

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Shrewsbury High School

Full Name of the School	Shrewsbury High School
DCSF Number	893/6018
Early Years Number	545056
Registered Charity Number	306983
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Proprietor	Girls' Day School Trust
Age Range (of the whole school)	3 to 18
Gender	Mixed to 13; girls to 18
Inspection Dates	28th September to 1st October 2009
Head of Early Years Setting	Mrs Jo Wallace
Early Years Age Range	3 to 5
Early Years Gender	Mixed
Early Years Foundation Stage Inspection Dates	28th to 29th September 2009

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

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

the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

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

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1. INTRODUCTION

Characteristics of the School

- 1.1 Shrewsbury High School opened as a day school for girls in 1885 and moved to its present site on the banks of the Severn in central Shrewsbury in 1895. The junior department transferred to Kennedy Road in 1959. In 2008 a new prep school was formed by the merger of the existing junior department with Kingsland Grange boys' prep school. This prep school consists of the pre-prep department which is now located at Kennedy Road and the prep department now located on the old Kingsland Grange site in Old Roman Road, a few minutes walk away. Both departments are situated in extensive grounds. The prep school includes boys and girls from age three to eleven and boys up to thirteen; boys and girls are taught in separate classes from age eight. The senior school is for girls only from age eleven to eighteen. There is also an independently managed nursery on the Kennedy Road site which is separately inspected by Ofsted and which was not included in this inspection. A wide variety of refurbishments have been carried out recently on all three sites.
- 1.2 The head of the prep school has been in post as sole head since September 2009 and prior to this had been head of the junior department for three years. The head of the senior school, who has overall responsibility for all parts of the school, has been in post for nine years. The school is part of the Girls' Day School Trust (GDST). Legal responsibility for the school is vested in the GDST Council with a group of local governors, who have no legal powers, providing more informal advice and local oversight.
- 1.3 The prep school currently has 240 pupils, including 14 children under five and in the Early Years Foundation Stage (EYFS). There are 148 girls in Years 1 to 6 and 78 boys in Years 1 to 8. The senior school contains 502 girls in Years 7 to 13. Pupils live throughout Shropshire with some travelling from as far as 40 miles away. They are drawn from a variety of parental backgrounds and include 155 who are in receipt of bursaries provided by the school; very few are from ethnic minority backgrounds. Entry is by informal assessment for the youngest pupils and by tests in English and mathematics from Year 2 upwards; entry from Year 7 upwards is by examination and interview. Most girls in the prep school transfer at age eleven to the senior school; some boys transfer at age eleven to local maintained schools or at age thirteen to a variety of independent day and boarding schools. At age eighteen most pupils continue to university.
- 1.4 The analysis of standardised tests shows that, in the prep school, pupils' average ability is above the national average; if pupils perform in line with their abilities they will obtain results which are above the average for maintained primary schools. Similar analysis shows that, in the senior school, pupils are of well above average ability; if they perform in line with their abilities their results will be well above the average for all maintained secondary schools. Thirty-five prep pupils and forty senior pupils have been identified as having some degree of learning difficulty and/or disability (LDD); one prep pupil has a statement of special educational needs. Fourteen pupils in the senior school do not have English as their first language, but all speak English fluently and need no specialist support.
- 1.5 The school aims to provide a broad, balanced, stimulating and enjoyable learning environment in which pupils are encouraged to be aware of their personal strengths and qualities and can explore and realise their academic, creative and sporting potential.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 The good curriculum throughout both prep and senior schools reflects the school's aim to provide a stimulating and enjoyable environment within which pupils can fulfil their potential. Since the last inspection, in the prep school, the range of extra-curricular activities, provision for information and communication technology (ICT) and the range of modern foreign languages taught have all been improved. In the senior school, the range of A levels has been extended and personal, social and health education (PSHE) has been enhanced.

Prep School

- 2.2 Pupils of all abilities from Reception to Year 8 enjoy a curriculum relevant to their age. Suitable emphasis is placed on developing speaking, listening, numeracy and literacy skills. The full range of National Curriculum subjects is covered up to Year 6 with the addition of religious studies (RS) and French throughout. In Years 7 and 8 the curriculum is in line with Common Entrance and scholarship requirements. Time allocation is suitably in line with curricular expectations. Independent learning is being developed through the 'creative week' in the pre-prep department when the normal timetable is replaced by a variety of creative projects. In the prep department, 'open homework' for two weeks each term, when pupils research their own projects, replaces set homework to develop independent learning. The school is aware of the need to increase the provision for independent work.
- 2.3 Personal, social and health education is powerfully delivered at all stages, reflecting the school's aims and ethos through stimulating pupils to reflect and voice their thoughts. These are formed within a value framework that emphasises integrity, tolerance, compassion and justice. For example, pupils in a Year 6 PSHE lesson were seen to empathise carefully and thoughtfully when discussing conflict resolution.
- 2.4 An outstanding range of extra-curricular activities is provided, including a wide diversity of sporting pursuits alongside a myriad of clubs from cookery and kayaking to gardening and Taiko drumming. These are particularly valuable in some cases for encouraging boys and girls to work together.
- 2.5 Useful opportunities exist to enable pupils to contribute to the wider community. These include fund-raising for various charities and the production of a CD-based entertainment for patients at Shrewsbury hospital. Children are justly proud of this work. A good range of residential visits, day trips and visiting speakers provides valuable enhancement of the curriculum. Pupils are well prepared at all stages for the next phase in their education. A 'shuffle day', in which those progressing through the school move to work in their next class, including girls moving to the senior school is greatly appreciated by the children, who commented on how easy it made the transition to the next stage of their school careers. Boys in Years 7 and 8 complete reflection work on careers and future life choices, which complements the rigorous academic curriculum which they explore in preparation for 13+ examinations. A valuable programme of links with senior schools has been developed and the boys gain useful insights from visitors and activities provided in conjunction with these establishments.
- 2.6 The curriculum is planned effectively and set out in writing in extensive detail. Whilst inter-departmental liaison and monitoring by subject and curriculum coordinators have commenced in some disciplines, this is insufficiently frequent and consistent to ensure all pupils increase their knowledge in all subjects each year. This is particularly evident between Years 6 and 7 in the prep. Some links exist between subject areas in the senior

school and prep school, particularly where teachers work in both sections of the school, but these are limited.

- 2.7 The school makes good provision for children who have been identified as benefiting from extra learning support or who have a statement of special educational needs. Pupils with LDD are seen by the special educational needs coordinator (SENCO) in pairs twice a week. Detailed and thorough individual education plans are produced for LDD pupils by the SENCO, who liaises effectively with class teachers when writing and assessing targets. Such planning is extremely successful and is appreciated by pupils in comments such as “it’s pushed me up to another level”. Provision for able, gifted and talented pupils is less well-developed although scholarship work for boys in Years 7 and 8 enables them to be challenged effectively.

Senior School

- 2.8 The curriculum provides well for the development of pupils’ skills in numeracy, literacy, listening and speaking, as well as in a range of creative subjects and the humanities. They are introduced to three modern languages between Years 7 and 9, and the addition of Latin in Year 8 gives them a thorough linguistic grounding. ICT is widely used across the curriculum, both in class and for homework. Limited facilities for some aspects of technology are balanced by good provision in home economics and textiles. Physical education (PE) is well structured and taught as a core subject throughout the school. A new initiative, based on de Bono’s *Thinking Hats*, encourages pupils to consider different approaches to problem solving.
- 2.9 PSHE is taught effectively as a discrete subject but is usefully reinforced in tutor time. The diverse programme of study is relevant to pupils’ needs in each year group. Form tutors are provided with information for discussion, which often builds upon topics covered in PSHE lessons. The programme is flexible, thus enabling pupils to discuss issues which may arise unexpectedly.
- 2.10 The well-planned curriculum provides equal opportunities. Good examples of innovative lessons were observed across a range of subjects showing the willingness of staff to implement new ideas.
- 2.11 Outstanding extra-curricular activities form an intrinsic part of school life. The extensive and well-supported programme complements the taught curriculum well. Staff demonstrate considerable energy, enthusiasm and expertise. Talented pupils are catered for in groups, teams and productions, with recreational activities for others. Activities are well publicised and successes celebrated.
- 2.12 Girls are well prepared for the next stage of their education. In addition to PSHE, the careers programme is well planned, with advice, support and guidance from a variety of sources including the Independent Schools Careers Organisation. The school supports work experience as well as providing advice about university applications. Girls say they are very clear on where to obtain information. University visits, conferences and speakers help them to clarify their decisions.
- 2.13 The school provides extremely well for pupils requiring learning support and has a thorough screening and monitoring process. In addition, referrals can be made by pupils, parents or staff. Careful records of pupils’ particular needs are maintained on the Individual Learning Unit register. Teaching and learning profiles, highlighting teaching strategies for individual pupils, are created where necessary. As a result, teachers are well aware of pupils’ needs when preparing lessons and support them well, in addition to the high quality of individual

support provided. The SENCO and other senior staff are well aware of the need to support pupils' self-esteem.

- 2.14 Schemes of work suggest how to challenge and stimulate gifted and talented pupils as well as encouraging all girls to achieve their best. The Oxbridge 'masterclass' programme offers challenging and stimulating lectures to the sixth form, as well as to students from the local sixth-form college, on topics ranging from modernism to the 'Enigma code'.
- 2.15 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.16 From the Early Years Foundation Stage onwards, pupils achieve good standards in relation to their ages and abilities. They achieve the school's aim that they should explore and realise their academic, creative and sporting potential from an early age. Good learning seen in the last inspection has improved in the prep school by greater use of ICT within subjects, and through the introduction of initiatives to increase curiosity and independent thought. In the senior school, pupils often show the spirit of enquiry and independence of thought for which the school aims. More able pupils make better progress than at the time of the last inspection.

Prep School

- 2.17 Many pupils in the pre-prep are confident, articulate speakers using vocabulary that is appropriate and mature. They start to write imaginatively through the daily practice of writing and reading skills. As they progress through the school pupils read widely, listen carefully to instructions and to each other and articulate their reasoning well. Mathematical skills develop well and pupils use ICT competently in a range of subjects. By Year 8 the boys reach high standards in English, mathematics and science showing excellent reasoning and analytical thinking. Pupils of differing abilities make steady progress overall and rapid progress in Years 7 and 8 partly because of the Common Entrance curriculum they follow. Their creativity develops well as seen through work in art and drama and in their writing, for example in RS. In sports lessons they are keen to improve and develop their teamwork as well as individual skills.
- 2.18 There are no significant differences in attainment between boys and girls. Overall pupils make good progress. Pupils with learning difficulties or disabilities make steady progress through the good support they receive. More able pupils below Years 7 and 8 are not always sufficiently challenged and so make only satisfactory progress in subjects where there is less challenge.
- 2.19 Girls in Year 6 succeed in passing tests to the senior school and a number are awarded scholarships or exhibitions. Boys in Year 8 gain places at senior independent schools with a number winning scholarships.
- 2.20 Pupils' attainment in national tests at age eleven is high in relation to their abilities. Results for girls for the last three years for which national comparative data was available at the time of the inspection have been far above the national average for maintained primary schools. No equivalent data is available for boys but in national tests taken in 2009 and marked by external markers, boys' results were only slightly lower than girls'.

- 2.21 Many pupils, including those in the pre-prep, gain high individual awards for examinations or tests in music, speech, drama, gymnastics, athletics and kayaking. Boys in Years 7 and 8 reached the national finals of a six-a-side football competition where they represented the Midlands. Girls frequently reach the finals of local netball and rounders competitions.
- 2.22 Positive relationships between pupils enable them to work well co-operatively in many lessons, although this was not always seen in some pre-prep lessons. The school is aware of this and is using strategies to improve pupils' ability to listen to each other so that they co-operate better. Teamwork is strong in the prep department. The results of pupils' independent work are seen in projects and work on display but independent thinking is less often represented in lessons.
- 2.23 Pupils are keen to learn, respond enthusiastically to teaching and settle quickly in most lessons. They present their work well and in a variety of ways. For example, when recording experiments in science they use graphs to present data. They say that they enjoy their time in school and this was evident in lessons observed.

Senior School

- 2.24 From the time they arrive, pupils speak with confidence, both in class and in activities such as debates. They express arguments clearly, use technical language to good effect and listen carefully to others. Despite limitations in pupils' prior knowledge, they learn to produce more lively, imaginative and well-informed work in RS and they make full use of ICT across the curriculum.
- 2.25 At GCSE, pupils' essay writing shows much improvement, which pupils acknowledge, and they continue to use language well. They show a good grasp of moral issues, can argue and evaluate an opinion, work quickly in mathematics and persevere with ideas they find hard in physics. They work sensitively in creative subjects such as art.
- 2.26 By the time they leave, pupils express themselves clearly, for example speaking modern languages fluently. In subjects such as geography and economics, they show a good understanding of the consequences of actions. They apply mathematical skills in physics, show considerable diversity in art, and a subtlety of analysis and application in music. Their questioning is often incisive. Throughout the school, good provision enables pupils of all abilities and needs to progress equally well in relation to their abilities.
- 2.27 GCSE and A-level results are good for pupils' abilities. Results in both are well above the average for all maintained secondary schools. In addition, GCSE results are in line with those from maintained selective schools and A-level results are well above the average for maintained selective schools. The analysis of standardised data shows that pupils progress well up to GCSE and in the sixth form.
- 2.28 Pupils achieve high standards in a wide range of activities outside lessons, ranging from excellent ensemble and tone in chamber groups to outstanding results in individual and team sports. A good proportion have gained medals in an international mathematics competition, many gain distinctions and merits in drama and music examinations and almost all gain entry to their first choice university.
- 2.29 Pupils' notes and written work are well organised and presented. They work independently and say they enjoy being made to think. They research topics ranging from the background of President Obama to fertility rates in India, and grasp real-life issues in science. They learn to think for themselves before asking their teacher, and to evaluate their own progress, thus developing into reflective and thoughtful students. They benefit from the *Thinking Hats* approach, which enables them to examine issues from a number of points of view; this was

seen in lessons as diverse as one on Elizabeth I's suitors and another on the electromagnetic spectrum.

- 2.30 Pupils work well together in pairs and larger groups. They are supportive of each other, share ideas and enjoy stimulating discussions. They make critical but constructive comments on each other's work and engage in lively, robust but friendly debate.
- 2.31 Many pupils show ambition to improve, and clearly enjoy their work. They are active learners who are fully engaged in almost all lessons and who participate well in discussion and in question-and-answer sessions. In the vast majority of lessons, they are prepared to try the unfamiliar, settle quickly to their work and are focused on what they have to do.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.32 Pupils' personal development is outstanding in the Early Years Foundation Stage and good overall; their social development is outstanding throughout the school and their moral development outstanding in the senior school. The school fulfils its aims to encourage pupils to show integrity, tolerance, compassion and justice. Since the last inspection, further opportunities for pupils to develop responsibility have been developed.

Prep School

- 2.33 Pupils develop a good sense of spiritual awareness and high levels of confidence and self-esteem. They feel valued and are given opportunities to be successful and to have their successes recognised. Pupils' understanding about different faiths is developed well through RS lessons. Spiritual awareness is heightened through well-planned assemblies which provide the opportunity to listen attentively and reflectively. This was evident in the silent reflection about tolerance in a prep department assembly. Pupils in both departments develop a caring awareness of the environment through outside projects such as the allotments in the pre-prep, the eco roof on the Ashes building and the woodland areas. The lavender garden planted by the pre-prep pupils has sensitively helped the pupils deal with death and bereavement. Pupils' high self-esteem and self-confidence is enhanced by praise and encouragement given by staff, by their participation in sports teams and the extensive activities programme.
- 2.34 Pupils throughout the school are able to distinguish between right and wrong. In conversation with Year 6 pupils they showed clear understanding of and respect for the school code of conduct. In the pre-prep department pupils discuss and create their own classroom rules. They recognize that rules are fair and are for the benefit of the community and if they are broken there will be consequences. The PSHE programme gives pupils the opportunity to consider moral issues. For example, in PSHE Years 7 and 8 considered racism when they discussed their experiences and looked at the effects of racist bullying.
- 2.35 Pupils show outstanding social development. They are mature, articulate, well mannered and happy both in an out of the classroom and positive relationships are a strong feature of the school. Pre-prep children have various opportunities to be helpers while older pupils have a range of responsibilities including prefects, house captains, sports captains and school council representatives. Pupils develop an understanding of British institutions by looking at government and democracy. They are aware of democratic processes and have used these to elect representatives for the school council through which pupils make an effective contribution to the life of the school. Pupils are regularly involved in support for charities such as one for genetic disorders. The rich experiences the school provides strongly develop pupils' understanding of what it means to be a citizen.

- 2.36 Cultural understanding develops well through several areas of the curriculum. The Taiko drumming group have immersed themselves in Japanese culture, counting in the language and performing successfully with Japanese movements, rhythm and energy. Pupils acknowledge the benefit from visits to places of educational interest, the knowledge gained from visiting speakers such as the one who spoke about Diwali and links with other countries such as the pre-prep support for a school in Sri Lanka through their water fountain project. The school organizes a European languages day to celebrate and appreciate other cultures, both in lessons and through their different food.

Senior School

- 2.37 Pupils show a high level of self-esteem and self-confidence through their words and behaviour. They acquire a good sense of identity, self-worth, personal insight, meaning and purpose. Pupils respect individuals, which enables them to work together and socialise in harmony. In RS and PSHE they explore values and beliefs, and the way in which these affect people's lives. Through discussions in RS, pupils develop a good understanding of, and a respect for, other faiths and beliefs. Some musical activities provide opportunities for spiritual development and engender respect for national, ethnic and religious identities.
- 2.38 Pupils clearly know the difference between right and wrong, and understand that the code of conduct exists for the benefit of the school community. They see school rules as relevant and inclusive; as a result, behaviour is outstanding, allowing pupils to focus on their work and fostering harmonious relationships between them. Pupils are sensitive to the needs of others. They take the trouble to help and support each other. They raise a considerable amount of money for charity and send parcels to troops in Afghanistan, which are much appreciated. This involvement, both locally and further afield, demonstrates their care and concern for those who are less fortunate, or who may find themselves in more difficult situations, than themselves. In class, pupils engage confidently in debate and make responsible and reasoned judgements on moral and ethical issues such as the sanctity of life, arranged marriages, medical testing, stem cell research and whether a business can be both ethical and profitable. For their part, staff embody the moral purpose of the school, and communicate this through the outstanding care they show to pupils.
- 2.39 Pupils' outstanding social development is underpinned by the many useful opportunities to play their part in the community, for example through being helpers in local communities or helping with riding for those with disabilities. Girls have many opportunities to hold positions of responsibility, such as membership of the school council, or acting as form captains, house captains or house prefects. Those on the school council discuss issues such as uniform and the code of conduct; as a result girls feel they have a voice in the management of the school. The house system provides excellent opportunities for leadership, working together, friendly competition and social integration between year groups. For example, girls in Year 12 work as peer mentors when teaching PSHE lessons to those in Years 7 to 9.
- 2.40 Elements of citizenship, including knowledge of public institutions and services, are included in PSHE as well as in form time, and at debating and politics clubs. Older pupils understand how the government works and know the names of more prominent members. Visitors to the school include representatives from local government, politicians and representatives of the police force. All of these experiences help prepare pupils exceptionally well for adult life.

- 2.41 Pupils' cultural awareness is good. Overseas trips have taken girls to Spain, France and South Africa. The RS syllabus covers the six major world religions and music from other cultures is included in the curriculum. Pupils acquire a good appreciation of, and respect for, their own and other cultures through theatre trips, visits to museums and galleries and regular visits from speakers. Some good quality displays of pupils' work, including paintings and writing, culturally enrich the school environment.
- 2.42 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.43 Teaching is good, with some lessons outstanding. It provides in many lessons a stimulating learning environment in line with the school's aims. The use of assessment data has been improved since the last inspection, as have opportunities for pupils to develop independent learning skills; the prep school recognises the need for continued improvement in both areas and the senior school the need for greater consistency in marking. Where teaching is satisfactory rather than good, positive aspects of teaching are balanced with less high expectations and some lack in pace and challenge.

Prep School

- 2.44 Teaching takes place in a positive learning environment where enthusiastic and lively teaching, often using humour, fosters interest and enjoyment of learning. Constant, appropriate praise is a notable feature of many lessons. Form teachers and subject specialists know their pupils well, and are generally aware of their individual abilities and needs so that pupils of differing abilities make good progress. On occasions teaching is over-directed, lacks pace and challenge or is not closely matched to pupils' abilities. In these lessons pupils lose interest and they make less progress.
- 2.45 Many opportunities are given to pupils to work creatively and evidence of their efforts in these areas can be seen in the excellent displays throughout the school. Teaching successfully fosters intellectual effort often through use of skilful questioning which extends knowledge of pupils of differing abilities. Good teaching skills, for example in PE and design and technology (DT), are effective in helping pupils develop their own skills in these subjects. Specialist teachers have excellent subject knowledge enabling pupils to make rapid progress.
- 2.46 Relationships between staff and pupils are excellent. Teachers care for their pupils, taking time to listen and explain and pupils say that they appreciate the help their teachers give them. Teaching assistants are successfully deployed to support less able pupils, particularly in the pre-prep department. All pupils with LDD are supported by the SENCO. However, more able pupils are not always challenged sufficiently when they are given the same level of work as others in the class to keep them occupied.
- 2.47 Lessons are planned carefully often including strong cross-curricular links and a wide variety of activities and resources to maintain interest and add enjoyment. Learning objectives and a summary discussion session at the end are used in many lessons.
- 2.48 Resources in many areas are excellent. In the pre-prep department the ICT suite, exploratory laboratory, library, cookery room and outdoor spaces are all used well in lessons and for extra-curricular activities. The new science and DT rooms contribute significantly to the teaching in the prep department. However, here the library and number of books available for pupils are inadequate, particularly in Years 7 and 8 and the library itself is little used as a

teaching resource. The ability to give pupils access to an extensive outdoor curriculum is exploited to great effect and benefit, particularly in the pre-prep department.

- 2.49 Marking is carried out regularly and is usually encouraging. At best it gives areas for improvement and indicates clearly how well the pupil is doing. In other cases it is cursory and does not enable pupils to make progress. There is no overall implementation of the marking policy and regular consistent monitoring of marking does not take place.
- 2.50 A variety of assessments including nationally standardised tests as well as regular testing are carried out and careful records kept. Results throughout the school are used effectively to identify and address some, though not all, individual and group needs through planning. A list of gifted and talented pupils has been compiled from this data but their individual needs are not yet being met. An assessment coordinator has been recently appointed and the school realises the need to extend the present scope of assessment and use of data.

Senior School

- 2.51 The great majority of lessons provide a wide variety of experiences which are well organised and delivered with pace and purpose. As a result, pupils engage in experimental work, carry out research, develop thinking techniques and move quickly from activity to activity. Only occasionally is the pace slow, the start to the lesson confused or does the teacher fail to make the most of a promising idea.
- 2.52 Pupils speak highly of their teachers, saying that the vast majority make work exciting and provide valuable help. For their part, teachers have high expectations and use questions well to draw out key points, stimulate intelligent debate and challenge pupils' thinking. They encourage pupils to ask questions and thus to play an active part in lessons; even when girls respond less well, teachers are tireless in seeking ways to involve them more. Carefully directed questions address the needs of pupils of a range of abilities and challenging projects enable pupils to produce outstanding work. Deft interventions in subjects such as drama and art help pupils to develop their work further.
- 2.53 Teachers enjoy excellent relationships with pupils and are supportive of their efforts. They give much appreciated individual help to girls who say how well teachers are aware of their different learning styles. As a result, pupils' differing needs are met well in many lessons; for example, an able pupil is given a more demanding article to read or higher level problems are set to able pupils in mathematics. Elsewhere, pupils work appropriately at the same task but at different levels.
- 2.54 Although, occasionally, teachers accept a lower level of attention, lessons are generally well managed resulting in good levels of activity almost all the time. Relationships are excellent and pupils speak highly of the help they receive.
- 2.55 Teachers show not only a considerable knowledge and love of their subjects, but many keep themselves aware of new developments in teaching methods, giving their lessons a freshness of approach. Particularly effective use is made of ICT both for whole-class work and in support for pupils' work and research; pupils say they appreciate this increasing use of technology.
- 2.56 The new approach to marking and assessment this year has been described as 'brilliant' by some pupils who say they now know clearly what they need to do to improve. However, although this approach is used widely in many departments it is not yet employed consistently across the school. Similarly, although most marking provides good feedback on how pupils can improve their work, a minority fails to give pertinent comment.

- 2.57 Teaching includes regular and thorough assessment of pupils' work; this information is used well in planning so that pupils can progress well. Since the last inspection, the school has particularly focussed on using its considerable amount of assessment data more effectively. This data includes the results of nationally standardised tests as well as regular testing and public examination performance. This data is used to inform staff, not only of proven achievement, but also of academic potential in order to encourage girls to achieve their best.
- 2.58 The school meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

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

- 3.1 The quality of pastoral care is outstanding throughout the school, reflecting its commitment to creating a happy and caring community based on secure relationships. The school has built on the quality of care at the time of the last inspection by using a more systematic approach to communication of concerns about pupils.

Prep School

- 3.2 All adult members of the school work together well to give pupils highly effective support and guidance. A caring atmosphere prevails throughout the school reflecting the excellent systems of pastoral care. In discussions, pupils said that staff are friendly, helpful and supportive. Class teachers and tutors are at the heart of the pastoral system and are responsible for the daily care of pupils. Weekly staff meetings, year group meetings and the alert system through emails facilitate good communication about pupils. The school has successful before and after school care arrangements.
- 3.3 The quality of relationships between pupils and other pupils and staff is excellent. Relationships are friendly, open and constructive. Praise, encouragement and positive behaviour management are central to the school's work. Pupils said "the staff are approachable and always help us". Staff said "the children come first".
- 3.4 Appropriate measures are adopted to promote good discipline and behaviour. Pupils understand the clear system of rewards and sanctions. Pupils, including boys in Years 7 and 8, acknowledged that they like gaining recognition from the personal reward system in assemblies, house points, pupil of the week award and responsibilities. Behaviour is of a high standard in the prep school. Generally throughout the school pupils are considerate towards each other in lessons and at play. Teachers have high expectations of behaviour and staff deal with unacceptable behaviour instantly if it occurs. Measures to guard against harassment and bullying are effective. The PSHE programme is used to guide feelings in response to bullying and the school takes part in the national anti-bullying week.

Senior School

- 3.5 Systems for pastoral care are thoughtfully planned to ensure that staff provide outstanding support and guidance for all pupils. Form tutors have the immediate responsibility and meet with pupils regularly. They are well supported by heads of year and the deputy head, who monitors patterns of behaviour, rewards and sanctions and regularly checks on pupils' welfare. In Years 10 and 11, pupils enjoy additional guidance from their personal tutor, who provides one-to-one support to a smaller group. Extensive use is made of buddies and mentors; for example, Year 12 pupils have a buddy in Year 13. This helps to develop community spirit, ensures a smooth transition from one stage to the next, and gives younger girls strong role models to emulate. Sixth-form students play a prominent role in the management of the school.
- 3.6 Excellent relationships amongst pupils, and between pupils and staff in lessons, activities, assemblies, form time and around the school make staff and pupils proud of their school and happy to be there. Pupils understand and appreciate the arrangements for pastoral care. They say they feel valued and supported, and know that they have someone to talk to if they have any concerns. Pupils are active in dealing with issues which cause themselves or others to feel unhappy. Effective lines of communication, comprehensive documentation and good

induction procedures for new staff ensure that everyone knows how to react when issues arise. Informal and formal communication ensures that all staff are well informed about their pupils.

- 3.7 Standards of behaviour are high. Pupils feel they play a significant role in establishing and maintaining a consistently high standard of behaviour around school and, as a result, they respect the code of discipline. The system of sanctions is appropriate and easily monitored by staff. Pupils and staff feel that school rules and expectations are fair. Pupils say that bullying is rare but they are confident it would be dealt with if it arose. Pupils throughout the school understand the rewards system, value it, and are keen to gain house points for a wide variety of contributions and achievements. They are proud of their house and the contribution they make toward it.

Whole School

- 3.8 All parts of the school are successful in ensuring pupils' welfare, health and safety. Balanced, healthy meals are provided for pupils of all ages and even the youngest pupils can explain how a good diet contributes to their lives. All sections of the school provide extensive opportunities for sport and fitness, from the firm foundations laid in Reception to good levels of participation in the sixth form.
- 3.9 The school has effective policies and procedures for dealing with child protection, including arrangements for training and oversight by GDST. Staff have appropriate checks on appointment. Medical and first aid arrangements are good. Thorough risk assessments have been carried out to reduce the risk of fire and important areas for action identified. Fire practices are held regularly and appropriate records maintained.
- 3.10 Comprehensive health and safety arrangements include detailed risk assessments and good practices day to day. Attendance and admission registers are maintained and backed up properly. The schools have appropriate plans for improving access for pupils with disabilities.
- 3.11 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

The Quality of Links with Parents and the Community

- 3.12 The school enjoys good relationships with parents and the wider community, as at the last inspection. Since then the school has provided further opportunities for parents to be involved in its work and has improved the information it provides, although in the prep school reports about pupils' work are not yet consistent. The school's aim to help pupils understand the communities of the world in which they live is fulfilled well.

Prep School

- 3.13 The parents' responses to a pre-inspection questionnaire show that they are overwhelmingly positive about the school; in particular they appreciate the teaching, high standards of behaviour, care of the pupils, the curriculum and the range of activities. A significant number of parents expressed concerns about the information provided by the school and opportunity to discuss concerns as well as the way that the school handles concerns. The inspectors found that there has been a vast improvement in communication including an 'open door' policy for parents. Concerns are dealt with swiftly and fairly with detailed records kept and an effective complaints procedure is in place.

- 3.14 Progress has been made in reporting to parents about their children with the addition of effort and achievement grades on reports, although comments on progress and targets for improvement are inconsistent across subjects and departments.
- 3.15 The school provides numerous opportunities for parents to be included in activities of the school. Coffee mornings, an art morning, a fathers' day assembly, sports days and school matches are well attended. Parents were closely involved in organising the opening of the new prep school. They are regularly invited to join in by invitations in the weekly newsletter or on the website. Family walks at the weekend organised by the school at Haughmond Hill and Wenlock Edge are popular. Prospective parents are well informed as to activities of the school through an informative prospectus and have the opportunity to visit the school on open mornings held each term. Class year guides coupled with the handbook and information on the website enable easy access to view the calendar, policies and announcements. The school office is also happy to answer any questions in a friendly and open manner. Large computer screens around the school inform children and adults of events and arrangements.
- 3.16 The school promotes positive links with the wider community with many sports tournaments run at the school open to local primary and independent schools in football, netball and cross country. The school was involved in the opening of the new Severn Theatre where pupils joined other schools to sing. There is a strong awareness of helping others with a variety of events to raise funds for different charities in this country and overseas.

Senior School

- 3.17 In the questionnaire distributed before the inspection, parents were overwhelmingly positive about the school. They were particularly pleased with the quality of teaching and their daughters' progress. A significant minority were concerned about the support for pupils with LDD, information about their daughters' progress, the handling of concerns and their opportunities to be involved in the school. Inspectors found that the school provides extremely well for pupils with LDD, gives good information about pupils' progress, has a proper complaints policy, provides detailed responses to parental concerns and invites parents frequently to events in school.
- 3.18 Parents are invited to a wide range of school events and activities, culminating in the sixth-form ball. The Friends of Shrewsbury High School host well-organised events that raise money for various projects within the school. Parents are consulted about the school through questionnaires and some local governors are parents of past or current pupils. The school draws on parents' wider experience and expertise, for example through their participation in careers evenings or the marketing committee.
- 3.19 Parents are supplied with a wide range of information about the school. Communication between school and parents has benefited from the use of e-mail to send out newsletters, which are much appreciated. Written reports have been improved and these now demonstrate a strong knowledge of the pupils; parents say this is also true of parents' meetings. Written comments on reports provide detailed feedback about progress and attainment in academic, extra-curricular and pastoral areas.
- 3.20 The school has good links with the local and wider communities. Pupils engage in community service in the sixth form and host a tea party for older citizens. The school releases a member of staff to teach a shortage subject in a local secondary school and provides an activity day in science for a local junior school. The school is also involved in a teacher training partnership, hosting students for school placements. A working party has been set up to develop links further.

- 3.21 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 Good governance supports the aims of the school well, as it has done since the last inspection. The GDST has recently developed better procedures through which it oversees welfare arrangements.
- 4.2 Legal governance is exercised well by the GDST Council, mainly through the work of Trust officers who keep the Trust appropriately appraised of the work of the school. Officers review policies and procedures for child protection, and the Trust health and safety officer attends meetings of the health and safety committee. The Trust sets demanding targets for numbers, financial outcomes, parental satisfaction and standards, through which it holds the school to account. In return, the Trust provides valuable professional expertise not available in school and opportunities for capital investment from time to time.
- 4.3 The local school governing body is an important sounding board for the head and senior managers. Governors bring much experience and expertise to their work, including in education, though none has professional experience of younger pupils' education. Sub-committees provide a good structure for discussing the curriculum, links with the community and marketing with senior staff as well as with the head. However, governors have only limited contact with middle managers, such as heads of department, though they do give occasional reports to governors and also meet socially over lunch from time to time.
- 4.4 Local governors discuss a range of educational issues, such as academic performance, independent learning and other ways of developing the curriculum. They help devise the school's strategic plan and the chair contributes to the annual review of the school, as well as meeting the head and head of the prep regularly. Governors are aware they give more support to the senior and prep schools than to the pre-prep; for example, meetings are held in both the senior and prep schools, but not at present in the pre-prep department.
- 4.5 Thus Council, through its officers and local governors, is effective in supporting the school, and in overseeing welfare arrangements. Regular training, together with other meetings, maintains contact between these groups and enable them to collaborate to further the work of the school.

The Quality of Leadership and Management

- 4.6 Leadership and management of the school as a whole, and of the senior school in particular, are outstanding, enabling the school to fulfil its aims extremely well.
- 4.7 The senior staff of the prep school provide strong leadership and management under the overall guidance and oversight of the head. This has enabled a complex merger to be carried through successfully, though the school is aware that further development is needed in the relationships between the three phases of the school. In the senior school, the role of heads of department has been considerably developed since the last inspection.

Prep School

- 4.8 Much of the strong leadership of the prep school is reflected in the high quality of education the school provides and in the excellent care it takes of its pupils. The newly merged school has achieved a great deal in a short time through dedication, commitment and vision. Since the last inspection communication with parents has greatly improved and significant progress

has been made in teachers' planning. Procedures for monitoring are not yet effectively developed and the school is aware of this. The leadership and management of the EYFS is a strong feature of the school.

- 4.9 Clarity of direction and operation within the school is facilitated by weekly meetings with the head of the prep school and the senior management team. A newly formed prep leadership team has been established and this works in close partnership with the head of the pre-prep department who attends meetings. This is effective in enabling both departments to plan together in identifying needs and priorities. Many new initiatives have been introduced and the school is beginning to measure benefits as these become established.
- 4.10 Systems to monitor teaching and learning standards, policies and procedures are emerging. However, delegation of responsibilities for monitoring is unclear and inconsistencies are evident, particularly in the prep department. Curriculum links within subjects and year groups are not consistent. The school is aware of the need to develop these further and work is underway. Similarly, whilst policies and procedures cover most areas of school life on both sites, there is little evidence of systematic and co-ordinated review to ensure that initiatives, policies and strategies make clear who is responsible within senior or middle management.
- 4.11 Teaching and support staff are deployed effectively in both departments. Generous staffing levels ensure that guidance is given to all pupils, including those who require additional help. Staff recruitment is well-managed, statutory staffing checks are effective and records kept securely. A clear induction programme supports new staff who appreciate the thoroughness of this programme. In-service training opportunities are available for staff, mainly through the Girls' Schools Association and GDST programme of courses. The appraisal system follows an established and reliable structure used by GDST schools but which is new to Shrewsbury Prep School. The hard-working staff and the contributions they make to the success of the school are highly valued by the management teams. This recognition contributes to staff motivation and the evident sense of community appreciated by parents and visitors.
- 4.12 Financial resources are controlled well to provide good resources and facilities for pupils. Imaginative management and planning have allowed both departments to develop generous specialist accommodation.
- 4.13 Well-managed administration and the high quality assistance provided by the administrative teams, support and maintenance staff enable both sites to run smoothly and effectively on a daily basis. It also ensures that the important contact with parents and the wider community is efficient and welcoming.

Senior School

- 4.14 The school is led with clear insight and managed with a strong commitment to innovate and drive through associated change; this leads to outstanding pastoral care, social development and self-esteem, coupled with good progress academically. The head is supported by a committed and highly effective senior leadership team (SLT) whose membership has expanded since the last inspection. Responsibilities are clearly defined: the SLT is a clear strength of the school.

- 4.15 Community spirit and commonality of purpose remain considerable strengths of the school, along with a highly positive work ethic amongst both pupils and staff. Scrutiny, flexibility and the confidence to innovate all support a strong vision for the future which is clearly articulated through the three-year school development plan (SDP). Since the last plan covering 2004-2007, noticeable progress has been made in: governance and management; administration and resources; curricular and pastoral development; teaching and learning; monitoring and evaluation, laying strong foundations for the current plan.
- 4.16 Successful delegation to middle management has been warmly welcomed by them in recent years. Heads of department appreciate the autonomy and responsibility they have been given, especially their accountability for self-evaluation and peer review. Proactive assessment and monitoring are clearly linked to subject development planning and to the school's strategic aims. Equally robust mechanisms exist for the review of pastoral arrangements, and ensure pupils' welfare and self-esteem. Leadership opportunities for girls are another strength of the school.
- 4.17 The school has a generous pupil:teacher ratio with well-qualified teaching and non-teaching staff and an appropriate gender balance. Clear and detailed job descriptions exist for all those in positions of responsibility, including senior pupil leaders. Appropriate checks are carried out when appointing staff. The induction programme for new staff is effective. A comprehensive programme of annual reviews by line managers feeds into individual development plans, and links with professional development. Generous funding for professional development is widely appreciated and the school benefits, in particular, from courses run by GDST. Staff training days have included training linked to the SDP, on independent learning and thinking skills.
- 4.18 The school is well resourced. Both the ICT infrastructure and the library have been enhanced since the last inspection and support individual work by pupils well. The school's accommodation continues to be creatively and imaginatively adapted and the grounds are carefully maintained. Administration of the school is efficient.
- 4.19 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions in the Prep School

- 5.1 The prep school is highly successful in its aims of creating a happy, caring community with secure relationships in which pupils can develop their personal strengths and realise their potential. The EYFS setting is of high quality and pupils' personal development is outstanding. Pupils reach good academic standards and are well prepared for the next stage of their education. Boys in Years 7 and 8 reach high standards in relation to their ability and all pupils make good progress as they move through the school. Hard-working and committed teachers establish a love of learning in pupils but provision for differing needs and opportunities to develop independent thinking are inconsistent. Systems for marking and assessment are not always used effectively to aid pupils' progress and procedures to monitor policies and teaching standards are insufficiently established. Pupils' personal development is good, assisted by the strong emphasis on pastoral care and the excellent relationships that exist between all members of the community. The strong leadership of the prep school is reflected in the high quality of education the school provides, the outstanding care it takes of its pupils and in the excellent range of extra-curricular activities. The school provides useful opportunities for parents to be involved in the work and progress of their children and in activities and life of the school.
- 5.2 Improvements since the last inspection are difficult to comment on as this a newly merged school. The merger has resulted in greatly enhanced facilities and specialist accommodation in both departments as well as the greater use of specialist teachers for girls. Provision and use of ICT are now extensive. Policies and planning have been improved. Some improvements have started to be made to the library and reports. However, assessment data is still not used effectively and a consistent system of monitoring is not in place.
- 5.3 The school meets all the regulatory requirements.

Next Steps in the Prep School

- 5.4 The newly formed prep school has many strengths. In order to improve further it should:
1. ensure all procedures for monitoring are clearly defined and carried out;
 2. improve the use of assessment data in planning, target setting and measuring pupil progress in regular work and reports;
 3. enhance provision for pupils with differing needs in classroom planning;
 4. ensure the curriculum includes greater emphasis on independent learning.
- 5.5 No action is required in respect of regulatory requirements.
- 5.6 Any failures to meet EYFS requirements are detailed in Section 7.

Overall Conclusions in the Senior School

- 5.7 Shrewsbury High School fulfils its aims of providing a happy and caring community in which girls realise their academic, creative and sporting potential. Outstanding pastoral care underpins girls' excellent moral and social development and contributes to the strong sense of community which embraces both pupils and staff alike. Exceptional opportunities for extra-curricular activities complement a wide-ranging curriculum which includes a good selection of A levels in the sixth form. Teaching is good overall and much enhanced by the

willingness of staff to explore new approaches and to challenge pupils to think and work independently. Only in a minority of lessons is pupils' attention allowed to flag. Similarly, some teachers have not yet implemented the new assessment system which in most departments has been warmly welcomed by pupils. Girls not only achieve good results at GCSE and A level, but also develop into good students who are well prepared for university. The school provides extremely well for pupils with LDD or who are gifted and talented, and excellent relationships between teachers and pupils enable much individual support and challenge to be given. Links with parents and the community are good, though a significant number of parents would like more opportunities to be involved with the school. Strong leadership and good governance contribute much to the quality of education provided; in particular the role of senior and middle managers has been developed well. The school benefits much from the support and oversight provided by GDST and local governors.

- 5.8 Since the last inspection, the range of subjects in the sixth form has been extended and PSHE enhanced. More able pupils make better progress and teachers make more use of assessment data. The Trust has improved procedures whereby they, as proprietors, oversee child protection arrangements and heads of department have been given greater autonomy and responsibility.
- 5.9 The school meets all the regulatory requirements.

Next Steps in the Senior School

- 5.10 The school has no major weaknesses. To improve further the good quality of education it already provides it should:
1. improve further the consistency of classroom management, especially ensuring through careful planning that teachers' ideas are fulfilled well, setting a brisk pace and thus engaging pupils fully;
 2. complete the implementation of the new assessment and marking policy.
- 5.11 No action is required in respect of regulatory requirements.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 28th September to 1st October, 2009. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.
- 6.2 The Early Years Foundation Stage was inspected on 28th and 29th September 2009 by one inspector. The inspector observed sessions, talked to the children, examined samples of work, and held discussions with staff and governors. Comments from parents and carers were considered, and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Mr Ian Newton	Reporting Inspector
Mrs Anthea Hickman	Reporting Inspector
Mrs Julia Jones	Assistant Reporting Inspector
Ms Helen Wren	Deputy Head, HMC school
Mr Magnus Cowie	Deputy Head (pastoral), HMC school
Miss Linda Clark	Senior Deputy Head, GSA school
Mr Jason Slack	Deputy Head, HMC school
Ms Charlotte Avery	Headmistress, GSA school
Mr Jonathan Brough	Head, GSA school
Mrs Elizabeth Hill	Deputy Head, IAPS school
Mr Graham Malcolm	Head, IAPS school
Ms Anne Roberts	Deputy Head, COBIS school
Mrs Anne Robinson	Deputy Head, ISA school
Mrs Felicity Lawson	Early Years Lead Inspector

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

- 7.1 The fourteen Early Years Foundation Stage (EYFS) children at Shrewsbury High School are accommodated in the Reception class within the pre-preparatory department. On the same site there is an independently managed Nursery providing optional before and after school care. All children attend full time. No children are identified as having learning difficulties and/or disabilities (LDD). No children are classified as having English as an additional language (EAL).
- 7.2 This is an effective setting. Good provision ensures the achievement of the aim to build on children's previous nursery experiences by providing a stimulating multisensory learning environment that allows children to develop their potential in all areas of learning. The EYFS is an important part of the whole school community. It has happy, confident children and the strong support of parents. The children make very good progress in their learning and development, and benefit from hardworking enthusiastic staff, shared facilities in the school, specialist teaching, regular contact with older children, a stimulating outdoor environment, the opportunity to attend a range of interesting clubs, and optional before and after school care.
- 7.3 The leadership and management of the setting are good. All adults working within the setting are focused on helping all children to make good progress in their learning and development and promoting their welfare. They meet regularly to evaluate their success and adapt their planning, and documentation is regularly reviewed and implemented effectively. In the pre- inspection questionnaire, the parents expressed appreciation of their children's good progress and of the nurturing, care and support their children receive. Excellent links with external agencies including the local authority successfully promote children's health, learning and well-being.
- 7.4 Adults' good knowledge of the EYFS framework means they are confident in helping children learn appropriately both in and out of doors. Children are encouraged to be creative and to develop independence. They learn to share, take turns and form happy friendships. An effective balance is maintained between adult-led and self-initiated activities involving choosing, exploring and discovering. The stimulating outdoor environment gives children first-hand contact with the weather, seasons and the natural world. It is used appropriately to offer children freedom to explore, use their senses, and be physically active and exuberant. Planning makes good use of the EYFS guidance, and staff are clear about long and medium term plans. However, observational assessment that focuses on what children have gained from an experience, and short term planning for individual progress are not evident. The EYFS has acknowledged this as an area for development. Relationships are excellent and provision for children's welfare is robust. Policies, procedures and practice are detailed and effective. Risk assessments are well devised and medical provision is of a high standard.
- 7.5 Children's achievements are considerable. Attainment on entry to the Reception year is overall above average but within that there is a broad spread of ability. By the end of the EYFS most children are likely to have achieved the Early Learning Goals in all six areas of learning, and many will have moved on to more advanced programmes of study largely following the National Curriculum. Children's personal development is outstanding. They demonstrate high levels of independence, curiosity and concentration. Children listen carefully to adult guidance, taking turns and sharing toys and equipment sensibly. Gentle reminders from adults ensure children learn the rules to keep them safe both indoors and outside. They display well- developed self-help skills, for example knowing why they must wash their hands before eating. Children display very good literacy and numeracy skills.

They converse confidently, and talk about their learning activities with enthusiasm and clarity of expression. They respond well to praise and encouragement and are happy in the setting, deriving much pleasure from their learning.

What the Setting Should Do to Improve

- 7.6 To improve further the good quality of its provision, the setting should:
1. improve further the quality of observation and assessment so that the next steps in each child's development and learning can be planned to achieve a close match with their individual needs and abilities;
 2. incorporate individual children's next steps into short term planning documents.
- 7.7 The school's provision for childcare meets the requirements of the Early Years Foundation Stage.