



INDEPENDENT SCHOOLS INSPECTORATE

THE KING'S SCHOOL

EARLY YEARS FOUNDATION STAGE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

The King's School

Full Name of School	The King's School
DfE Number	885/6027
EYFS Number	EY309503.
Registered Charity Number	1098236
Address	The King's School 5 College Green Worcester Worcestershire WR1 2LH
Telephone Number	01905 721700
Fax Number	01905 721710
Email Address	headmaster@ksw.org.uk
Head	Mr Ian Griffin (St Alban's) Mr Jim Turner (Hawford)
Chair of Governors	Mr Hugh Carslake
Age Range	2 to 18
Total Number of Pupils	1500
Gender of Pupils	Mixed (826 boys; 674 girls)
Numbers by Age	2-3 (EYFS): 25 4-5: 42 3-4(EYFS): 43 5-18: 1390
Head of EYFS Setting	Mrs Jill Willis (Hawford) Miss Alexandra Roberts (St Alban's)
EYFS Gender	Mixed
Inspection dates	14 Oct 2014 to 15 Oct 2014

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the school. The previous ISI inspection was in October 2011.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted informal discussions with children and examined samples of work. They held discussions with senior members of staff and with a representative of governors, observed a sample of extended day activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Sheila Boyle	Early Years Lead Inspector
Mr Chris Manville	Early Years Lead Inspector
Mrs Helen Sarah Dalkin	Team Inspector EYFS (Assistant Head. IAPS School).
Mrs Ann Robinson	Team Inspector EYFS (Former Head IAPS School).

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 SUMMARY	2
(i) Compliance with regulatory requirements	2
(ii) Recommendation for further improvement	2
3 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	3
(a) How well the early years provision meets the needs of the range of children who attend	3
(b) The contribution of the early years provision to children's well-being	3
(c) The leadership and management of the early years provision	4
(d) The overall quality and standards of the early years provision	4

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The King's School, founded in 1541, has a senior school and two junior schools, King's St Alban's and King's Hawford. Together, they form The King's School Foundation. The King's School occupies buildings alongside the cathedral in the centre of Worcester, on the site of a Benedictine monastery. The school has close links with the cathedral, whose choristers begin their education in King's St Alban's, which is adjacent to the senior school. King's Hawford, the other junior school, is four miles north of the city, with its own buildings and 23 acres of grounds. Although the schools share the same governing body and have common aims, each is distinct. The head of King's St Alban's was appointed in 2012.
- 1.2 The foundation aims for all pupils to have a rewarding experience and reach their potential at school, in preparation for leading a confident, fulfilled and unselfish adult life. The schools seek to promote good relationships, academic achievement, and the development of life skills enriched by a range of interests and activities. They strive to provide responsive pastoral care within an ethos of spiritual awareness, tolerance and mutual respect, rooted in the Christian faith and in service to others. The schools are academically selective and co-educational, catering for day pupils from a wide catchment area. The overwhelming majority of the pupils are of white British ethnicity. Both schools provide care before and after school, from 8.00 am to 8.45 am and from 3.30pm to 6.00pm as well holiday activities throughout the year.
- 1.3 The senior school has a total of 964 pupils. St Albans has a total of 215 pupils of whom 123 are boys and 92 are girls. There are 16 children in the Early Years Foundation Stage (EYFS), of whom 5 are boys and 11 are girls. All are aged between 4 and 5 years and attend full time.
- 1.4 Hawford has a total of 321 pupils: 195 boys and 126 girls. Of the 36 girls and 58 boys in the EYFS, 25 are under the age of three, 43 are aged 3 to 4 and 26 are aged 4 to 5; 56 attend part-time. Children live in the surrounding area and come from families with a variety of social, ethnic and economic backgrounds.
- 1.5 Three children in the Hawford's EYFS setting and one in St Albans, have been identified as having special educational needs and/or disabilities (SEND). Currently there are no pupils who need support for English as an additional language (EAL).
- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the EYFS and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Kindergarten 1	Nursery (2 to 3 years of age)
Kindergarten 2	Nursery (3 to 4 years of age)
Reception	Reception (4 to 5 years of age)

2. SUMMARY

(i) Compliance with statutory requirements

- 2.1 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

(ii) Recommendation for further improvement

- 2.2 The school is advised to make the following improvement
1. Extend the monitoring of the children's achievement, and the analysis of profile data, to include groups of different ages and backgrounds.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

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

- 3.1 The setting makes outstanding provision in meeting the needs of the range of children who attend. Staff provide consistently high standards of teaching based on well-focused assessments, including baseline tests on entry, and an excellent understanding of the required areas of learning. They use this knowledge exceptionally well to plan for individual children, including those with SEND. As a result, children of all ages and abilities make good or outstanding progress.
- 3.2 Children of all ages enjoy themselves, are eager to learn and demonstrate effective learning. They have access to an extensive range of equipment, with an emphasis on natural resources. They enjoy an abundance of highly stimulating opportunities to expand their imagination and develop both, physically and emotionally. Resources which facilitate these experiences include an aviary, a woodland classroom, innovative courtyards and well-designed adventure playgrounds. A group of Nursery children collected twigs in the forest to make candles for the hedgehog's birthday party, and children in Reception built a hibernation hotel during a 'Welly Wednesday' session.
- 3.3 Key adults play a significant role in the children's learning. They encourage and support the children's independent problem solving, and adapt activities skilfully in response to the children's ideas. The curriculum is enhanced through specialist teaching in languages, music, dance, games and swimming. The promotion of mathematical concepts through topic work and stimulating practical activities helps children to develop a secure foundation in number, shape and space. Regular assessment of the children's progress enables staff to set challenging next steps that reflect their individual needs and interests. Those with additional needs are extremely well supported, with effective interventions from outside agencies. As a result, children of all abilities are very well prepared for the next stage of their education.
- 3.4 Parents are kept well informed about their children's progress. They welcome the opportunities they are given to be involved in their children's learning. Parents' questionnaire responses confirm that they are overwhelmingly appreciative of the care and education provided for their children. These views accord with inspectors' findings.

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

- 3.5 The contribution of the early years provision to children's well-being is outstanding. Staff provide an extremely warm and welcoming environment and have excellent understanding of their roles and responsibilities to meet the needs of all the children. Those under three settle quickly, and all children form strong attachments and have a clear sense of security and belonging. Staff are very accomplished in recognising the uniqueness of each child, for example through the 'Marvellous Me' boxes, created by each child and shared with the rest of the class. The calm but stimulating atmosphere of the settings, and the highly effective partnerships staff enjoy with parents, help all children to settle well into routines. The daily handover promotes

friendly and informative exchanges. Children with specific health and care needs are provided for extremely well. All staff are fully aware of their responsibilities in keeping children safe and are particularly vigilant, while allowing them to take manageable risks in their play. Older children play on the physically challenging climbing apparatus with appropriate supervision. Younger children learn to hunt for bugs and explore the wild areas of the garden safely. Children are developing high levels of self-esteem because staff are attentive and value their contributions. Children enjoy nutritious meals and choose from a selection of healthy snacks. A farm shop role-play area provides an excellent opportunity to reinforce principles of healthy eating. From an early age, staff encourage children to use cutlery safely and pour their own drinks.

- 3.6 Both settings provide an abundance of opportunities to enjoy the outdoor environment in all weathers. The children experience changing seasons as they plant, tend and harvest flowers and vegetables. The close-knit community within the whole provision prepares children extremely well for transitions. As a result, children in each class are exceptionally happy and settled. Staff prepare older children to move onto their next schools with much success. They work closely with parents and other schools to ensure smooth movements between settings.

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

- 3.7 Leadership and management are outstanding. Governors have a clear overview of the provision because their representative is suitably trained and works closely with staff. Managers and staff have an exceptional understanding of their responsibilities in meeting the requirements of the EYFS. The management team supports all staff well and uses its knowledge and experience to best effect. The pursuit of enjoyment in learning and high achievement for children is a striking feature of both schools. Staff develop close relationships with children's families and work closely with other agencies to ensure the needs of all children are met effectively. Suitable safeguarding procedures, including those for child protection, risk assessments of premises, equipment and trips, are understood and implemented consistently by staff. The valuable staff supervision and appraisal systems encourage continued professional development. Staff benefit from high levels of training, work shadowing and mentoring which are effectively linked to improving the quality of service to children and their families. There is a clear focus on improving the provision, and management has fully embraced recent reforms to the EYFS requirements. The recommendation from the previous inspection has been implemented, including closer working links between the two schools.
- 3.8 Regular self-evaluation and monitoring within each part of the setting help to identify individual and common areas for improvement. Systems to monitor teaching and to track individual children's progress are effective and have a positive impact upon the children's academic and personal development. However, procedures to monitor and analyse data related to different groups are not fully embedded across the whole provision. This limits opportunities to monitor whether children of all backgrounds are helped to achieve their full potential. Well co-ordinated partnerships with parents, the local authority and other agencies make a strong contribution to meeting the children's needs.

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

- 3.9 The overall quality and standards of the early years provision are outstanding. Children, including those under three, are enthusiastic, inquisitive learners who enjoy coming to school and who make rapid progress, particularly in their personal and social development. They reach consistently good and often excellent levels of achievement. By the end of the EYFS, almost all children achieve, and many exceed, the Early Learning Goals in all seven areas of learning. Children under three recognise and name many colours and numbers. They use pens, chalks and paint brushes confidently to develop their early writing skills. From the age of three, children, including those with additional needs, develop good foundations for reading, writing and counting, through listening to and retelling stories, role play activities and singing number rhymes and songs. The structured teaching of phonics in Reception promotes early reading skills. By the end of Reception, the most able children read well and write short sentences independently with mostly correct punctuation and spelling. They solve simple number problems, understand halving and doubling, and identify common two-dimensional shapes.
- 3.10 The children's exemplary behaviour is a feature of their outstanding personal and social development. Children know how to keep themselves safe both in school and during outings. They understand the importance of healthy eating, for example knowing that broccoli is important to eat because it contains vitamins. Children understand that taking regular exercise is important.
- 3.11 Policies and procedures relating to the children's welfare, health and safety are implemented effectively to ensure that all children are kept safe and well cared for. They are kept under review to promote a shared understanding of how to protect children. Managers have a clear plan for the future development of the provision. Its priorities increasingly reflect the views of staff, children and their parents. Reviews and self-evaluation identify continuous improvements since the previous inspection.