards in physical education are above average overall, and by the end of Key Stage 2 most pupils reach high standards in one or more aspects of the very broad programme. These include gymnastics, dance, swimming, games and athletics activities and general fitness.
- 8.49 By the end of Key Stage 1, the pupils have achieved standards in gymnastics above that which might be expected for the age group. They confidently learn and apply the skills of travelling, using different parts of the body, balancing and moving into space. Pupils are very good at linking actions and producing imaginative sequences. They are particularly adept at transferring to the large apparatus those techniques and movements practised on the floor.
- 8.50 The dance lessons observed at the lower end of Key Stage 2 introduced the pupils to traditional African and Asian folk dances. They mastered the basic steps and performed them accurately and with good control, demonstrating effective synchronisation of leg and arm movements. The majority of pupils move in time to the music and respond sensitively to different forms of accompaniment. Good standards in both gymnastics and dance are strongly associated with the quality of teaching inputs from the teachers and classroom assistants who work together in lessons. They encourage pupils observe one another and to evaluate their performance.
- 8.51 Although no swimming lessons were seen, on the basis of teachers' records and details of pupils' individual awards, it is clear that by Year 6 high standards are achieved in the areas of speed and distance swimming and personal survival. Games lessons in Key Stage 2 are characterised by a skills-based approach and the engagement of boys and girls in a variety of

mixed gender activities. In rounders, the oldest pupils have practised hard to achieve good standards in throwing and catching, both standing still and on the move. Within game situations, pupils demonstrate sound tactical awareness. Cricket skills and techniques such as fielding a low ball are similarly introduced in pairs and small groups and the pupils' hand-eye co-ordination is developing progressively.

- 8.52 Pupils respond to all of their lessons with great energy and commitment. The enthusiasm of the staff is infectious and they make lessons fun whilst working the pupils very hard. In turn, the pupils take the subject very seriously and gain tremendous satisfaction from their achievements. Good sportsmanship was evident in all of the games activities seen. Pupils' fitness is actively promoted through a weekly circuit of activities also designed to promote body strength and endurance.
- 8.53 The teaching of physical education is of a consistently high quality and the specialist classroom assistant makes an excellent contribution. Strong features of all the lessons are the attention given to warming up and cooling down exercises; to ensuring that the correct attire is worn; and the progressive and sequential teaching of correct skills and techniques, for example, overarm serving in tennis.
- 8.54 The co-ordinator in charge of the subject, with the active encouragement of the headmaster, has been very influential in raising the profile of physical education and all sports activities both within the school and wider community. As a result, pupils' participation is extensive in local sports association events and competitive matches. The co-ordinator's preparation of a very detailed scheme of work secures good pupil progression through the school. Facilities are adequate, with efficient use made of the well-equipped small hall, outdoor play areas and a nearby park.

Achievement and Quality in Activities

- 8.55 The school offers a good range and quality of extra-curricular activities which are well organised and enrich the mainstream curriculum. The three main categories of major arts events, sport and outdoor pursuits, each has a nominated member of staff responsible. These include several smaller clubs which operate at lunchtime and after school; several of these were observed during the inspection.
- 8.56 Pupils achieve high standards in activities. For example, pupils in the science club were incubating eggs and monitoring their progress; bridge club members were developing effective game strategies and, in judo, the pupils learned the correct break falling and holding positions. Expert tuition is a feature of these clubs. They are popular with the pupils who are encouraged to take part irrespective of their skill levels.
- 8.57 Froebelian pupils have achieved good results in inter-school matches and competitions, notably in soccer, rounders and netball fixtures and in swimming galas. Speech and drama and music are all strengths. Excellent results were recorded in the Guildhall Speech and Drama examinations and also at the local Horsforth Festival. Music concerts are held regularly and all pupils participate in annual school music and drama festivals.

9. SUMMARY OF INSPECTION EVIDENCE

- 9.1 The inspection of the school was carried out over a period of five days by a team of three, including the reporting inspector. Overall, the team provided the experience and judgement needed to assess whether the school was maintaining the general standards required by the IAPS. A lesser, but important, objective was to offer guidance wherever possible.
- 9.2 Before the inspection, the reporting inspector made a preliminary visit following which he and his team members analysed the substantial amount of information provided by the head and his staff. All of the teachers were seen teaching and 65 lessons were observed in addition to peripatetic music lessons, extra-curricular activities and registration times. Geography, French and history were not reported on in detail as it was not possible to observe sufficient lessons in those subjects. Discussions were held with the chair of the School Council, head of the school, key members of the teaching and non-teaching staff, with parents and pupils. A questionnaire was distributed to parents and the results of 133 completed forms were analysed. A sample of the pupils' written work was scrutinised. At the end of the inspection, the team discussed the outcomes with the headmaster, members of senior management and representatives from the School Council.

List of Inspectors

Mr D J Scott	Reporting Inspector and former HMI
Ms F Armour	Head of Lower School, St John's School, Essex
Mrs I Lloyd	Retired Pre Prep School Headteacher