

# INDEPENDENT SCHOOLS INSPECTORATE

## INSPECTION REPORT ON

### Leicester High School for Girls

|   |  |
|---|--|
| Full Name of the School                       | <b>Leicester High School for Girls</b>                   |
| DCSF Number                                   | <b>856/6009</b>  |
| Early Years Number                            | <b>N/A</b>   |
| Registered Charity Number                     | <b>503982R</b>   |
| Address                                       | <b>454 London Road, Leicester LE2 2PP.</b>               |
| Telephone Number                              | <b>01162 705338</b>                                      |
| Fax Number                                    | <b>01162 448823</b>                                      |
| Email Address                                 | <b>enquiries@leicesterhigh.co.uk</b>                     |
| Head  | <b>Mrs Julia Burns</b>                                   |
| Chair of Governors                            | <b>Mr Paul Bonnett</b>                                   |
| Age Range (of the whole school)               | <b>3 to 18</b>   |
| Gender  | <b>Girls</b>   |
| Inspection Dates                              | <b>21<sup>st</sup> to 24<sup>th</sup> September 2009</b> |
| Head of Early Years Setting                   | <b>Mrs Christina Pow</b>                                 |
| Early Years Age Range                         | <b>3 to 5</b>  |
| Early Years Gender                            | <b>Girls</b>   |
| Early Years Foundation Stage Inspection Dates | <b>21<sup>st</sup> to 22<sup>nd</sup> September 2009</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, 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 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 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 .....  | 3  |
|    | The Educational Experience Provided .....                                       | 3  |
|    | Pupils' Learning and Achievements.....  | 6  |
|    | Spiritual, Moral, Social and Cultural Development of Pupils .....               | 8  |
|    | The Quality of Teaching (Including Assessment).....                             | 10 |
| 3. | THE QUALITY OF CARE AND RELATIONSHIPS .....                                     | 12 |
|    | The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils..... | 12 |
|    | The Quality of Links with Parents and the Community .....                       | 13 |
| 4. | THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT ....                             | 16 |
|    | The Quality of Governance .....   | 16 |
|    | The Quality of Leadership and Management .....                                  | 16 |
| 5. | CONCLUSIONS AND NEXT STEPS.....   | 18 |
|    | Overall Conclusions .....   | 18 |
|    | Next Steps.....   | 18 |
| 6. | SUMMARY OF INSPECTION EVIDENCE .....  | 19 |
|    | List of Inspectors .....  | 19 |
| 7. | THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION<br>STAGE (EYFS) .....           | 20 |
|    | What the Setting Should Do to Improve .....                                     | 21 |

## 1. INTRODUCTION

### Characteristics of the School

- 1.1 Leicester High School for Girls is an independent girls' day school situated in a residential area of the city. It consists of a junior department with 110 pupils aged three to ten, and a senior school with 324 pupils aged ten to eighteen, including 60 pupils in the sixth form. The school was founded in 1906 as a Christian foundation, welcoming pupils of all faiths and none. It was constituted as a charitable trust in 1975, and is administered by a board of governors which has oversight of both the senior school and junior department.
- 1.2 The school seeks to: develop intellectual curiosity, a love of learning and the ability to think critically and creatively; foster individual talents and imagination; broaden horizons and develop values based on respect, tolerance and understanding; build the self-confidence and self-discipline necessary to meet the challenges of the modern world; encourage social responsibility; provide opportunities for leadership; fulfil academic potential through independent learning.
- 1.3 The school is situated in landscaped grounds, in buildings which consist of purpose-built units combined with the original, Victorian house. Since the previous inspection in 2004, the school has remodelled the senior school entrance hall, and developed facilities for careers education, and teaching, staff and administrative accommodation. In the junior department, outside play areas have been developed adjacent to an ecological learning zone, and an outside teaching area has been constructed for the Early Years Foundation Stage (EYFS). A project to build new science laboratories alongside accommodation for art, language laboratories and new teaching rooms began in the summer of 2009.
- 1.4 Entry to the junior department is through performance in tests in English and mathematics, together with a reference from the pupil's current school where applicable. Admission to the senior school is by assessment of pupils' performance in the entrance examination, together with an interview, and a report from the pupil's current school. The results of standardised tests taken by junior department pupils show that the range of abilities is above the national average. The results of standardised tests taken by senior school pupils show them to be generally of well above average ability nationally. If pupils are performing in line with their abilities their results in public examinations will be well above the national average for all maintained secondary schools. The results of standardised tests in the sixth form show that the range of pupils' abilities is above the national average. If pupils are performing in line with their abilities their results in public examinations will be above the national average for all maintained secondary schools.
- 1.5 There are a few pupils in the EYFS for whom English is an additional language, and a very small number in the senior school and junior department come from families where English is spoken alongside another language. No pupil has a statement of special educational needs. There are eighteen pupils who have been identified as having learning difficulties and/or disabilities (LDD). A third of pupils entering the school at the age of ten come from the junior department, with the remainder coming from other local independent and maintained schools. Three-quarters of all pupils continue into the sixth form, with those leaving proceeding to other independent schools or sixth-form colleges. Pupils come from the city of Leicester and across Leicestershire.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

1.7 See Section 7 for the report on the Early Years Foundation Stage.

## 2. THE QUALITY OF EDUCATION

### The Educational Experience Provided

- 2.1 The quality of the educational experience provided for pupils is outstanding in the senior school. In the junior department it is good. It supports with success the school's aims to encourage pupils to develop intellectual curiosity and to foster individual talents. Improvements in provision for more able pupils meet the recommendations of the previous inspection well. Arrangements for the teaching of personal, social, health and citizenship education (PSHCE) have been improved considerably, although provision for younger pupils in the junior department is not systematic. Pupils' experience has been strengthened through greater co-ordination of junior and senior timetables, an expanded programme of activities and trips, and changes to the science curriculum at GCSE.

#### *Junior Department*

- 2.2 Since the previous inspection, the educational experience has been developed through increased specialist teaching and the institution of fixtures for sports teams. The curriculum builds effectively on pupils' outstanding experience in the EYFS. Links with the senior school have been developed in some areas, such as a termly whole-school assembly and some shared activities, but these are not yet widespread.
- 2.3 There is a strong emphasis within the curriculum on acquiring speaking, listening, literacy and numeracy skills. Pupils study the subjects of the National Curriculum from Year 1 onwards, with the addition of religious studies (RS). Specialist teaching in French, dance, swimming and music provides particularly good opportunities for creative and aesthetic development. Topic work contributes well to pupils' development in the humanities. This is extended by study days on particular themes, such as problem solving. Older pupils benefit from additional specialist teaching from senior school staff in physical education (PE). Pupils are given good opportunities to develop technological skills through design and technology (DT) work, and through information and communication technology (ICT) lessons from Year 1 onwards, strengthened by the use of ICT in other subjects.
- 2.4 In Years 3 to 6, time is allocated for the study of PSHCE. Citizenship is not part of the timetable in Years 1 and 2. A good range of experiences across the curriculum, and activities such as circle time, offer opportunities to gain some understanding in PSHCE, particularly personal and social development, but provision for pupils to develop an understanding of public institutions lacks rigour.
- 2.5 A wide range of clubs exist for younger pupils, with an increased variety in Years 3 to 5, which are appreciated. Activities to enrich the curriculum for pupils with particular talents in individual subjects are limited, although good opportunities exist in German and Latin. The number and variety of sports clubs have increased recently and pupils have more opportunities to compete in league matches. A varied programme of educational visits includes an annual residential trip for older pupils, and outings to places of interest such as zoos and ancient buildings.
- 2.6 Pupils are well prepared for the next stage of their education, including the move from Year 2 into Year 3. At all stages, including the transition from the EYFS into Year 1, pupils' records are passed on, ensuring continuity. In Year 5, pupils are prepared well for the senior school. They attend a discovery day in the autumn, joined by prospective pupils from other schools. In the summer term, they are invited to an information afternoon for new pupils and their parents. Staff from the senior school visit regularly to observe lessons and meet Year 5 pupils.

- 2.7 The curriculum is effectively planned and set out in writing. It provides pupils of all ages and abilities with good access to all areas. A recently revised framework for teaching in English and mathematics strengthens curricular planning, giving greater weight to creative aspects of learning. Staff act as subject co-ordinators, and planning is generally good. Time is limited for regular monitoring of the implementation of these plans, hampering their overall effectiveness.
- 2.8 Arrangements for pupils with LDD and for more able pupils have been improved since the previous inspection. Their needs are identified effectively through regular testing, and communicated to teachers. Clear plans identify suitable strategies to provide for these needs. Teachers are given the responsibility for adopting suitable methodology in lessons to suit pupils' needs. Teaching assistants provide extra support in the classroom. Regular meetings of all staff are held to monitor arrangements.

### *Senior School*

- 2.9 The educational experience in the senior school has been strengthened since the previous inspection by the introduction of thinking skills and Spanish in Year 7, and German in Year 6. Study towards the International GCSE (IGCSE) in mathematics is well established and pupils now study for the IGCSE specification in modern foreign languages. In the sixth form, politics, economics and decision maths have been added as options and critical thinking introduced at AS level.
- 2.10 The well-balanced and diverse curriculum offers pupils of all ages good, and frequently excellent, opportunities to develop skills in language, literacy, numeracy, science and technology. In Years 6 to 9, pupils study a broad range of subjects, providing sufficient experience to choose from the wide range of GCSE options available. Year 6 pupils benefit from specialist teaching in all subjects and from mixing with older pupils. A carousel arrangement in the performing arts gives pupils excellent opportunities to explore performance skills, including dance. In Years 10 and 11, alongside a core curriculum, pupils choose three or four subjects. Those who do not opt for RS at GCSE pursue a short course in ethics, and all study PSHCE and PE. In the sixth form, pupils choose from twenty-three options, most choosing four AS-level subjects and three at A level. The school meets pupils' choices as closely as possible.
- 2.11 There are good opportunities for physical development in which all pupils, including sixth formers, are actively encouraged to participate. There is an emphasis on inclusion and accessibility, reflecting pupils' interests in options such as fencing and self-defence. The curriculum encourages the development of human and social skills well, with a strong emphasis on teamwork. This is strengthened by discrete events, such as a business enterprise day. There are excellent opportunities for creative and aesthetic development, including visits by children's authors, and a film club.
- 2.12 A high quality PSHCE programme in Years 6 to 11 is extended through an enrichment programme for sixth formers, covering topics such as critical thinking, careers and health education. Both operate through weekly lessons, assemblies and talks. They support strongly the school's ethos of moral responsibility to society and include the study of public institutions. Almost all pupils in Year 9 participate in The Duke of Edinburgh's Award (DoE) at bronze level, with many proceeding to higher levels. All pupils in Year 12 undertake voluntary service, which they arrange themselves, working in nursing homes and charity shops. They also undertake a week of work experience, including assisting in commercial translation.

- 2.13 An excellent programme of extra-curricular activities offers a wide range of opportunities. Pupils express strong appreciation of the choice offered. Alongside many sports are clubs linked to subjects, including a 'medics' club, a lunchtime French conversation table, and 'maths aid', valued highly by pupils. There are opportunities to enter national competitions in areas such as music, cookery, road safety and science, and debating is particularly popular. A high proportion of pupils take instrumental lessons and many opt for speech and drama tuition. Pupils often suggest clubs of interest, such as current affairs in the sixth form. Pen friend connections with Germany and occasional educational trips abroad provide an international dimension.
- 2.14 Pupils are well prepared for the next stage of education through a strong, carefully planned careers programme. This emphasises self-awareness in making choices. Pupils speak highly of the advice given. Younger pupils participate in the 'take your daughter to work' scheme and visit a pottery factory. Older pupils are given good guidance, including aptitude tests, when choosing options. Lunchtime talks, given by parents, past pupils and outside speakers, and a biennial careers convention, contribute to an imaginative programme of support for higher education choices.
- 2.15 The school has an appropriate written curriculum policy which is regularly evaluated. Departmental handbooks generally provide excellent additional guidance. The curriculum offers all pupils equal opportunities to develop. There is good provision for more able pupils and those with particular talents. They are identified through standardised testing and given additional challenge through reading lists and curricular clubs. The school encourages application for external bursaries for additional study. Setting in mathematics provides good opportunities for pupils to work at an appropriate pace. At AS level, more able pupils are given opportunities to study in an additional subject. Heads of department and subject teachers are given responsibility for providing additional levels of challenge within lessons.
- 2.16 Pupils with LDD are identified effectively and teachers receive good quality guidance on helping them. Advice is given to pupils about outside agencies which can provide appropriate additional help. They take a reduced number of subjects at GCSE. The needs of any pupils from homes where English is spoken alongside another language are kept under constant review.

### ***Whole School***

- 2.17 The school meets the regulatory requirements for the curriculum [Standard 1].

## **Pupils' Learning and Achievements**

- 2.18 Pupils' learning and achievements are good, and, in the senior school, often outstanding. The school has maintained the good standard of attainment identified at the time of the previous inspection, meeting well its aims of developing pupils' intellectual curiosity, and the ability to think critically and creatively, and of fulfilling academic potential through independent learning.

### ***Junior Department***

- 2.19 Pupils' learning and achievement are good in relation to their ability. Their speaking and listening skills are outstanding and used to excellent effect. They contribute enthusiastically to class discussions and show a respect for the opinions and ideas of others. Pupils read confidently and write fluently in many genres. They are able to write with clarity, for example giving logical instructions for playing a board game. The best written work is outstanding. Older pupils' workbooks contain high levels of presentation and literacy in writing about Christina Rossetti.
- 2.20 Pupils demonstrate good critical and creative thinking skills. They enjoy and make good use of opportunities they are given to write poetry. Older pupils empathised with characters from an unfamiliar setting such as the First World War, using visualisation to explore the meaning of a text during role play. Pupils acquire good levels of knowledge. Older pupils recalled the practices of different religions well in RS, for example when studying Hinduism.
- 2.21 Mathematical concepts are applied confidently by all pupils and their achievement is consistently good. Younger pupils are able to suggest different strategies to solve problems. Older pupils enjoy mathematics investigations, exploring pyramid numbers and explaining the resultant number patterns effectively. Pupils' scientific understanding is good. They understand the importance of a fair test and record experiments well. Pupils use ICT confidently and produce colourful computer-generated art displays, for example in the style of Mondrian. Older pupils use ICT effectively for independent research and presentations.
- 2.22 All pupils, including those with LDD, make good progress in all subjects. More able pupils achieve well but occasionally their progress is limited when tasks lack extended challenge. More able younger pupils made excellent progress when asked to work out complicated fractions.
- 2.23 Achievement in activities is good, with some pupils gaining gold certificates in a mathematics challenge. A good number pass instrumental examinations, a few at high grades for their age. Pupils enjoy success in dance within gymnastics in regional competitions. Others achieve well in the initial grades of speech and drama examinations.
- 2.24 Good use is made by pupils of opportunities for independent learning across the curriculum. Older pupils take effective notes, both in lessons and in homework tasks. Younger pupils are encouraged to choose a topic for research in response to a 'question of the week' and independently produce illustrated projects. Pupils develop basic library skills when visiting the library during lessons. In DT, older pupils design and make items such as a clock for a child's bedroom and a model chair for a favourite character, making good use of the internet as a starting point.
- 2.25 Pupils enjoy their work and study, and work well together. They encourage each other in paired work in PE, and younger pupils assisted one another to make good progress in understanding the different values of coins through shop role plays in mathematics. Pupils

settle to tasks quickly, apply themselves with good focus and persevere well in overcoming hurdles that may arise.

### *Senior School*

- 2.26 Pupils' learning and achievements are good, and often outstanding. They are highly articulate, are attentive listeners, and achieve excellent standards in reading and writing. Pupils of all ages demonstrate good levels of knowledge and skill. Younger pupils in RS used sophisticated concepts such as stewardship accurately. Older pupils in French used a wide range of verb tenses successfully in their written work. Pupils develop strong performance skills, as shown by confident singing at all ages.
- 2.27 Pupils are attentive to detail and strive to be ordered in their work. Their memory recall is enhanced by thinking skills lessons in Year 7 and fostered successfully in other subjects. In music, younger pupils successfully built up compositions without notation by adding ideas and repeating them from memory. Pupils' ability to think critically, logically and independently is highly developed. In the senior philosophy club, sixth-form pupils reacted thoughtfully and effectively to statements such as 'I can prove that unicorns exist'. In PSHCE, younger pupils demonstrated clear logic when discussing different ways in which a family might survive on a tight budget. The school's aim to encourage pupils to think creatively is met resoundingly well. It is a strong feature of many pupils' work in a wide variety of subjects, including effective use of colour in art, and excellent creative writing in English and history.
- 2.28 Pupils achieve good levels of numeracy. Sixth-form pupils apply their mathematical skills successfully in economics lessons to manipulate data and produce graphs. Pupils' scientific knowledge is good, and sometimes outstanding in the sixth form, where they show excellent understanding of terminology and concepts in chemistry. Pupils use ICT with confidence to enhance the quality and appearance of their work. Younger pupils demonstrated strong ICT skills in geography when using software to simulate a farmer's life in the developing world, also producing posters using word-processing and graphic skills.
- 2.29 Pupils across the ability range make good, and often rapid, progress in their learning. Those studying GCSE English progress quickly in their ability to analyse poems, with more able pupils showing excellent insight when given more challenging texts. Pupils with LDD make consistent progress, in line with their peers, through active, confident participation in lessons.
- 2.30 Pupils' attainment at GCSE is good in relation to their abilities. Their results over the last three years for which comparative data is available have been far above the national average for all maintained schools. They are above the average for selective maintained schools. Nationally standardised measures of progress show pupils' progress to GCSE to be above national norms. At A level, pupils' attainment is good in relation to their abilities. Their results over the last three years for which comparative data is available have been well above the national average for all maintained schools. They are in line with the average for selective maintained schools.
- 2.31 Pupils achieve significant success in a wide range of extra-curricular activities. Many achieve bronze and silver awards in the DoE award scheme; some show great perseverance in attaining gold level. A good number of pupils achieve success in instrumental examinations, including some in the higher grades. Pupils gain places in the National Youth Orchestra and National Youth Choir. They enjoy regular success in speech and drama examinations, winning prizes in local competitions. In debating, pupils perform consistently well in regional and national events. Others achieve well in mathematics and science

challenges. Individual pupils enjoy success at national level in golf, and at county level in fencing and rugby, as well as in dressage and cheer-leading.

- 2.32 Pupils have good study skills. Their exercise books and files are well ordered and work is organised efficiently. Effective note-taking is a feature of many lessons. Younger pupils appreciate being given clear starting points, from which they develop their ideas highly successfully. As they progress through the school pupils show an increasing ability to study independently. Sixth-form pupils display excellent research skills in history when comparing the views of different historians, and younger pupils keep a record of their reading in English effectively.
- 2.33 Pupils' ability to study and work co-operatively and in teams, including through the house system, is well developed and a strength of their learning. Younger pupils collaborated on dialogues in Spanish only a few weeks after beginning the language and older pupils worked together on ray diagrams in physics to good effect. Pupils complete a high volume of work, in which they take pride. In lessons, they settle quickly and apply themselves with great enthusiasm and diligence. They retain focus on the task in hand and, if they do not succeed initially, try again without fear of failure.

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

- 2.34 The spiritual, moral and cultural development of pupils is excellent. Pupils' social development is good overall in the junior department and excellent in the senior school. The behaviour of pupils is outstanding, including those in the EYFS. The very good provision for pupils' development identified at the time of the previous inspection has been strengthened by the incorporation of citizenship into the PSHCE programme in the senior school, enhancing pupils' social development, but this is not yet consistent in some areas of the junior department. The school's aims to enable pupils to build self-confidence and self-discipline are met with great success.
- 2.35 Pupils' spiritual development is outstanding. The many opportunities which exist for performance, allied to an emphasis on creativity across the curriculum, enable pupils to develop high levels of self-confidence. These are further strengthened by an ethos which encourages pupils to set themselves high levels of challenge, secure in their knowledge of the school's support. This is a feature of many areas of school life, such as participation in the DoE award. Pupils relish this and are strengthened in their self-esteem by their frequent success in meeting the challenge. Pupils of all ages listen to and encourage the religious views of others in an atmosphere that values the diversity of faiths within the school and local community, while valued links are maintained with a local church. In all areas of school life pupils celebrate each other's successes, through assemblies, newsletters and displays around the school. In RS lessons pupils express themselves fluently, often tackling demanding topics for their age. Pupils in Year 6 discussed with clarity the issue of the existence of God.
- 2.36 Pupils show an excellent moral sense of the difference between right and wrong. Senior school pupils' work shows strong awareness of issues of fairness in PSHCE and geography, such as when studying the lifestyle of natives of the savannah. From Year 1, junior department pupils have a strong awareness of the place of clear rules in school life and outside of it, and the need to follow them. In RS lessons, pupils in the senior school discussed moral themes with sensitivity, and sixth-form psychology pupils considered issues of giving eye-witness testimony in court with keen, informed interest. Older pupils in the junior department discuss with confidence issues such as morality in the Victorian era. The strong awareness of environmental concerns in both sections of the school is apparent in activities, for example use of an ecological study area in the junior department, and

enthusiastic debates and class discussion in the senior school, as part of the school's 'Go green' initiative.

- 2.37 Pupils have a very high level of social skills. They are highly articulate. They establish strong, supportive relationships with each other and with adults. In the junior department, consistent expectations of high levels of awareness of the effect of behaviour on others results in notably high levels of good manners. Positions of responsibility are available in both sections of the school, for example form representatives, prefects, house officials and guides on open days. Pupils from Year 5 upwards participate effectively in school councils and enjoy the challenge this offers, learning through the election process about the concept of democracy. Senior school pupils and older pupils in the junior department gain a good understanding of the responsibilities of citizenship and how society works through PSHCE. Trips to local courts and other municipal institutions, together with regular visits from prominent local figures, enable them to develop good awareness of the law and civic responsibility. The awareness of younger pupils in the junior department is less marked. Formal monitoring of junior department pupils' understanding of citizenship is limited. In assemblies, pupils are encouraged to reflect on their good fortune while striving to help those in need, and they do this readily through their support for charitable causes. These include schools in Ethiopia and Mozambique, and local and national charities. Pupils' social development is enhanced by regular visits from representatives of the charities they support.
- 2.38 The cultural development of pupils is outstanding. A large number perform in a wide range of activities, including instrumental recitals, drama and dance. Some develop exceptionally high levels of cultural awareness. In art in the sixth form, pupils show excellent perception of the stylistic traits of notable artists, and are able to reproduce them in an original way in their own work. Junior department pupils develop a good understanding of British culture through participating in productions such as a Victorian music hall. Pupils in both sections of the school develop good appreciation of art, music and drama through regular visits to local galleries, theatres and concert halls, both as a support to curricular study and for pleasure. All pupils develop good understanding of other traditions through celebration of the festivals of the diverse cultures represented within the school, in assemblies, food studies lessons and the PSHCE programme. Occasional language trips to France and Spain, and expeditions to Iceland and Tanzania, offer pupils extended opportunities to experience different cultures. Those who visited Iceland commented on the complete contrast they experienced in landscape and culture.
- 2.39 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

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

- 2.40 The quality of teaching is consistently good, and, in the senior school, it is often outstanding. It enables pupils of all abilities to make good, sometimes rapid progress, acquire new knowledge and develop a range of skills, meeting well the school's aim to fulfil academic potential. The good quality of teaching identified in the previous inspection report has been maintained, and strengthened by increased opportunities for pupils to develop their independent learning skills in line with the school's aims, and by the extended use of assessment data to inform lesson planning.
- 2.41 Teaching encourages pupils to acquire intellectual curiosity well, and engenders enthusiasm for study. They are encouraged to think critically and creatively in many lessons in line with the school's aims. In psychology in the sixth form, pupils produce effective posters about memory. In the junior department, the introduction of a revised framework for primary education has placed greater emphasis on creative opportunities for pupils in the teaching of English and mathematics, enhancing their intellectual development. Significant progress has been made since the previous inspection in encouraging pupils to learn independently, meeting well the recommendation of that report. This is evident in most lessons and at all ages. Methods include providing suggestions for further reading in nearly every subject. Younger senior school pupils compile personal poetry anthologies in English, encouraging them to make highly reflective and perceptive choices. Older pupils in the junior department are enabled to research projects of their choice to be presented using ICT.
- 2.42 The high expectations that teachers have for all their pupils foster an atmosphere of respect for intellect that encourages excellent behaviour in lessons. In the EYFS, all adults support children exceptionally well in their learning and development. Pupils of all abilities are encouraged to apply themselves with purpose to their studies, as well as with a sense of enjoyment. In GCSE physics, pupils learning how to wire a plug were stimulated to concentrate hard in their attempts to carry out the procedure, with resultant success. Younger pupils in the junior department were encouraged to discuss the similarities and differences between contemporary toys and those of earlier times, developing good analytical skills in defining contrasts of culture. Pupils of all ages speak of the excellent support that teachers provide towards their academic progress. A significant element in teaching in the junior department is the high level of encouragement and praise given to pupils, which fosters good progress.
- 2.43 Planning is good, bringing to nearly all lessons a wide variety of teaching methods and activities for pupils. Schemes of work and lesson planning overall take good account of individual learning needs, including more able pupils and those with LDD, and such pupils are challenged appropriately. Occasionally, in the junior department, the absence of additional tasks providing sufficient challenge results in less rapid progress being made by more able pupils. The school has begun to address this aspect of teaching through sharing new methodologies and ideas in staff training, and regular mutual lesson observation. In sixth-form RS, teaching introducing Aristotle's philosophy used well-designed questioning to enable pupils of differing levels of ability to make good progress in understanding essential concepts. Efficient management of time in lessons, characterised by prompt starts, contributes well to pupils' progress.
- 2.44 All teaching displays good subject knowledge. In the senior school, pupils are often encouraged to study beyond the confines of examination specifications, stimulated by teachers' easy command of both the background and wider dimensions of topics.

- 2.45 Resources for teaching are good and are used effectively in all areas of the curriculum. Provision for ICT is plentiful, including interactive white boards in all junior department classrooms, and teaching generally incorporates this equipment well, sometimes highly imaginatively. Teaching is well supported by the library in the senior school, and both senior and junior libraries are well stocked. Library staff in the senior school work fruitfully with subject departments to promote reading for pleasure, research and revision skills in support of pupils' learning. This is not always consistent in the junior department. The school is aware of this and has plans to develop this use of the library further. The contribution of teaching assistants in the junior department is a significant asset to pupils' learning.
- 2.46 Both the senior school and junior department have well-defined assessment policies that are effectively implemented within individual subjects. Overall, marking of pupils' work is thorough and regular. In some subjects it is outstanding, setting clear individual targets for pupils. Pupils understand how their work is assessed and what they need to do to improve. There are a number of highly effective schemes for pupils' self-assessment, for example in the junior department, and in dance and drama in the senior school. These encourage pupils to be reflective learners, able to judge their own progress realistically and understand better their own learning needs.
- 2.47 There has been significant improvement since the previous inspection in the use of data related to pupils' performance, judged against both national and internal benchmarks. This is now outstanding, meeting effectively the recommendation of the previous report. Data is shared among all staff, including support staff, such as those working in the library, and it is used to track pupils' progress closely. This information contributes significantly to departmental planning in the senior school and subject planning in the junior department, and is used to monitor the progress of specific year groups through regular review at staff meetings. In the senior school, targets for future attainment are set with pupils, and regularly reviewed, resulting in improved achievement. A similar procedure has recently been put in place in the junior department, helped by good oral feedback given in lessons.
- 2.48 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 Pastoral care throughout the school, including the EYFS, is outstanding, and arrangements to ensure the welfare, health and safety of pupils are good. The good provision identified during the previous inspection has been maintained and strengthened by the revision of structures for the provision of care. The school achieves its aim of enabling pupils to develop values based on respect and tolerance to a high degree, through building a community which is caring and supportive.
- 3.2 Clear procedures are in place to care for pupils and to deal with pastoral concerns that may arise. Class teachers in the junior department and form tutors in the senior school provide day-to-day oversight of pupils' well-being. A significant element in provision is the care shown by all teachers as part of school life. Heads of year in the senior school monitor care for pupils well, and senior management figures in both sections of the school provide excellent oversight. All are clear about their responsibilities and fulfil them efficiently, with excellent concern for pupils as individuals. Parents and pupils comment highly favourably on the quality of the school's pastoral care. Counselling is available when needed, and the school nurse is always ready to provide support. An imaginative and helpful "Red Box" initiative allows pupils to post written questions about relationship and health issues anonymously. These are then answered in a newsletter from the medical centre, available to all pupils. Regular meetings of pastoral teams ensure that communication is effective and speedy. A pastoral committee for the whole school meets regularly and ensures a very high standard of care for pupils.
- 3.3 The quality of relationships between staff and pupils, and amongst pupils themselves, is excellent. Pupils of all ages appreciate the support given by teachers, and they feel comfortable in a small community where they work with staff and pupils in an atmosphere of mutual respect. In the junior department staff provide excellent role models, and a code of conduct guides pupils towards positive behaviour. Year 3 participate in a scheme in which each pupil acts as a supportive 'buddy' to one of her peers. A successful friendship charter, launched in the junior department, is planned to be extended to younger pupils in the senior school. The house system gives good opportunities for pupils to mix across different age groups and they do so well. Sixth-form pupils appreciate the more relaxed nature of their relations with staff, and being treated as young adults.
- 3.4 High expectations from staff and a clear code of conduct for all pupils result in excellent behaviour. Rules are recognised as necessary for the smooth running of the community, and they are seen as fair by pupils of all ages. Rewards such as smiley faces and certificates of achievement in the junior department, and house points in both sections of the school, recognise pupils' success and contributions to school life. These are appreciated and valued by the pupils. Appropriate sanctions for poor behaviour exist but they are rarely needed. The school has a good anti-bullying policy which sets out clear and practical guidelines for identifying and dealing with bullying. Pupils are confident that this happens rarely and that, should it occur, the situation would be dealt with quickly and effectively. Staff and pupils are aware of the potential dangers of abuse of electronic communication, and lessons to safeguard pupils have been introduced through PSHCE provision.
- 3.5 Good measures for safeguarding pupils are in place and the school's child protection policy is comprehensive. Suitable regular training is provided for all staff, including support staff, and appropriately trained child protection officers are in place in each section of the school.

A designated governor has responsibility for matters relating to child protection and reports to the governing body regularly. Staff show clear understanding of safeguarding measures and how to use them.

- 3.6 Good arrangements to guard against fire are in place. The school has an appropriate assessment of risk. Fire practices are held regularly and carefully documented. Training is given to all staff, and there is provision to inform any staff absent from session. Fire extinguishers and other equipment are in place around the school and checked regularly, with good records held.
- 3.7 Arrangements for health and safety are good. There is an appropriate whole-school policy and a health and safety committee meets at suitable intervals with a governor in attendance. Hazardous substances and medicines are appropriately stored. Portable appliance tests have been carried out and all such equipment is clearly marked. The school nurse works full-time and is available throughout the day in the medical centre for both junior and senior pupils who feel unwell, and the care provided is excellent. An effective first-aid policy sets out clear and practical guidance for staff in the event of illness or injury. A large number of staff in both sections of the school are qualified in first aid, including some at the highest level, and training is updated regularly. Well-constructed arrangements exist to safeguard pupils on trips and visits. Procedures for the registration of pupils' attendance in both sections of the school are good, and any absences are followed up speedily and efficiently. An appropriate admissions register is kept.
- 3.8 The school promotes pupils' well-being highly effectively. Healthy eating is a significant element in the PSHCE programme throughout the school. Lunches are nutritious and appealing, with fresh fruit and vegetables featuring prominently. Pupils in the junior department enjoy performing songs such as '5 a Day', which reinforces messages about healthy eating. Pupils are sometimes asked to suggest menus, such as for a European day in the junior department. Regular exercise is encouraged well through physical education and PSHCE lessons, and various extra-curricular activities include an active element, such as the DoE award and dance.
- 3.9 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**

- 3.10 The school's relationship with parents is excellent and it has good links with the wider community. The good and positive links with parents and the community identified at the time of the previous inspection have been extended through parents' increased involvement in the life of the school and improvements in reporting to them. The school's aims to broaden pupils' horizons and encourage their sense of social responsibility are generally met well, although not yet fully realised in the junior department.
- 3.11 Parents who responded to pre-inspection questionnaires expressed satisfaction with the education and support provided for their children. Strong satisfaction with teaching and the curriculum was noted, and with the high standards of behaviour engendered in pupils, and the school's promotion of worthwhile attitudes and views.

- 3.12 Many parents are involved with school life, continuing and expanding the positive partnerships established in the EYFS. Some offer their expertise to the school in rich and varied ways, including giving talks to senior pupils about involvement in setting up a surgery in Ethiopia, and to pupils in the junior department about individual faith and cultural traditions. Parents contribute much to careers education. Pupils benefit from opportunities parents provide for them to gain work experience. Other parents help to set up access to the facilities and staff expertise of local universities. Some parents, in response to questionnaires, said that they would welcome more opportunities to be involved with the school, and the work and progress of their children. The school is aware of this and has recently given parents opportunities to comment, through surveys, on the choice of modern foreign languages available in the senior school, and on the formation of a Latin club in the junior department. Workshops are held in reading and mathematics to give guidance to parents of junior age pupils on how to help their children.
- 3.13 An active parents' association raises significant funds to enhance the school's facilities. It organises a good number of social functions and sporting occasions when parents and staff meet and join in communal activities, enhancing the social cohesion of the school.
- 3.14 Parents of current and prospective pupils are provided with the required information about the school, including the necessary policies displayed on its website, with a secure area for access to key documents. The school communicates regularly with parents through newsletters, termly letters and email. Much progress has been made since the previous inspection in the development of the school's reporting systems. In the junior department, reports are highly informative. In the senior school, they give good quality information with many including constructive guidance for improvement, although this is not yet universal in Years 7 to 9. Senior school pupils complete a student profile each year which sets the scene for their report. Pupils' comments about reports are recorded along with their future targets and parents are invited to make a written comment about their child's report. Parents' evenings are regarded by them as valuable opportunities to engage with teachers and with each other.
- 3.15 The school has a complaints procedure which is comprehensive. No formal complaints have been registered in the last academic year. Parents, in response to questionnaires, say that concerns are dealt with effectively. They appreciate the time taken to address them, and the manner in which this is usually carried out. A few parents comment that they are unhappy with the way the school handles concerns, but the inspection team found no evidence to support this.
- 3.16 The school has many, varied links with the wider community which are of good quality, particularly in the senior school. Visitors speak in assemblies in both sections of the school, to clubs, and as part of the PSHCE programme, including, on occasion, in the junior department. Pupils' participation in voluntary work in the sixth form, and in the DoE award extends these links, as does performance by senior school choirs in local festivals. Opportunities for pupils in the junior department to interact with the community are less extensive, although pupils visit a local church and other sites for educational visits. A well-established partnership with six local maintained schools gives pupils in the senior school excellent opportunities to share experiences with pupils from other educational backgrounds. Through this scheme, many pupils from local schools attend events at the school and share its resources in various subjects, including food studies, Spanish and science. Sixth formers provide support to local pupils participating in a mathematics challenge competition and a 'Right to Read' scheme.

- 3.17 Pupils throughout the junior department and in the senior school raise large sums of money for a range of local, national and international charities, including those supporting children's care, research into heart disease, and the protection of hedgehogs. Pupils in the junior department generate ideas and organise fund raising events such as competitions and cake sales. They also collect goods to support charities for the homeless and for animals. In the sixth form, pupils form a charity committee and raise money in creative and imaginative ways. Among these are coffee mornings, a comedy show and fancy dress days, and a whole-school charity day entirely organised by pupils. These events raise awareness of local and national causes as well as providing resources for partner schools overseas. Pupils speak warmly of the sense of achievement they experience through these events.
- 3.18 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 Effective and forward-looking governance provides good oversight of the school. The challenge and support for the school identified at the time of the previous inspection have been maintained, and strengthened by recent changes to the structures of the governing body. Governors firmly support the school's ethos of fostering individual talents and imagination by responding to its changing needs through well-planned development.
- 4.2 The governing body has been strengthened by the creation of a series of sub-committees focusing on different aspects of school life. There is a good balance of academic, financial and pastoral expertise amongst governors. This ensures that they maintain effective oversight of the school's different spheres of activity. A governor has recently been appointed to take responsibility for liaison with the junior department, and another for the EYFS, reporting regularly in governance meetings on development in those sections of the school. In those areas where they have legal obligations, including health and safety, staff recruitment, child protection and other aspects of pupils' welfare, governors now exercise appropriate oversight. A well-planned scheme for the regular appraisal of the head is operated to good effect.
- 4.3 The governing body plans with care. A series of strategic targets covers the school's future financial viability, the development of its buildings and grounds, the educational experience provided and response to future demographic changes. Typical of its focus in planning is the recent instigation of a building project in response to a need to strengthen accommodation for the teaching of separate sciences, and for art in the senior school. Strategies to secure suitable funding for such projects are realistic and carefully considered.
- 4.4 Governors are provided with good information to provide insight into the working of the school by presentations from staff at regular intervals. This is enhanced by attendance at and participation in a wide array of school events, such as providing business expertise at a Year 9 enterprise day and observing daily life in the school.

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

- 4.5 Leadership of the school is highly effective and management is good. The focused and caring leadership of the head ensures that the clear educational direction identified at the time of the previous inspection is maintained, and it has been strengthened by a successful review of senior management responsibilities and development planning as recommended at that time. Planning for the future is detailed, wide-ranging and realistic in its targets and in the criteria for judging success. Middle management has been enhanced by improved formulation and monitoring of policies at departmental level and more rigorous departmental development planning, although this is not yet expanded in some areas.
- 4.6 Leadership is strong and incisive in most areas, with a clear focus on the care of pupils, and a commitment to the fostering of individual talents and imagination in line with the school's aims. In both the senior and junior sections, including the EYFS, those with responsibilities for pastoral care give a strong lead, which, linked to excellent structures and policies, enhances pupils' sense of security and well-being. The implementation of pastoral policies is monitored well. Leadership of the curriculum is forward-looking and dynamic. Links between the junior department and senior school have been strengthened in many areas since the previous inspection. Joint meetings of staff at management and other levels increase the

effectiveness of communication between the two sections of the school, but co-ordination of activities and of some curricular areas, such as PSHCE, is not yet fully developed. The limited amount of time allocated for the management of subject responsibilities in the junior department hampers effectiveness in monitoring the implementation of policies and schemes of work. Heads of academic departments and subject co-ordinators throughout the school instigate appropriate policies, showing good leadership and imagination.

- 4.7 The school has a detailed, whole-school development plan which is reviewed annually and includes clear targets, criteria for judging success and identification of necessary resources. This is reflected in departmental planning and discussed with all teaching staff, although the vision of the EYFS is not yet formulated into a clear written development plan. The development plan is closely linked to the strategic targets identified by the governing body. Routine financial planning is effective and contributes much to the smooth-running of the school. Budgets are allocated clearly and allow confident and well-focused planning for future needs.
- 4.8 The school secures well-qualified teachers, together with a good range of support staff who contribute much to its activities, often operating effectively across both sections. They generously give of their time beyond the demands of teaching commitments. Recent appointments at senior management level and the revision of roles have contributed greatly to the school's progress. A good scheme of professional review operates regularly and successfully across the school and includes support staff. It identifies areas for future training and informs development planning. Arrangements for checking the suitability of staff, supply staff and proprietors are robust, and those for the induction of new teachers are good. Measures are in place for newly qualified teachers to be monitored and trained under the appropriate national scheme and put into practice effectively.
- 4.9 The team of secretarial and administrative staff gives good support to the school's aims. Together with support staff, they work effectively in helping to achieve these, contributing well to the creation of a caring community.
- 4.10 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].
- 4.11 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 Focussed and caring leadership, supported by the highly effective work of those in senior management positions, enables the school to meet well its aim of fostering individual talents and imagination. Pupils demonstrate outstanding spiritual, moral and cultural awareness alongside a very high level of social skills, although younger junior department pupils' understanding of citizenship is less marked, and monitoring of this is limited. Pupils are highly articulate individuals, writing, reading, and listening outstandingly well, and demonstrating good mathematical competence. Pupils of all ages and abilities, including those with LDD and more able pupils, reach good levels of achievement, which are often outstanding in the senior school and EYFS. They achieve well in activities. Standards of teaching are consistently good, and some teaching is outstanding. Strong relationships amongst pupils and between pupils and staff contribute greatly to the school's close-knit and mutually supportive community. Pastoral care of pupils is outstanding, including in the EYFS. Links with parents are excellent and those with the wider community are good. Effective and forward-looking governance enables the school to plan realistically for the future, and supports its aim of building pupils' self-confidence and self-discipline to meet the challenges of the modern world.
- 5.2 Since the previous inspection in 2004 the school has made excellent progress. Provision for those with LDD and more able pupils has been strengthened throughout the school. The use of performance data to assess pupils' needs and their progress has been greatly improved and now informs planning throughout the school. Pupils' independence as learners has become firmly established. Provision and use of ICT have increased and pupils have developed good ICT skills. Facilities for any junior pupils who become unwell have been improved. Accommodation for careers and school administration has been improved, together with the provision of play areas for younger pupils. Changes in senior and middle management structures and responsibilities have ensured the effective application of whole-school policies. Whole-school and departmental development planning has been improved. The governing body has been strengthened by revision of its committee structure and allocation of responsibilities. It demonstrates clear awareness of the areas where further development is needed.
- 5.3 The school meets all the regulatory requirements.

### Next Steps

- 5.4 In order to improve its good provision further, the school should:
1. extend systematic teaching of PSHCE to all year groups in the junior department and ensure effective monitoring of pupils' development in this area;
  2. ensure that co-ordinators in the junior department have adequate time in the school week to monitor the implementation of policy in their subject areas;
  3. strengthen links between the senior school and junior department, particularly in the curriculum and activities.
- 5.5 No action is required in respect of regulatory requirements.
- 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 21<sup>st</sup> to 24<sup>th</sup> September 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 21<sup>st</sup> and 22<sup>nd</sup> 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 inspector examined a range of documentation made available by the school.

### List of Inspectors

|                     |                                     |
|---------------------|-------------------------------------|
| Mr Martin Bussey    | Reporting Inspector                 |
| Mrs Jackie Davies   | Deputy Head, GSA school             |
| Ms Sarah Evans      | Head, GSA school                    |
| Miss Joanna Gay     | Deputy Head, IAPS school            |
| Mr Alasdair McBay   | Senior Tutor, HMC school            |
| Mrs Frances Proud   | Head of Department, HMC school      |
| Miss Mary Regan     | Former Head, GSA preparatory school |
| Mr Paul Shannon     | Head of Department, HMC school      |
| Mrs Elizabeth Coley | Early Years Lead Inspector          |

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

- 7.1 The Early Years Foundation Stage setting at Leicester High School for Girls strives to provide a warm, stimulating environment within a family atmosphere, laying the foundations for a love of school and learning. At the time of the inspection, thirty-four children were on roll: nineteen in the Foundation class aged three to four, and fifteen in the Reception class aged four to five. No child has a statement of special educational needs, and none has been identified as needing extra support with their learning. Approximately two-thirds of children come from ethnic minority backgrounds, and just over one in four speaks English as an additional language, of whom one is at an early stage of acquiring English. Before- and after-school care is provided. The previous inspection of the Early Years Foundation Stage setting took place in May 2008 and was carried out by Ofsted.
- 7.2 The overall effectiveness of the Early Years Foundation Stage is outstanding, with a strong commitment to continuous improvement. The needs of all children are met very well. Leadership and management are excellent. Parents are overwhelmingly pleased with all aspects of provision for their children, and positive partnerships concerning children's welfare and learning are promoted. The setting has a clear vision for improvement through a thorough self-evaluation, in which the views of all stakeholders are taken into account, although this is not yet formulated into a written development plan. High-quality resources, for both indoors and outdoors, are used extremely well to support children's learning. This multi-cultural community values the importance of inclusive practice. Policies and procedures are implemented consistently and regularly reviewed. Adults put a high priority on welfare and safeguarding children. Staff are suitably qualified and have undergone the required recruitment checks. An oversight occurred in the re-checking of the suitability of a long-standing member of staff, and this has now been rectified.
- 7.3 The quality of the provision is outstanding. All adults support children exceptionally well in their learning and development, by providing stimulating, enjoyable and challenging experiences both indoors and out. All areas of learning are covered well, and staff undertake regular observations and assessments to inform them of what each child needs to learn next. Until recently, this was not always reflected in written planning, but there is an awareness and willingness to continue to develop these links. Children have many opportunities to choose their own activities and explore, for example when using a magnifying glass to investigate fruit and vegetables. Stories are used to reinforce children's understanding of why it is important to wash their hands, and healthy living is followed through in other areas of learning. Children are encouraged to respect one another when taking turns in activities, and they collaborate very well in joint tasks. Suitable risk assessments are undertaken which ensure that the environment is safe. Care of children is of a high standard across the setting. Encouragement to understand safety was given when children were reminded to keep their hands and feet safe while sitting on the carpet.
- 7.4 Outcomes for children are excellent. They enjoy and are actively involved in their learning, with consistently good and sometimes outstanding levels of achievement. Their attitudes to learning and their behaviour are exemplary. Their concentration and responses to questions indicate a high level of sustained collaborative thinking, demonstrated in circle time when discussing how to prevent spreading germs. Most children are able to work well independently, for example when using computers. They enjoy excellent relationships with staff and feel safe and secure with their key person. They enjoy taking responsibility as day leader. Physical activity is an important part of their day, with small bursts of exercises to develop co-ordination. Children are encouraged to bring healthy snacks for break consisting of fruit and vegetables, and school lunch is nutritious. Water is continually available.

Children know how to keep safe when playing outside, and walking through the building and up stairs. They re-enact activities from the wider world in their imaginative play, such as hanging the washing on the line and ironing. Their skills are developing very well, particularly in speaking, listening, reasoning and numeracy.

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

- 7.5 To improve still further the high quality of its provision, the setting should:
1. formulate its clear vision into a written Early Years Foundation Stage development plan.
- 7.6 The school's provision for childcare meets the requirements of the Early Years Foundation Stage.