

# INDEPENDENT SCHOOLS INSPECTORATE

## INSPECTION REPORT ON

### Feltonfleet School

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| Full Name of the School                       | <b>Feltonfleet School</b>                            |
| DCSF Number                                   | <b>936/6090</b>                                      |
| Registered Charity Number                     | <b>312070</b>  |
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| Headmaster                                    | <b>Mr Philip Ward</b>                                |
| Chair of Governors                            | <b>Mr Giles Ashbee</b>                               |
| Age Range of the whole school                 | <b>3 to 13</b>                                       |
| Gender  | <b>Mixed</b>   |
| Inspection Dates                              | <b>6<sup>th</sup> to 9<sup>th</sup> October 2008</b> |
| Head of Early Years Setting                   | <b>Mrs Jan Preece</b>                                |
| Early Years Age Range                         | <b>3 to 5</b>  |
| Early Years Gender                            | <b>Mixed</b>   |
| Early Years Foundation Stage Inspection Dates | <b>6<sup>th</sup> to 7<sup>th</sup> October 2008</b> |

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 and May 2007.

The Early Years Foundation Stage (EYFS) framework was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> 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 was not carried out in conjunction with Ofsted, Children's Directorate, and the report does not contain specific judgements on the National Minimum Boarding Standards. It comments on

the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education and development in general. The full Ofsted report can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) under Inspection reports/Boarding schools.

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.

# CONTENTS

|    |   |    |
|----|---|----|
| 1. | INTRODUCTION .....  | 1  |
|    | Characteristics of the School .....   | 1  |
| 2. | THE QUALITY OF EDUCATION .....  | 2  |
|    | The Educational Experience Provided .....                                       | 2  |
|    | Pupils' Learning and Achievements.....  | 4  |
|    | Spiritual, Moral, Social and Cultural Development of Pupils .....               | 6  |
|    | The Quality of Teaching (Including Assessment).....                             | 7  |
| 3. | THE QUALITY OF CARE AND RELATIONSHIPS .....                                     | 9  |
|    | The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils..... | 9  |
|    | The Quality of Links with Parents and the Community .....                       | 10 |
|    | The Quality of Boarding Education .....   | 11 |
| 4. | THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT ....                             | 13 |
|    | The Quality of Governance .....   | 13 |
|    | The Quality of Leadership and Management .....                                  | 14 |
| 5. | CONCLUSIONS AND NEXT STEPS.....   | 16 |
|    | Overall Conclusions .....   | 16 |
|    | Next Steps.....   | 17 |
| 6. | SUMMARY OF INSPECTION EVIDENCE .....  | 18 |
|    | List of Inspectors .....  | 18 |
| 7. | THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION<br>STAGE (EYFS) .....           | 19 |
|    | What the Setting Should Do to Improve .....                                     | 20 |

## 1. INTRODUCTION

### Characteristics of the School

- 1.1 Feltonfleet School was founded in Folkestone in 1903 as a preparatory boarding school for boys. In 1916 it moved to its present 25-acre site in Cobham and, apart from a short period in 1940 when it transferred to Somerset, has remained there since. In 1994, a pre-preparatory department opened at the same time as the school became coeducational. The school is run as a charitable trust by a board of governors. Since the last inspection in 2002, the number of pupils has risen as has the number of pupils who board. Developments since that inspection include the building of the Centenary Centre as well as the refurbishment of the main school buildings. Also, weekly and flexi-boarding has been developed and the curriculum has been extended to include, for example, a second modern foreign language.
- 1.2 At the time of the inspection there were 365 pupils on roll, aged between 3 and 13 years. Of these 228 were boys and 137 were girls. Eighteen pupils attend on a part-time basis. Of the 365, 35 children were in the Foundation Stage, (ages 3 to 5) and 36 in the rest of the pre-preparatory department (Years 1 and 2, ages 6 to 7). In the junior school (Years 3 and 4, ages 8 to 9) there were 87 pupils and 207 pupils were in the senior school (Years 5 to 8, ages 10 to 13). Forty-four pupils board at the school on a weekly or flexi-boarding basis.
- 1.3 The school has identified 87 pupils as in need of additional help, usually in mathematics or literacy. One pupil has a statement of special educational needs. Six pupils do not have English as their principal language. Almost all are fluent in English, although additional one-to-one support is given until such pupils are able to access the full curriculum.
- 1.4 Many pupils live near to the school although some do come from as far away as Fulham, Wimbledon, Kingston, Wandsworth, Guildford, Esher and Woking. Pupils also come from a variety of backgrounds and from families that strongly support their children's education and want them to be successful. The pupils come from a range of family backgrounds with the majority having parents who work in professional occupations or businesses of all sizes.
- 1.5 Entry to the school at three is not on a competitive basis. However, the school does follow a detailed admissions' procedure. For pupils seeking admission later, tests are used to assess the pupils' suitability for the school. Pupils cover a wide spectrum of ability, though their average ability is above the national average.
- 1.6 All pupils in 2008 were successful in transferring to the senior school of their choice, with 12 gaining scholarships in particular specialist areas such as music, art and sport. Almost all pupils leave the school at the intended age of 13.
- 1.7 The school's main aim is to meet the individual needs of every pupil, where the best possible personal standards and values are strongly encouraged and rewarded, enabling pupils to flourish at the school and beyond. In addition, it aims to promote high quality teaching and learning, and to provide a safe, happy and challenging environment in which pupils can develop, providing an education for a broad range of abilities and talents. It wants its pupils to have high expectations of themselves and others; to respect each other and the environment; to seek to make a contribution to the community; to have a positive outlook on whatever they undertake; and to develop and learn how to take responsibility for their learning.
- 1.8 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 school provides an all-round educational experience of high quality, consistent with its overall aims and philosophy. Since the last inspection good progress has been made, particularly in the support for pupils with special educational needs. In addition, lessons have been lengthened by timetabling double periods in English, mathematics, science and French. A curriculum leadership team (consisting of senior members of staff) meets weekly and has the task of monitoring the continuity and progression of curriculum planning from Year 1 to Year 8. The new library has significantly enhanced the quality of reading, particularly from Year 3 to Year 8. Right across the school, emphasis is placed on providing pupils with activities that contribute to their linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative development. Pupils are able to acquire the skills of speaking, listening, literacy and numeracy in a well-planned and progressive way.
- 2.2 Pupils benefit greatly from the variety and breadth of the educational experience they receive. Curriculum provision is good. In the pre-preparatory department pupils experience a range of subjects which are suitable for their ages and ability. Years 1 and 2 follow National Curriculum programmes of study. Physical education, swimming, information and communication technology (ICT), French and music are taught by subject specialist teachers throughout. Religious education, drama, personal, social and health education (PSHE) and circle time are timetabled as separate lessons from Year 1. In Years 3 to 6, National Curriculum programmes of study are again followed with the addition of drama and PSHE and citizenship as well as circle time. Increasing numbers of subject specialist teachers are used as the pupils move through the school. Latin is added for all pupils in Year 5 and Spanish in Year 6. From Year 6, Latin is set against extra English, extra mathematics, or Spanish. All pupils in Years 3 to 8 have games four times a week with the other afternoon being spent on activities. Furthermore, classical studies and Greek form part of the gifted and talented programme in Year 8.
- 2.3 The educational experience pupils receive contributes effectively to their progress in all areas of learning. Pupils progressively develop their speaking and listening skills in many subjects. For instance, in a Year 5 geography lesson, pupils worked well in groups to investigate aspects of life in Kenya. Each group fed back clearly whilst other groups listened with interest and responded accordingly. Similarly, a Year 8 religious education lesson elicited an extremely high level discussion of moral issues.
- 2.4 Each year group has a weekly lesson of ICT taught by a subject specialist teacher. Furthermore, a focus on ICT across the curriculum in subject planning has led to considerable improvements in the standard of ICT used both in lessons and in the ICT suite. Most classrooms have an interactive whiteboard which is used to good effect in most lessons. All pupils have access to a broad range of sports through physical education and games. This includes many opportunities to represent the school in competitive games such as football and netball.
- 2.5 An extensive variety of clubs and activities is offered to all pupils, including those pupils who board. These complement the taught curriculum and provide for individuals' interests as well as introducing new opportunities. Participation in clubs is optional, although uptake is high. A ballet club for Year 7 provided an outstanding experience for the pupils and enabled them to work towards a high level examination. Clubs for the younger pupils include choir, swimming, design and construction and water colours; junior pupils are

offered, amongst others, ‘gardening/nature’, science, art, cookery, recorders and golf. For pupils in Year 5 onwards, clubs such as leadership, general knowledge, air rifle, mosaic making, trampoline, art and digital photography are on offer, as well as the usual array of music and sports’ clubs. In addition, a large number of educational trips and visits also take place, including residential and overseas visits to places such as Osmington Bay, Verulamium and France. All such activities have a very positive impact on the educational experience of the pupils.

- 2.6 Pupils are well prepared both academically and socially for the next stage of their education. At each stage pupils are prepared for transfer to the next section in the school, whether that be from the EYFS to Year 1, from the pre-preparatory department to the junior school or from the junior school to the senior school. The positive and caring ethos of the school provides numerous opportunities for pupils to develop personally and socially as well as academically. Pupils are also successfully prepared for the next stage of their education as they move into senior schools. Parents meet with the headmaster to discuss the choice of school best suited to their children’s needs and abilities. Preparation for entry examinations, Common Entrance and scholarship examinations is thorough. All pupils get to the senior school of their first choice with a number of scholarships being gained.
- 2.7 Much of the planning for the curriculum is thorough and effective. The curriculum leadership team has a clear vision of curriculum development, including monitoring and evaluation. They keep curriculum balance under review and are introducing initiatives such as cross-curricular links, (discussed in recently introduced faculty meetings) and faculty preps in Years 7 and 8, both developed to combat the restraints of time. Subject policy documents and schemes of work are in place but some are of better quality than others. In the best practice, subject handbooks are of a high quality and contain sections on assessment and ICT as well as policies for meeting the needs of learners with difficulties and/or disabilities (LDD) and for those who are gifted and talented. However, the school recognises that not all subjects reach such high standards. Such documentation, when it is good, helps to ensure the progressive and continuous development of pupils’ knowledge, understanding and skills as they move through the school.
- 2.8 Provision for pupils with LDD to receive individual support is good. Pupils are identified very early on through teacher observation and the use of standardised test results. Individual educational plans (IEPs) are drawn up and are appropriate to the individual pupil’s needs. Help is given to other teachers by the special educational needs coordinator (SENCO) regarding strategies to teach the pupil in the classroom, as well as providing support in the learning support department when necessary. Good provision is made for pupils for whom English is not their first language. The help offered by the well organised and forward looking learning support department is very effective and enables those pupils who require assistance, in both the short and long-term, to make progress in all their subjects. Gifted and talented pupils throughout the school are identified and the school is beginning to provide extension work for them. A committee has been formed to co-ordinate further opportunities for the development of these gifted and talented pupils.
- 2.9 The school meets the regulatory requirements for the curriculum [Standard 1].

## **Pupils' Learning and Achievements**

- 2.10 Pupils achieve particularly well in both their academic and broader education. Consequently, the school broadly achieves its aim of promoting high quality learning and enabling pupils to attain the best possible standards. Furthermore, pupils apply themselves effectively to their work, which they clearly enjoy. Significant levels of knowledge, skill and critical and creative understanding are achieved in the subjects they study, as well as in the activities they follow outside the taught curriculum. High standards, found in several subjects at the time of the previous inspection, have been maintained. In respect of pupils with LDD, significant progress has been made by the school, in that these pupils now make good progress given their ability levels which was not the case at the time of the last inspection.
- 2.11 In Years 1 and 2, pupils learn to read and write with growing confidence and enjoyment. Solid foundations are also put in place for pupils' mathematical developments and consequently they attain a good knowledge and understanding of numbers. Effective teaching and well-planned lessons are the main reasons for this. Pupils' ICT skills are progressing at an appropriate pace in Years 1 and 2 as good opportunities are provided for them to use these skills in other areas. Teachers also successfully encourage pupils to use their imagination and creativity and to apply these to other activities, notably English and art.
- 2.12 Whilst pupils are in Years 3 to 8 their progress builds successfully on the good start they have made in the pre-preparatory department. They become well able to apply their expanding knowledge and skills to different subjects and activities. This is particularly noticeable in their written work. As a result, by the time most leave the school, at the age of 13, their speaking and listening skills are developed very well for their age. Pupils are articulate and are able to converse with their peers and adults with ease and growing confidence. Good levels of creativity are also shown by pupils, particularly in their writing and investigative work in subjects such as science, but also in their writing generally. Furthermore, pupils' critical and creative skills are also exceptionally well developed in subjects such as music, art and drama where they achieve high standards right across the school. When required pupils also use their mathematical skills well in other subjects such as science and geography. In addition, pupils apply their ICT skills very well notably in subjects such as design and technology, through the use of computer-aided design and computer and manufacture programs, in geography in Year 7 by using hyperlinks to create a geographical quiz and in science in Year 5 to make an animation to illustrate the concept of germination.
- 2.13 No significant differences are apparent in terms of relative attainment between different groups of pupils. Those recognised as being gifted or talented or indeed those with LDD make good progress, given their ability levels and, where applicable, in the pursuit of their IEP targets. Pupils for whom English is not their first language also achieve at an appropriate level, given their linguistic abilities. No marked differences in the attainment of boys and girls are apparent.
- 2.14 Pupils do not take national tests at the ages of either 7 or 11. Consequently, direct comparisons between pupils' standards and those of pupils in maintained primary schools are not possible. However, the evidence of lesson observations, discussion with pupils and the scrutiny of pupils' work, both in their books and on display, shows that at the age of 13, pupils' standards are particularly good in many areas notably mathematics, science, art and physical education and games. This judgement is confirmed by pupils' performance in a wide range of entry examinations for senior schools. Indeed over the last three years a growing number of pupils have gained scholarships to senior schools and all have gone to their first choice school.

- 2.15 The school also has a considerable list of both individual and team achievements in a variety of areas. Pupils achieve well in music, as individuals in Associated Board music examinations, and in choirs and orchestras. Pupils display a high level of skill in many sports and the school has earned a good reputation, competing successfully and regularly over many years. In the last two years, for example, the school reached the national rugby finals and in 2007 were winners of the Aysgarth Cup for .22 shooting. In other areas, the school team won the St John's debating competition and in mathematics pupils achieved gold, silver and bronze certificates in the National Mathematics Challenge with two pupils being selected for the Mathematics Olympics. The school also supports individual pupils well, with notable successes in national science and art competitions, the National Children's Orchestra and in the Surrey Youth Ballet. High standards have also enabled pupils from the school to perform at the Royal Albert Hall, Glyndebourne and the Edinburgh Fringe. The school is proud of the individual and team successes of its pupils. Nevertheless, it takes great care to ensure that pupils who do not possess such skill levels have access to coaching and tuition and, as a result, have the opportunity to compete at a level appropriate to their ability.
- 2.16 Pupils' attitudes to learning and achievements right across the school are particularly good. The findings of the previous inspection have been upheld. Pupils are friendly, helpful, interested and eager to talk about what they are doing and to share their views on their progress. Pupils are articulate and speak with confidence. They are able to express themselves by using the appropriate language for different subjects. Pupils are good learners; they study hard and learn effectively, both on their own and co-operatively. Examples of this were noted in mathematics investigations in Year 6 and in the extensive use of pupils' individual sketch books in art. Pupils work well together in pairs or in groups as seen in a Year 3 physical education lesson, a drama lesson in Year 4, a Year 8 Spanish lesson and a mathematics lesson in Year 5 related to probability. In all these examples co-operation within the group contributed significantly to all pupils' learning.
- 2.17 Pupils settle down and apply themselves to the task they have been set in a positive manner, whether in form time, lessons, or clubs and activities. They are enthusiastic and willing to persevere, as was evident in a Year 5 design and technology lesson where pupils were designing key fobs. Pupils' concentration levels are good and they show enthusiasm for their work and activities. Both boys and girls generally organise their work and studies appropriately and, as a result, they progress well and attain high standards in many subjects. However, in a small number of subjects, largely in the senior part of the school, the standard of presentation of pupils' work is not as good as it could be. Pupils clearly enjoy coming to school and the learning experiences they are offered.

## **Spiritual, Moral, Social and Cultural Development of Pupils**

- 2.18 Overall the provision of social, moral, spiritual and cultural awareness and development of the pupils is highly effective, thus maintaining and indeed building upon the already significant standards reported at the time of the previous inspection. The school has made considerable progress towards the development of a coherent policy in this area with the introduction of the 'Feltonfleet Way' in April 2008. This provides a clear framework for a way forward and is evident that it is increasingly effective across all areas of the school. Pupils conduct themselves in a manner which suggests a well-developed spiritual, moral, social and cultural awareness.
- 2.19 Pupils' spiritual awareness is good, and they are encouraged to develop this through assemblies, lessons and visits. Each section of the school has its own assemblies with agreed and planned themes, for example the recent harvest festival assembly in the pre-preparatory section. The provision is enriched by the range of external visitors who are invited in to take assemblies, as well as by visits from leaders in other faiths, for example a local Rabbi. An understanding of things beyond themselves was evident in a science lesson when Year 3 discovered that their predictions to changes in heart rate were accurate, or the sense of achievement experienced by Year 5 as they executed a particular sequence in gymnastics.
- 2.20 Pupils develop a strong moral awareness and are well able to identify the difference between right and wrong from an early age. They respect and appreciate the need for rules. Year 7 pupils commented that they fully understood why rules were necessary and think them to be fair. Opportunities are available within the PSHE and citizenship as well as circle time for pupils to develop their self-knowledge and understanding of such issues as friendship, bullying and citizenship. A Year 1 circle time session encouraged pupils to think about the importance of sharing, as a part of the term's theme of 'Our Best Selves'. Pupils are encouraged to take responsibility, for example by acting as mentors in the boarding community or within the classroom. Respect for the community is fostered by visits from outside agencies, for example the police and fire brigade in the junior department; whilst the senior pupils enjoyed a visit from a Justice of the Peace who came to discuss the workings of magistrate's courts.
- 2.21 Pupils' social development, with regard to their position as members of the school and wider community, is excellent. Pupils are encouraged to think of others as well as themselves. A pupils' charity committee is in place, which works with the headmaster to decide which charities the school will support, for example the school at present supports the Mango Tree Trust to help orphans in Tanzania. A recent trip to Leatherhead to hear the African Children's Choir prompted reflection on lives very different from their own. The school council, made up of representatives from Years 3 to 8, provides the opportunity for pupils to develop a sense of collective responsibility. The council is justifiably proud of their recent success in achieving the spectacular tree house, which in itself forms a special meeting place in the heart of the school grounds. Social confidence and responsibility is further achieved by peer mentoring amongst the senior pupils and by Year 8 helping the younger pupils. The extensive and well-kept grounds, combined with well-designed and creative play areas, provide ample opportunity for pupils to learn and to physically challenge themselves through play. Pupils are unfailingly polite, courteous and willing to share their views.
- 2.22 Pupils have good levels of cultural awareness and are provided with particularly good opportunities to learn and appreciate the cultural traditions from their own and other backgrounds. For example, the register in Year 1 is taken in a variety of different languages; similarly, the school participated in World Awareness Week in March. The pupils are particularly impressed with the initiative of using a visual internet telephone system in order

to link up with language teachers all over the world, so that pupils can enrol for lessons in any language from a native speaker. Other lessons such as art, music and geography all foster an appreciation of life in this and other cultures. In accordance with the development plan, the school is working hard towards exploring many ways of heightening awareness of other cultures.

- 2.23 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

### **The Quality of Teaching (Including Assessment)**

- 2.24 Across the school, teaching is good and on occasions is outstanding. As a result, this allows the school to go a long way towards meeting its aims of encouraging high achievement and enabling pupils to reach their full potential. The quality of teaching found at the time of the previous inspection has therefore been maintained and in some cases improved upon.
- 2.25 When teaching is at its best, teachers expect a considerable amount from their pupils and take the necessary steps to encourage them to become interested in their work. They set up many and varied opportunities to enable their pupils to increase their knowledge and understanding of a subject or particular skill.
- 2.26 In the best practice teachers encourage pupils to think and learn for themselves. In order to achieve this, they skilfully use tasks and pose questions that are appropriate to pupils differing ages and abilities. This was particularly noticeable in an outstanding Year 7 mathematics lesson where pupils were studying Pythagoras' Theorem. Following quick-fire mental arithmetic questions, pupils were divided into three different ability groups looking at various ways of applying and using the theorem. The teacher's high expectations and good use of appropriately set questions, as well as the praise and encouragement given to the pupils, ensured that all made considerable gains in their learning.
- 2.27 Teachers' own subject knowledge and obvious enthusiasm enable them to set work which not only motivates but successfully challenges their pupils. Furthermore, teachers manage pupils' behaviour well and carefully enable them to express themselves in a variety of ways. Lessons are very well planned and pupils clearly understand what they are expected to do in order to learn a particular skill or concept. Almost all lessons move at a sufficiently brisk pace and good use is made, by both teachers and pupils, of the time available.
- 2.28 Other characteristics of highly successful lessons include the way in which teachers involve their pupils in a variety of activities which might include an investigation, a discussion or theoretical or practical work. Effective use is made of the resources that are available to support pupils' learning. In subjects such as physical education and games, science and mathematics, pupils' learning is increased as a result of them being asked to work in pairs or small groups. Indeed, the sharing of apparatus and encouragement of working together are successfully developed from the youngest pupil onwards. In an outstanding Year 3 physical education and dance lesson all pupils were fully involved in learning to dance to short pieces of music from the song *Skimbleshanks*, a part of the musical *Cats*. Pupils learnt the general routines quickly and then developed their own paired routines to another section of the song. The joint learning and development of ideas was very successful as a result of pupils sharing ideas and by the constant challenging and prompting of the pupils by the teacher. In addition the excellent use of the available resources ensured that all pupils made considerable progress.

- 2.29 On the occasions when teaching does not reach such high standards, it is usually as a result of a lack of variety in the teaching methods used, or because the work is insufficiently challenging and not clearly matched to pupils' different ability levels. In addition, on some occasions, the rate at which pupils are required to work is too slow. The result is that pupils lose interest and do not achieve a sufficient amount in the time available.
- 2.30 High quality relationships between teachers and pupils exist throughout the school. These are based largely on the mutual respect that exists between them. The outcome is that pupils are confident and feel able to express their views, ideas and opinions in a secure environment. In addition, they are able to respond in a positive and productive way. Teachers know their pupils well and give sensitive help, particularly to those pupils with LDD. Pupils' needs are recognised, understood and addressed appropriately.
- 2.31 Teachers make good and effective use of the school's stock of high quality resources. They select resources carefully so that they can be used to help pupils' learning and understanding of what they are being taught. In one or two instances too much reliance is placed by teachers on duplicated worksheets that are not appropriate to pupils' differing abilities and needs. Teachers use ICT well to assist pupils' understanding, particularly through the use of the ICT suite and through interactive whiteboards where appropriate. This was seen in an outstanding Year 1 mathematics lesson related to estimating and measuring a variety of shapes. The well stocked libraries and other teaching rooms, together with many specialist rooms, have appropriate book stocks and resources that are again well used to support pupils' learning. Of particular note is the quality of support given to pupils by teaching assistants.
- 2.32 Good systems and strategies are in place to assess and record pupils' attainment and progress right across the school. A range of standardised tests, starting in the pre-preparatory section, is used to assess attainment against national criteria including verbal reasoning, non-verbal reasoning and dyslexia screening tests. In Years 1 and 2, National Curriculum attainment targets are also used to identify pupils' level of attainment. Tests in Years 3 and 4 and examinations from Year 5 onwards are set internally. Almost all teachers use the everyday assessment of their pupils' work in the classroom to monitor their progress. Teachers of pupils in Years 3 to 8 also record grades for effort and attainment on pupil review sheets which are sent termly to parents.
- 2.33 Results of standardised tests are monitored to identify any emerging trends in attainment and to identify pupils who may require extra support, the gifted and talented and under- or over-achievers. A system for tracking individual pupils' progress is in place. All staff have received training in the use of assessment data and are beginning to use the information to inform their planning and meet individual pupils' needs.
- 2.34 A marking policy covering all three sections of the school is in place but is not consistently applied. A proportion of the marking is cursory consisting of a tick only; similarly, some comments offer praise but no advice for improvement. Also, some work is not marked and there is unfinished work in the books, even when the teacher has asked for it to be completed. The school is well aware of this and has begun to take steps to address the issue.
- 2.35 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 school provides a high quality of pastoral care. It is successful in ensuring the welfare, health and safety of all its pupils, including those who board. Consequently it achieves its aim of providing a safe, happy and challenging environment in which pupils can develop. The high standards found at the time of the previous inspection have been maintained.
- 3.2 Very good systems are in place to ensure the best provision for pupils. In the pre-preparatory section the class teacher is the key person for the pupils, although there is a strong collective responsibility which is shared by all staff. In Years 3 to 8 the form tutors are the first point of contact for pastoral care, backed up by a head of year and a weekly welfare meeting, which itself reports to the weekly staff meeting. 'The Feltonfleet Way' and 'If I have a problem' information sheets are very evident in all classrooms. Pupils in Years 3 and 4 were quick to point these notices out in their classrooms.
- 3.3 Staff know their pupils well and are widely liked and respected. A high level of support and care is evident in many lessons, for example in a Year 8 science lesson on neutralisation, where the possible safety risks were very clearly highlighted and respected by the pupils.
- 3.4 Relationships between staff and pupils and between pupils and their peers are of a high quality. Pupils are very supportive of each other and often help younger pupils if they are looking unhappy or are seen on their own. The senior pupils are expected to help care for the younger pupils, with prefects undertaking duties in the pre-preparatory section. Pupils said that they "feel 100% safe at school" and that, "It is good in Year 7 as teachers give us a lot of respect."
- 3.5 Comprehensive anti-bullying and behaviour policies are in place and are effective. The pupils are very aware of who to talk to if they are being bullied or experiencing difficulties. The posters in all form rooms and common spaces remind pupils of the 'Feltonfleet Way' and who to talk to if necessary. Pupils are also aware of what kind of behaviour is expected of them and are extremely courteous and friendly. They respond extremely well to the award of 'pluses' and are very pleased if they receive a 'headmaster's initial'. A pupil in Year 4, returning from a visit to the headmaster, was particularly proud of her science work and pleased to have been able to present it to him. The school council provides a good avenue for the pupils to be heard. They have recently been instrumental in influencing the construction of a wonderful tree house which is used largely for meeting and reflective time rather than for teaching.
- 3.6 Measures to safeguard and promote pupils' health and well-being are secure and firmly established. Only healthy tuck is permitted in the boarding houses with no sweets allowed. Health-related fitness is part of the physical education programme and was also seen, for example, in an outstanding Year 3 science lesson. Pupils thoroughly enjoyed demonstrating wonderfully well the effect of exercise on the respiratory system by playing the parts of the heart, muscles and the blood stream and using the tennis balls to represent oxygen. Child protection measures are in place and are effective and training in this area is part of the in-service training programme at the start of every term. Pupils are well supervised at break and lunch times. Staff are all checked and cleared to an enhanced level with the Criminal Records Bureau. The administration of medicines is tightly controlled by the matrons and appropriate records are maintained. On some occasions, absence is not accurately recorded in attendance registers.

- 3.7 All necessary measures have been taken to reduce risk from fire. Fire practices are held regularly and recorded. Safety precautions in the science laboratories and design and technology rooms are carefully observed.
- 3.8 Health and safety policies are comprehensive and regular committee meetings, ranging from in-house meetings to the involvement of governors, are held to ensure that all is in order. All staff are qualified first aiders and first aid equipment is readily available when needed. Pupils in a Year 5 design and technology lesson and in a Year 8 science lesson were fully aware of the risks involved in these lessons and wore safety glasses as a matter of course when the chosen activities required it. Risk assessments are undertaken of all areas of the school on an annual basis and a clear policy is in place for the management of risk for all outings with the headmaster signing off all off-campus activities before they leave the school. The quality of the food is good, with an appetising and nutritious menu available to the pupils. All pupils are encouraged to eat a balanced meal.
- 3.9 The school provides a caring and safe environment. As a result pupils feel safe and are happy and confident.
- 3.10 The school meets most of the regulatory requirements for the welfare, health and safety of pupils [Standard 3]. In order to meet all the requirements the school must:
- (a) ensure that all absences are recorded accurately in attendance registers [Regulation 3.(9)].

### **The Quality of Links with Parents and the Community**

- 3.11 The school has developed an excellent partnership with parents and the local community. The school enjoys a high degree of parental satisfaction and support in line with its general aims.
- 3.12 Parents who responded to the pre-inspection questionnaire indicated strong support for most of the school's provision. Parents particularly appreciate the attitudes and values the school promotes, the curriculum and extra-curricular activities provided and the quality of teaching their children receive.
- 3.13 The main areas of concern raised by parents related to the level of homework and the help provided for pupils with LDD and special educational needs. Inspection findings show that with regard to the amount of homework pupils receive that this is now satisfactory and that the proposed timetable review should allow more homework to be completed before pupils leave school. The provision for pupils with special educational needs or LDD is now very good. Indeed, since the last inspection, the amount of support for pupils with LDD and special educational needs has been increased, tracking systems have been introduced to monitor pupils' progress, regular reviews take place of IEPs and training sessions have been implemented.
- 3.14 Parents are provided with many worthwhile opportunities to be involved in the life of the school. For example, parents may support the school by helping with school trips, matches and social fundraising events. The 'Friends of Feltonfleet' are a proactive group, working with the school to support fundraising and foster a spirit of community and by welcoming new parents and visitors at open days. Parents are involved in many areas of the school's development including the eco-committee's proposed plan to clear and maintain the lake as a valuable addition to the excellent learning resources and facilities available to the pupils and wider community.

- 3.15 Pupil planners and reading records for younger pupils enable parents to support their children's homework. Weekly coffee mornings, subject presentations, weekly newsletters and a website provide parents with information about the school.
- 3.16 Parents are able to communicate with staff directly by e-mail and the school's open door policy allows access to staff and the headmaster. During the course of the inspection parents attended match fixtures and a long established Fathers' Keep Fit class. Parents are also welcomed to the numerous plays, concerts and performances held throughout the year.
- 3.17 Throughout the school good systems for communicating with parents are in place. A good range of information is provided and this keeps parents well informed. Reports are sent out three times a year; these are informative and constructive, many giving supportive advice on areas for improvement or in setting targets. Reports are sent home two weeks prior to the end of term to enable parents to discuss any issues raised before the school breaks up. All parents are encouraged to meet teachers, both formally at parents' evenings or when appropriate, in order to discuss their children's work and progress.
- 3.18 A wide variety of links with the local and wider community enriches the lives of the pupils. The school raises money for many charities world wide and supports local causes, some suggested by the pupils' own charities committee. The appointment of a wider community co-ordinator is enabling the school to further develop its already excellent links with the local and broader community. Through school visits to perform concerts in the local village, a local care home and at the Edinburgh Fringe the pupils gain experience of the wider community. World Awareness Week and support of the Mango Tree Trust have also enabled pupils to gain experience of a world wide community.
- 3.19 Outside bodies use the excellent school facilities thus forging links with sporting groups and organisations including Cobham Art Group, Surrey School Cricket and Oxshott Royals Football.
- 3.20 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].

### **The Quality of Boarding Education**

- 3.21 Boarding education is of outstanding quality. The pupils board for a whole week or part of a week going home on Friday and returning on Monday morning although there is an opportunity to return to school on Sunday evening. The system for booking in to the boarding house is well organised by the housemaster. The number of boarders, especially in Year 8, tends to increase as the year progresses. The level of care given to the pupils is particularly good and the opportunities they have reflect the school's aims of providing a safe, happy environment in which pupils can develop in a positive and purposeful way.
- 3.22 Relationships within the boarding environment are very good and the pupils enjoy the experience, one Year 8 pupil commenting that she would prefer to be able to board more than she does if her parents would let her. The atmosphere is relaxed, with a clear programme of staff induction involving all new staff shadowing an experienced colleague for at least one term. A system of pupil mentoring involving the Year 8 pupils works well and helps the younger pupils feel safe and listened to. Sanctions, where necessary, are clearly defined and administered fairly. Detailed handbooks are available for both parents and pupils and these outline all aspects of boarding.

- 3.23 A varied programme of activities is in place for the boarders to enjoy in the evenings. The sports hall is regularly available and there is sometimes the opportunity to visit the ICT suite as well as having access to computers in the boarding house. A range of parties are organised including a fancy dress Halloween party and a pantomime which also involves the staff.
- 3.24 Overall the quality of accommodation is good with a rolling programme of refurbishment well under way. The boys and girls have separate common rooms which are well furnished and there is flexibility of visits to each room. The prefects have helped to devise a rota for use of such things as the games console, well respected by the boarders as a whole. The dormitories are light and clean and all boarders have their own space. Systems for laundry and medical care are good with comprehensive records kept of the administration of medicines and clear guidelines for those who minister them. Boarders are complimentary about the food and strict guidelines are in place regarding the tuck the boarders are allowed to bring from home.

## **4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT**

### **The Quality of Governance**

- 4.1 Governance is excellent and the governors are highly effective in overseeing the quality of education provided by the school and take great care to ensure that the aims of the school are being achieved. The very good quality of governance found at the time of the previous inspection has been maintained and in several areas has been successfully built upon. The governing body itself is well structured, exceptionally well led and includes a range of expertise. Indeed the committed and well-informed guidance of the chairman, as well as the board as a whole, ensures that the school maintains its distinctive ethos and makes effective plans to meet its objectives.
- 4.2 The board benefits from the wide experience and professional backgrounds of its members. It has a clearly defined structure with highly effective and supportive sub-committees. This enables it to operate efficiently in its oversight of the school. In certain areas governors are particularly successful, most notably in keeping abreast of new legislation and in securing the necessary financial resources for school development. The outcome of this is effective educational provision and considerable ongoing investment being made in general resources, staffing and the school buildings. The building of the Centenary Centre in 2004 and the current project related to providing additional accommodation for the pre-preparatory department are fine examples of this.
- 4.3 Governors are also appropriately involved in the educational development of the school; their academic sub-committee hears from senior managers and staff about the work of various sections of the school or about the developments taking place in individual subjects. Such presentations are well recorded and reported to the full board. In addition, governors have a good oversight and awareness of both child protection issues and their responsibilities regarding health and safety.
- 4.4 Effective communications between the governors and the headmaster, as well as amongst the governors themselves, ensure that they have a particularly good insight into the working of the school. Governors visit the school and regularly attend school events. A number of governors have contact with members of staff, through both formal and informal channels and are supportive of them. As a result of the well developed communication systems and the effective structure of the governing body, governors are able to play a leading rather than supportive role in many aspects of the life of the school with sound advice and good levels of challenge being provided.

## **The Quality of Leadership and Management**

- 4.5 Good quality leadership and management are provided by the school's senior staff. Consequently this goes a long way towards enabling pupils to attain their best personal standards and values in a safe, happy and challenging environment. Much of the success in this area is reflected in the quality of education the school provides and in the care it takes of its pupils. The headmaster in particular, has strong leadership and management qualities, a clear vision, the ability to motivate others and an overall determination to move the school forward. As a result of these factors and in conjunction with other senior staff, the standards in this area, found at the time of the last inspection, have been maintained. The leadership and management of the EYFS are outstanding.
- 4.6 The school's senior managers have a good oversight of its work and provide a clear sense of direction. A large senior management team is in place as well as heads of department and curriculum leaders. Systematic procedures to monitor teaching and the curriculum are developing well, although practice is variable. In the best practice senior staff and heads of department monitor the work pupils produce and the teaching they receive in a particular subject across the whole school. Whilst many heads of department have a good whole-school perspective of the development and progress of pupils in their subjects, this is not the case with all of them.
- 4.7 A good quality five-year plan covering the school's strategic development is in place. This is well supported by updated annual plans. Such plans give a good coverage of the proposed development of whole-school issues. In addition, timescales, success criteria and which personnel are to be involved are also included. However, no indication is given of possible costings for each development. Nevertheless, such whole-school planning clearly indicates that the school's senior managers are effective in analysing its needs, setting priorities and identifying ways to meet those targets.
- 4.8 The overall school development planning process is mirrored by a similar one for subject development. Again good five-year planning is in place as well as annually updated reviews. All follow a broadly similar format but vary in quality and depth of coverage. In addition, several make specific reference to whole-school developments, which include the pre-preparatory and junior departments, whilst others tend to focus largely on developments in Years 5 to 8. Furthermore, both the pre-preparatory and junior departments have their own development plans but the senior section does not. Whilst much has been achieved in linking all sections of the school together as one since the last inspection, some fine tuning still remains to be done in this particular area.
- 4.9 Good quality policies and procedures are in place to cover most areas of school life. Whole-school policies are available in many areas and, where age differences require strategies, for example in the assessment of pupils' progress, they are appropriately identified. Systems are in place to check, as necessary, the implementation and effectiveness of the various policies and procedures. Regular checks are made on issues such as health and safety and child protection. However, some policies, for example the marking policy, are not fully followed or implemented by all staff.
- 4.10 Teaching and support staff are effectively deployed. Good staffing levels help to ensure that high quality support and guidance are given to all pupils, particularly those requiring additional help with their learning difficulties and/or disabilities. Staff recruitment is well managed with the statutory staffing checks being made and records securely kept.

- 4.11 New staff, including when applicable newly qualified teachers, have an effective and supportive induction programme. The strategy for newly qualified teachers follows the national guidelines. Furthermore, the school has achieved considerable success in attaining the Investors in People Award and in having this prestigious award renewed on two further occasions. In-service training opportunities are available for staff and a generous budget supports this. However, priority is given to relating in-service training needs to the school development planning process, a priority recognised as of significant importance and which is most often successfully led and organised by the headmaster. A formal system of performance management is effectively used to support an individual's professional development.
- 4.12 The school is located on one large site and very good use is made of the high quality facilities it has. It is intended that the refurbishment and increased facilities for the pre-preparatory department will greatly enhance the teaching and learning environment for these young pupils. Throughout the school, teaching space is good and well used with a range of specialist accommodation such as science laboratories, ICT suite, sports hall, music rooms, art and design and technology rooms being available. Excellent provision is made for both outdoor and indoor games. Of some concern is the small size of the dining hall which has an adverse impact on the timing of the school day and the flexibility of the timetable.
- 4.13 The school has an excellent stock of high quality resources which, with the generous specialist accommodation, support both teaching and pupils' learning. In almost all instances these resources are located near areas where they are needed and are effectively managed and used. The libraries are also very well stocked and managed under the excellent overall guidance of the school librarian. They are used appropriately by staff and pupils who see them as an integral part of the school and an asset to the learning process. Procedures for budgeting operate most effectively and efficiently.
- 4.14 The high quality support and assistance provided by the administrative and other support staff ensure that the school is run efficiently on a daily basis. Communications within the school are effective as a result of a good system of in-house in-service training, staff and departmental meetings and staff notice boards.
- 4.15 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].
- 4.16 The school participates in the national scheme for the induction of newly qualified teachers and meets its requirements.

## **5. CONCLUSIONS AND NEXT STEPS**

### **Overall Conclusions**

- 5.1 Feltonfleet School provides a particularly good quality of education for its pupils. It has many strong features some of which are outstanding. The school broadly achieves its aims and meets the needs of its pupils. Many opportunities are provided to help pupils towards achieving their full potential. Achievement levels are significantly good but are particularly high in subjects such as mathematics, science, art and physical education and games. In addition to the taught curriculum, the extra-curricular programme and highly valuable educational visits also play their part in enabling pupils to achieve the educational standards that they do. Good quality and on occasions outstanding teaching, a well-balanced curriculum, effective leadership and the high quality relationships that exist within the school, enable considerable achievements to be made by the pupils. In response, pupils have very good attitudes to their learning. They are responsible members of the school community and behave very well. Pupils are very well cared for and particularly good provision is made for their spiritual, social, moral and cultural development. Links with parents and the community are outstanding as is the general governance of the school and the quality of the boarding provision.
- 5.2 Many of the strengths found by the previous inspection in 2002 have been maintained or built upon. Good progress has been made in addressing issues related to classroom support for pupils with LDD, in the appointment of a technician to support ICT and in the provision of sufficient lavatories for staff and pupils. Good progress has also been made since the last EYFS inspection in 2005. Whilst much progress has been made in other areas, the school is well aware of the need to continue to promote the bringing of all sectors of the school even closer together, through further refining, in particular, its subject development planning. In addition, it recognises the need to refine its monitoring systems to ensure that policies such as the marking and presentation policies are appropriately implemented by all staff. Also, it acknowledges that a more systematic approach is taken to the monitoring and review of the curriculum and other whole school issues.
- 5.3 The school complies with most of the regulatory requirements, but does not at present meet Standard 3 (welfare, health and safety of pupils).

## Next Steps

- 5.4 The school has no major weaknesses. In order to develop further the education it provides, it should:
1. continue to develop the systems for promoting the continuity of pupils' learning in all subjects across all age groups in the school, in order to ensure that all follow the existing good practice of many;
  2. establish a consistency of approach to the marking of pupils' work in accordance with whole-school policies and, in certain areas, raise the standards of presentation of pupils' work;
  3. establish a more systematic rolling programme for the review and development of each subject, as well as other aspects of school life, over a three or four year period.
- 5.5 In order to meet all the regulatory requirements, the school must:
- (1) ensure that all absences are recorded accurately in attendance registers [Regulation 3.(9)].
- 5.6 Any failures to meet EYFS requirements are detailed in Section 7.

## **6. SUMMARY OF INSPECTION EVIDENCE**

- 6.1 The inspection was carried out from 6<sup>th</sup> to 9<sup>th</sup> October 2008. 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. Inspectors visited boarding houses and the health centre. 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 6<sup>th</sup> and 7<sup>th</sup> October 2008 by one inspector. The inspector observed sessions, talked to the children, examined samples of work, held discussions with staff and governors. Comments from parents and carers were considered, and the inspector examined a range of documentation made available by the school.

### **List of Inspectors**

|                      |                                  |
|----------------------|----------------------------------|
| Mr Graham Nunn       | Reporting Inspector              |
| Mrs Jacqueline Merva | Deputy Headmistress, IAPS school |
| Mr Adrian Palmer     | Headmaster, IAPS school          |
| Mrs Susie West       | Headmistress, IAPS school        |
| Mr Craig Wardle      | Headmaster, IAPS school          |
| Mrs Valerie Goode    | Early Years Lead Inspector       |

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

- 7.1 The EYFS has 36 children on roll with 18 in each of the nursery and reception classes. Children are admitted on a first-come first-served basis at the beginning of the school year in which they are four. School hours are from 8.35am to 3.30pm. Before-school care from 8.15am is offered; there is no after-school care. Children start in the nursery with five mornings and have the option of attending in the afternoons as well. Parents and children are invited to attend an afternoon taster session and a tea party in the summer term before they start to enable staff to get to know the children and to ease the settling in period.
- 7.2 Outstanding provision is made for children in the EYFS. The aims of the EYFS reflect those of the school in general that individuals really matter. The particular aims of the EYFS are to create high standards of learning experiences for all children, in a caring secure environment so that all feel a sense of worth. The school meets the children's needs well, including those who require additional help with their learning and those for whom English is an additional language. It recognises that each child is unique and develops at a different rate. Excellent provision is made for their safety and welfare. The school recognises parents as "the child's first and most enduring educator" and forges strong links with them. Conversations with parents confirm that they are overwhelmingly supportive of the school. Other agencies contribute effectively to children's learning and welfare. The school regularly reviews its detailed policies, schemes and procedures to evaluate their effectiveness.
- 7.3 Children start with skills and abilities that are above those that are typical for their ages. They make good progress and some very good progress in relation to their starting points and capabilities. Assessments indicate a high level of achievement by the time they leave the Early Years Foundation Stage. Children take a very active part in their learning, are enthusiastic and respond well to the high expectations of their teachers. They show exceptionally high levels of independence, imagination and concentration. They are competent learners who enjoy the challenge of working both in small groups and independently and following their own investigations.
- 7.4 The personal development and well being of children is outstanding. They are very well behaved because they know what is expected. They understand that there have to be rules if adults and children are to work together in harmony. Children feel safe, are safety conscious and understand how to keep healthy by taking plenty of exercise and by eating sensibly. They are friendly, kind and courteous and show respect by listening attentively to each other and by sharing toys and equipment. Children respond well to the school's high expectations by rising to the challenges that are offered. They make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks.
- 7.5 Adults support learning particularly well by providing a rich stimulating environment in which children feel at ease and secure, resulting in them working confidently to the best of their ability. High-quality planning, accurate record keeping and detailed assessments enable staff to provide challenging learning experiences. Children in need of additional learning support are identified early and well supported by the EYFS staff, the learning enrichment department and outside agencies. Meticulous planning ensures a good balance of adult directed and child initiated activities. Outside activities are carefully linked to indoor activities in reception whilst in nursery these are currently somewhat limited by the building development though every effort is made to continue learning outside.

- 7.6 The social, emotional and physical welfare of children is promoted extremely well by the highly committed staff. Children are helped to understand that it is necessary to develop good hygiene habits and a healthy lifestyle. Behaviour is well managed. Excellent arrangements are in place for safeguarding children. Risk assessments are carefully organised, well managed and reviewed regularly. Furniture, equipment and toys are of a high quality and are suitable and well maintained. This safe, supportive environment enables children to enjoy their learning and thrive.
- 7.7 The leadership and management of the EYFS are outstanding. The headmistress leads by example and ensures the smooth running of the school on a day-to-day basis. Careful steps are taken to recruit appropriately qualified staff who are committed to providing high quality care and education. Policies and procedures are reviewed regularly and updated enabling the school to identify targets for further improvement. Records are constantly up-dated with children's progress carefully monitored. Children's welfare needs are met and they are fully included in all that the school offers. The high quality and interesting resources are effectively and efficiently used to enhance teaching and learning.

### **What the Setting Should Do to Improve**

- 7.8 To improve still further the high quality of its provision, the school should:
1. fully implement the new facilities that will become available when the current building works are completed;
  2. continue the good work that has already been accomplished in implementing the requirements of the EYFS curriculum.
- 7.9 No action is required in respect of regulatory requirements.