



# **INDEPENDENT SCHOOLS INSPECTORATE**

**THE PERSE PELICAN NURSERY AND PRE-PREPARATORY SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## The Perse Pelican Nursery and Pre-Preparatory School

The preparatory and senior schools were inspected at the same time and separate reports published.

Full Name of School	<b>The Perse Pelican Nursery and Pre-Preparatory School</b>
DCSF Number	<b>873/6010</b>
Registered Charity Number	<b>1120654</b>
Address	<b>The Perse Pelican Nursery and Pre-Preparatory School 92 Glebe Road Cambridge CB1 7TD</b>
Telephone Number	<b>01223 403 940</b>
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Email Address	<b>pelican@perse.co.uk</b>
Head	<b>Mrs P Oates</b>
Chair of Governors	<b>Mr D E Hollest</b>
Age Range	<b>3 to 7</b>
Total Number of Pupils	<b>140</b>
Gender of Pupils	<b>Mixed (83 boys; 57 girls)</b>
Numbers by Age	<b>3-5 (EYFS): 68    5-7: 72</b>
EYFS Gender	<b>Mixed</b>
Inspection date/EYFS	<b>16 March 2010 to 17 March 2010</b>
Final (team) visit	<b>26 April 2010 to 28 April 2010</b>

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in September 2003.

The Independent Schools Inspectorate (ISI) is the body approved by the Government 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 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard 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 31<sup>st</sup> 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 does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The co-educational Pelican Pre-Preparatory School opened in 1997. Set in its own building and grounds on the outskirts of Cambridge, it caters for part-time pupils aged three to four years (in the Nursery class) and full-time pupils aged 4 to 7 years. Together with the Perse Prep School and the Perse Upper School, it is a charitable company limited by guarantee with a single governing body. Since the previous inspection, the facilities have undergone considerable development and there is now a new hall, an information and communication technology (ICT) suite, an enhanced library facility, and two music/meeting pods. Three classrooms have also been considerably extended.
- 1.2 At the time of the inspection, 140 pupils were on roll, aged between 3 and 7 years. Sixty-eight children aged 3 to 5 years were in the Early Years Foundation Stage (EYFS), and 72 aged 5 to 7 were in Years 1 and 2. The school has identified four pupils as in need of additional help because of learning difficulties or disabilities (LDD) and one pupil has a statement of special educational needs (SEN). Nineteen pupils have English as an additional language (EAL) although most do not require specialist support. The school has a diverse mix of cultural and ethnic backgrounds. The ability profile of the school is above the national average. The school is selective and all pupils are screened prior to entry. Pupils largely come from families with a professional background. Although many pupils come from within the city of Cambridge, a number travel from further afield. The majority of pupils transfer to The Perse Prep School at the age of 7, with a few going to other independent day schools in the area.
- 1.3 The school aims to enable all pupils to learn by encouraging them to have an in-built respect for all other people and the world around them, nurturing a sense of wonder at what there is still to discover about the world they live in and giving them a belief in themselves. It encourages all pupils to set an example of tolerance and respect for others and to achieve their full potential by providing a balanced curriculum which both meets the needs of the individual and provides opportunities to learn within a caring, supportive and challenging environment.
- 1.4 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
N (OG)	Nursery Older Group
N (YG)	Nursery Younger Group
Reception	Reception
Y1	Year 1
Y2	Year 2

## **2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS**

### **2.(a) Main findings**

- 2.1 All pupils, including those in the EYFS and those with LDD and EAL, are highly successful in their learning and personal development. The school meets its aim to enable all pupils to learn by providing a balanced curriculum which both meets the needs of the individual and provides opportunities to learn within a caring, supportive and challenging environment. Standards are excellent overall and pupils make outstanding progress in relation to their ability, which is above the national average. The breadth of the curriculum greatly enhances the educational experiences of the pupils, although the extra-curricular programme does not cover a wide range of sporting interests. Teaching is generally excellent and demonstrates thorough subject knowledge, planning and the use of assessment to further learning. Very occasionally activities do not fully extend learning, limiting opportunities for pupils to think for themselves. Information and communication technology is used well to aid independent learning and develop skills. The quality of marking is mostly exemplary. The pupils' overall success is as a result of a broad curriculum, much outstanding teaching, and the pupils' own highly positive attitudes to learning.
- 2.2 The pupils' personal qualities are outstanding, and are fostered by the excellent quality of pastoral care and thorough welfare, health and safety procedures. The many opportunities to celebrate success, from the use of house points to celebratory assemblies, enable self-esteem and confidence. Pupils understand the importance of helping those less fortunate than themselves. They are highly considerate towards one another, enjoying excellent relationships between themselves and with staff.
- 2.3 The ethos and aims of the school are overseen exceptionally well by the governors and senior management team, who provide excellent support to ensure that the school fulfils its aims. The school has fulfilled the recommendations of the previous inspection to improve the quality of ICT, both through the teaching and the facilities now available. Links with parents and carers are outstanding. Parents are happy with the educational and welfare provision for their children, as indicated by the parent questionnaire, where the vast majority of responses were positive about most aspects of school life. A very small minority of parents do not feel that the school provides a full range of extra-curricular activities.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.
- 2.5 The school's provision for childcare met the requirements of the Early Years Foundation Stage and no action was required.

### **(ii) Recommended action**

- 2.6 The school is advised to make the following improvements.
1. Consider the ways of extending the choice of extra- curricular activities.
  2. In the EYFS, improve the resourcing of the indoor and outdoor classroom areas within the setting as outlined in the development plan.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 Standards are excellent overall and pupils make outstanding progress in relation to their ability. Pupils from the EYFS onwards are highly successful in their learning, enabling the school to make strong progress in its aim to encourage pupils to achieve their full potential by providing a balanced curriculum which both meets the needs of the individual and provides opportunities to learn within a caring, supportive and challenging environment. Results in national tests taken at the age of 7, over the last three years for which comparable data are available, have been excellent compared with the national average for maintained primary schools.
- 3.2 In written work and lessons, pupils show great effort, perseverance and understanding as a result of the excellent planning and challenging learning experiences provided by their teachers. In English, pupils write in many different contexts and genres, using complex punctuation extremely competently. Their numeracy skills are also very well developed; for example, they are able to identify and continue three and four digit number sequences. They are able to use ICT successfully in support of their studies in various subjects, and apply their skills effectively in independent research such as finding facts in connection with a project on World War II. This is an improvement since the previous inspection.
- 3.3 Creativity is successfully encouraged; young pupils use a variety of techniques with considerable competence, making pop-up cards, recreating wall paper designs and creating pictures of flowers using the styles of various artists. Pupils listen exceptionally carefully to one another and their teachers, which enables high levels of learning. They reason well and think for themselves, as in a science lesson where lively discussion resulted as pupils considered what requirements plants needed to grow and created experiments to support their hypothesis. On a very few occasions the activities provided restricted the pupils' learning, limiting opportunities for pupils to think for themselves. Pupils work very well together, in small groups and in whole class activities, and contribute effectively to one another's learning. As individuals, the presentation of their work is of a high standard, demonstrating their knowledge, understanding and interest. They respond with enjoyment and enthusiasm to tasks and challenges.
- 3.4 All pupils are very well prepared for the next stage of their education. Pupils are proud of their school and of their shared achievements; they rehearse enthusiastically for plays and concerts and work hard at improving still further their achievement levels. Pupils do well in music examinations in a variety of instruments. They achieve exceptionally well, with the majority gaining places at the school of their choice upon leaving.

### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.5 The school offers an outstanding curriculum overall which supports the school's aims to provide pupils with a challenging and stimulating education, through a participative and positive approach to learning. It gives pupils of all abilities experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education. Children in the EYFS are also provided with a broad and interesting range of experiences. In addition to all the subjects within the National Curriculum, it includes French, religious education (RE), and personal, social, health and education (PSHE). These experiences contribute highly effectively to the pupils' academic performance and their personal development. Sporting experiences are enhanced by the use of outside professionals to develop skills and by the opportunity to use the Upper School facilities for sports day.
- 3.6 Each term, pupils benefit from a themed week taken from different areas of the curriculum; recently they considered 'Moving Along,' using their design and technology and reasoning skills to create their own wheeled vehicles. The curriculum is timetabled very well, allowing all pupils to benefit from this wide range of subjects. Planning throughout the school is extremely thorough, ensuring continuity and progression across classes and across all educational experiences. Pupils with SEN, LDD or EAL receive the appropriate support they need to enable them to benefit from the curriculum. They are given individual education plans, which contain appropriate targets and are appropriately reviewed. Staff include suitable provision for these pupils within their regular planning. Although not formally identified, gifted and talented pupils are catered for through the breadth of the curriculum, the deployment of teaching assistants and the extension tasks planned for them within lessons.
- 3.7 Extra-curricular activities provide well for creative pastimes and hobbies and broaden pupils' educational experiences. However, as the school is aware, the number provided is limited and insufficient sporting activities are made available. A good programme of trips and visits is organised, which considerably enhance the curriculum and broadens pupils' aesthetic and creative development. A day out to experience life as a World War II evacuee stimulated much learning for Year 2 pupils, resulting in exceptionally high standards of writing and drama. The school has developed good links with the community, which benefit the pupils. These include visiting speakers; for example, the local constabulary talking about safety, and parents talking about their work and activities.

### **3.(c) The contribution of teaching**

- 3.8 The quality of teaching throughout the school is outstanding, which encourages pupils to behave highly responsibly and considerately, and to enjoy their learning. Exceptionally well planned, secure, and stimulating teaching enables pupils of all abilities to achieve well, and fulfils the school's aim to meet the needs of the individual.
- 3.9 Teachers are aware of the individual difficulties of pupils with SEN, EAL or LDD, and as a result tasks are generally tailored to their needs. High levels of support are provided by teaching assistants, contributing to the high standards achieved. The teachers' planning is excellent, enabling them to use the extensive resources available to support the pupils' high levels of progress. For example, the use of the school pond to study the life cycle of a frog enabled pupils to witness the awe and wonder of nature. Most lessons include the use of effective questioning techniques, and activities which are designed to enable pupils to think for themselves. These develop very secure knowledge and understanding, helping the pupils to make rapid progress.
- 3.10 Praise and encouragement, together with genuine care and excellent subject knowledge, are used consistently to add to the pupils' enjoyment and progress in the topics studied. A significant amount of practical work in science brings pupils' learning to life, and a variety of stimuli in language encourages the vast range of writing. On a very few occasions planning was less secure and the activities provided restricted the pupils' learning, limiting opportunities for pupils to be challenged and to think for themselves. Classrooms are very well equipped, and interactive displays enhance the quality of education. These resources, including interactive whiteboards, help to produce stimulating lessons which maintain the pupils' interest and enthuse them.
- 3.11 Marking is extremely thorough; it is encouraging and informative. House points and stickers reward good work and effort, and promote further progress. Learning is enhanced by the comprehensive target-setting in literacy and numeracy. These targets are communicated clearly to parents, enabling staff and pupils to know what each individual needs to do to improve. The use of target key rings in Year 2 is particularly effective, as pupils use these readily available literacy targets in all lessons, resulting in exceptionally high levels of writing quality in all subjects. Excellent assessment data, including the results of standardised tests, are compiled extremely well to monitor carefully each pupil's progress.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The quality of the pupils' personal development is excellent, both in the EYFS and throughout the rest of the school. It is underpinned through the excellent relationships within the school community and the care shown by all staff. The school is most successful in its aim to encourage pupils to have an in-built respect for all other people and the world around them, nurturing a sense of wonder at what there is still to discover about the world they live in and giving them a belief in themselves. Pupils are confident and articulate, and celebrate the achievements of all within their school community.
- 4.2 The pupils' spiritual awareness is excellent. They are caring and considerate towards others, respectful of their views and sensitive towards their feelings. They have high levels of self-esteem encouraged through formal occasions such as the sports assembly and informally in class, where they value one another's successes. They have high self-esteem as a result of the value placed on them as individuals, and the support provided by their teachers. They show great appreciation for the world around them, encouraged, for example, by visits to the quiet garden and by the many creative displays throughout the school. Pupils respond highly reflectively in assemblies; for example, they listened with exceptional care to musicians from the upper school and responded with knowledge and interest in discussions surrounding the instruments.
- 4.3 The moral development of the pupils is extremely strong. Their manners are excellent and the behaviour throughout the school is mostly exemplary. Pupils have a clear sense of right and wrong and understand the importance of rules, for example they explain that the signs around the school remind them to be quiet moving around the building to allow others to work. They show great maturity as they discuss conservation considering the importance of conserving resources within the school. Pupils show great concern for children in poorer communities and express clear understanding of the importance of helping others; for instance, raising money during a "Wear a hat for Haiti Day" and to support a variety of charities. Empathy is clearly evidenced as pupils consider how they might feel if they were evacuated from their homes.
- 4.4 Pupils are exceptionally well developed socially. They are pleasant, courteous and extremely well behaved at all times. They are highly supportive of each other, and explain carefully that working together is often necessary for tasks to be completed. They state that they feel happy and safe and know who to turn to should they have a problem. They work together extremely well in lessons, and relate very positively to each other. In club activities, older pupils can be seen to play with, and to support, younger pupils. They are proud of being a part of the school community and value the house point system. The ethos of the school is to support collective responsibility, so pupils from both year groups have regular opportunities to help in activities such as tidying the library, and taking messages. Through the programme for PSHE and visitors to school, pupils understand the contribution people like police and religious leaders make to society.

4.5 The cultural development of the pupils is excellent. Pupils develop their understanding of other cultures in areas such as topic and music, and through their extensive support of others from countries such as Botswana and Haiti. They have an appreciation of different cultures from their art work studying a variety of artists. They understand about the festivals and places of worship of different religions through religious education lessons, and visitors to the school talk to the pupils about Hanukkah. In addition, pupils develop a strong awareness of their own culture through visits to museums, and other places of cultural interest. Pupils are very aware for the need for tolerance, understanding and fairness.

#### **4.(b) The contribution of arrangements for welfare, health and safety**

4.6 Overall, the arrangements for welfare, health and safety are outstanding. The school excels in providing highly supportive pastoral care for pupils and fulfils the aims of the school to encourage all pupils to set an example of tolerance and respect for others. All staff throughout the school are closely involved in providing outstanding support and guidance to the pupils: teaching assistants and teachers offer valuable help in the early and late care facility, registration and throughout the day; non-teaching staff provide further support through the first aid treatment provided and through the support provided for each individual; and the headteacher offers further help as and when needed.

4.7 All pupils interviewed both formally and informally say that they are very well cared for and that they have an adult to turn to if they have a concern. Any concerns or matters to celebrate about pupils are thoroughly discussed at staff meetings. Immediate concerns are notified to staff via notice boards in the staff room. These pastoral arrangements are highly effective, fostering the pupils' personal development and academic achievements extremely well.

4.8 Relationships between pupils, and between staff and pupils, are extremely strong, promoting a very caring atmosphere that is evident throughout the school. The behaviour of pupils is exemplary, supported by clear policies and procedures. Pupils talk readily about 'Pelican Behaviour,' stating readily that they must listen, be quiet in the corridors and be kind, and they are enthusiastic about gaining house points for their team. Staff know the pupils extremely well, and this helps to provide a very happy and caring environment in which pupils thrive.

4.9 The policy and procedures for dealing with harassment and bullying are successful. Pupils are clear on the procedures they should follow if someone is unkind to them and feel very well supported. The safeguarding of pupils is effective; all staff, including the designated child protection officers, are trained appropriately in child protection, and have clear understanding of the school's policies and procedures in this area.

4.10 Suitable measures are taken to reduce the risk of fire and other hazards; regular fire drills are held, and staff receive fire training. Health and safety procedures are clear, with risk assessments covering all aspects of school life. A health and safety committee operates and meets to discuss any issues arising. Accidents are suitably recorded and facilities for those who become ill during the school day are now appropriate. A plan has been written to improve the provision and access for those pupils and others with disabilities. Pupils understand very well the importance of choosing a healthy diet and participating in physical exercise. School food and snacks are healthy and nutritious. The admission and attendance registers have been maintained accurately.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The school benefits from outstanding and supportive governance, with total commitment to the successful fulfilment of its aims. Through the committee structure, governors fulfil their responsibilities for educational standards, financial planning, and investment in staff, accommodation and resources. This is exemplified by the building programme that has taken place since the previous inspection. Governors work hard to keep abreast of their responsibilities; thorough induction procedures are further supported by an extensive induction pack and well chosen training is provided for both the board and individual governors.
- 5.2 Governors have an excellent insight into the working of the school, and know the areas where they need to provide support and stimulus for growth and improvement. They have well established systems for monitoring and reviewing the work of the school, and as part of this there is robust reporting and a strong commitment to review in all areas. A committee responsible for the work of the Perse Pelican and the Perse Prep school meets regularly, and oversees very efficiently the interests of the school. They have clear oversight of the strategic development of the school.
- 5.3 The governors are fully aware of their responsibilities for child protection, welfare, health and safety throughout the school, and effective in discharging these. They have access to their own website, which enables them to review policies and provides them with further knowledge of the school. Governors attend functions regularly and they are well known to staff.

### **5.(b) The quality of leadership and management**

- 5.4 The outstanding quality of leadership and management throughout the school, including in the EYFS, is reflected in the excellent personal development of pupils and their high academic achievements. They fulfil well the school's aims to encourage all pupils to achieve their full potential by providing opportunities to learn within a caring, supportive and challenging environment.
- 5.5 The roles of senior managers are clear and they complement each other well in their various skills and responsibilities. At senior leadership level, a comprehensive overall vision is apparent. This is represented effectively in a clearly-defined school development plan with a strong educational focus, written in consultation with staff, which is evaluated and reviewed regularly. The monitoring of teaching and learning is carried out by the head through regular scrutiny of assessment records and reviews of pupil performance and work. It is further developed by subject coordinators, through class visits, occasional work scrutinies, and discussions with colleagues. Valuable peer observation is also undertaken by teachers and teaching assistants.
- 5.6 The school makes a strong commitment to the professional development of teaching and non-teaching staff through training and an established system of appraisal. Links between the Perse Pelican, Perse Prep and the Perse Upper School are developing well; these are carefully documented and the best, for example in music, ensure continuity of practice across the school.

- 5.7 The pastoral care and welfare, health and safety of the pupils are a high priority, with all staff trained in health and safety and safeguarding matters. The school is successful in appointing, retaining and inducting well-qualified, dedicated staff, including non-teaching staff, who are appropriately deployed to contribute strongly to the excellent learning, achievement and personal development of the pupils. The recruitment of staff is carried out appropriately, and all required checks are undertaken. The school's premises are used to best advantage, and colourful, bright displays celebrate and value the pupils' work.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.8 Links with parents, carers and guardians are excellent throughout the school, including in the EYFS, constructively fostering the aims and supporting the pupils' academic and personal achievements. Parents are happy with the educational and welfare provision for their children, as indicated by the parent questionnaires, where the vast majority of responses were positive about most aspects of school life. All who responded felt that teaching helped their children to make progress, believe that the school promotes worthwhile attitudes and values, and were pleased with the pastoral help and guidance given to their children and the high standards of behaviour achieved. A very small minority of parents do not feel that the school provides a full range of extra-curricular activities. Inspectors support this view.
- 5.9 Parents have many opportunities to be involved in the life and work of the school. They are welcomed into the school for various events from 'bookshare', an opportunity to look through the work of their children, to class and year group assemblies and productions. The Association of Pelican Parents provides excellent practical support to the school, and regular events take place from the quiz night to the Perse Prep and the Perse Pelican School centenary ball.
- 5.10 All relevant documentation is easily available for parents of pupils and prospective pupils, and includes helpful information from welcome meeting notes to parents' handbooks. The highly informative website and the regular issue of 'Perceptions', a Perse School magazine, provides a lively overview of the life of the whole school. Additionally, a Perse Pelican school newsletter and informal class communications keep parents up to date with the life of the school community. Pupils have homework diaries, which also act as effective message books between home and school. Parents receive two helpful written reports a year; the first sets out targets for the year, whilst the second provides curriculum information and gives a strong indication of their children's progress. Parents evenings are held at least three times each year. 'At Home' afternoons provide parents from different year groups with opportunities to discuss issues arising with the head. An open-door policy operates extremely well and parents are encouraged to raise any concerns about their children as soon as possible. Complaints are treated seriously, and although there have been no formal complaints in the recent past, the procedures are properly documented.

**What the school should do to improve is given at the beginning of the report in section 2.**

## **6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

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

6.1 This is an outstanding setting with a welcoming family atmosphere, where children make significant progress in their learning and development. Children's needs are very well met through a broad range of activities. Excellent assessment ensures that no child or group is disadvantaged. Staff sustain existing high standards by identifying areas to improve. Outstanding partnerships between staff and parents ensure that children are provided and cared for as individuals. Robust safeguarding procedures strongly promote children's welfare.

### **6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage**

6.2 Leadership and management are outstanding. A meticulous implementation of policies results in a secure environment where individuals are nurtured by suitable, well-qualified staff. Equality and diversity are promoted appropriately. The continuous and thorough assessment of risk ensures that children are safe, and there are suitable arrangements for the safeguarding of the pupils. The Perse Pelican has developed an excellent partnership with parents, a recommendation from the previous inspection, and improvements to the provision have been made as a result of their views. Staff strive to increase parents' understanding of their children's development. Staff work as a happy, caring and effective team. They meet productively to reflect upon their practice and plan for improvement. There are many opportunities for staff training and the appraisal system is long established. A stimulating and exciting range of resources is easily accessed by the children, and the school is planning to extend what is available in indoor and outdoor areas.

### **6.(c) The quality of the provision in the Early Years Foundation Stage**

6.3 Provision is outstanding. Assessment through observation is rigorous, and information gained is used effectively to guide planning and target next steps. Adults provide children with a stimulating experience in every area of learning. There is a balance between adult-led and child-initiated activities with many opportunities for independent learning. Children are observant and inquisitive, and staff ask challenging questions to develop their thinking skills. They are quick to see where support is needed. Provision for the welfare of children is exemplary. Good health and well-being are emphasised. The behaviour policy is well implemented, leading to a happy and busy atmosphere where children have good manners. Adults prepare children well for a seamless transition to the next stage of their education.

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

- 6.4 Outcomes for children in the EYFS are outstanding. They achieve well and develop skills for the future. Pupils are confident and independent learners who respond to school life with great enthusiasm and enjoyment. They co-operate well in their learning, and begin to make choices and decisions and learn to share and take turns from an early age. Pupils listen and respond well to adults. They learn to care for one another through their circle times and assemblies, show an awareness of the wider world in their play and learn how other people live and celebrate festivals. The pupils begin to feel part of the school community and are proud to earn house points. They are well behaved and respond to the high expectations of staff, who guide them to behave with consideration and courtesy. Pupils enjoy choosing their lunch and snacks, and understand about eating healthily. They are aware of the need to maintain good hygiene and understand about being safe.

**What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.**

## INSPECTION EVIDENCE

The inspectors observed 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 governors, 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 to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### Inspectors

Mrs Sara Wiggins

Mrs Lynda Boden

Mrs Pamela Pollock

Mrs Bridget Forrest

Reporting inspector

Team Inspector (Head, IAPS school)

Team Inspector (Head of Early Years, GSA school)

Co-ordinating Inspector (EYFS)