



**INDEPENDENT SCHOOLS INSPECTORATE**

**LINGFIELD NOTRE DAME**

**EARLY YEARS FOUNDATION STAGE**

**INTERMEDIATE INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Lingfield Notre Dame

Full Name of School	<b>Lingfield Notre Dame</b>		
DfE Number	<b>936/6255</b>		
EYFS Number	<b>EY392491</b>		
Registered Charity Number	<b>295598</b>		
Address	<b>Lingfield Notre Dame Racecourse Road Lingfield Surrey RH7 6PH</b>		
Telephone Number	<b>01342 833176</b>		
Fax Number	<b>01342 836048</b>		
Email Address	<b>shackelj@lingfieldnd.co.uk</b>		
Headteacher	<b>Mr Richard Bool</b>		
Chair of Governors	<b>Mrs Susan Rutherford</b>		
Age Range	<b>2½ to 18</b>		
Total Number of Pupils	<b>884</b>		
Gender of Pupils	<b>Mixed</b>		
Numbers by Age	0-2 (EYFS):	<b>15</b>	5-11: <b>246</b>
	3-5 (EYFS):	<b>69</b>	11-18: <b>554</b>
Head of EYFS Setting	<b>Mrs Dawn Wild</b>		
EYFS Gender	<b>Mixed</b>		
Inspection dates	<b>28 Jan 2014 to 29 Jan 2014</b>		

## PREFACE

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

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

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

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

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

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted informal discussions with children and examined samples of work. They held discussions with senior members of staff and with the chair of 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 to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Gillian Bilbo

Early Years Lead Inspector

Mrs Lynne Rothwell

Team Inspector for Early Years  
(Head of Pre-Prep, IAPS school)

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Lingfield Notre Dame is a co-educational day school for pupils aged from two and a half to eighteen. It was founded in 1940 by the School Sisters of Notre Dame as a convent boarding school for girls. In 1987 the school became an educational foundation, a company limited by guarantee and a registered charity administered by trustees and an appointed board of governors. It functions as one school under one headteacher.
- 1.2 The school aims to promote high academic standards and traditional values in a nurturing environment, to stimulate intellectual curiosity and to develop self-worth in every pupil. It seeks to teach pupils to be self-motivated and to take an active role in their own learning journeys.
- 1.3 The school is situated in its own grounds, on the edge of the village of Lingfield, in Surrey. Pupils are drawn from a wide catchment area, including the surrounding counties, with parents from a range of professional and business families. Most pupils are from white British backgrounds. A small minority represent a range of other ethnic origins.
- 1.4 The Junior School, including the Early Years Foundation Stage (EYFS), is located in separate buildings on a site adjacent to the Senior School. The EYFS setting is housed in its own purpose-built accommodation. Each classroom has access to the enclosed playground and to the outdoor teaching area. The assembly hall, dining room and sports hall are shared with the Junior School.
- 1.5 Since the previous inspection, a new headteacher has been appointed. A range of extra-curricular activities has been introduced for EYFS children. After-school provision has been increased and the teaching of French has been introduced across the setting.
- 1.6 At the time of the inspection there were 884 pupils on the school roll, of whom 84 were in the EYFS. Fifteen children were under the age of three, thirty-eight children were aged three to four and thirty-one children attended full-time in Reception. Boys and girls may attend on a sessional basis until they enter Reception. Within the EYFS, there are ten children with special educational needs and/or disabilities (SEND), who receive additional support as required. There are no children with a statement of special educational needs. One child speaks English as an additional language.
- 1.7 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the EYFS and its National Curriculum equivalence are shown in the following table.

### ***Early Years Foundation Stage Setting***

School	NC name
Caterpillars	Nursery (ages 2½ to 3½)
Butterflies	Nursery (ages 3½ to 4½)
Rainbows/Sunbeams	Reception

## **2. SUMMARY**

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

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

### **(ii) Recommendation for further improvement**

- 2.2 The school is advised to make the following improvement.
1. Ensure that teaching strategies and classroom management further promote a smooth transition for all children from Reception into Year 1.

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

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

- 3.1 The setting makes outstanding provision in meeting the needs of the children who attend. Rigorous planning of educational programmes ensures that all children reach their expected levels of development in the prime and specific areas of learning. The curriculum is enriched by specialist teaching in music and French in the Nursery, and in physical education (PE), French, music and drama in Reception, and by a choice of extra-curricular activities, including ballet, yoga and karate.
- 3.2 The effective balance of adult-led and child-initiated learning guides children to make independent choices of activity, and promotes imaginative play and exploration. Wheeled toys and climbing apparatus, supported by energetic activities in PE lessons, strongly promote children's gross motor development. The exceptionally high quality of focused assessments, underpinned by staff's detailed understanding of individual needs and interests, ensures that children's progress is very effectively recorded.
- 3.3 In the Nursery, mixed-age activities are carefully planned to provide appropriate levels of challenge. In a game to catch numbered magnetic fish and match them with correct numbers, younger children supported each other enthusiastically, and the teacher sensitively ensured each child's success. In Reception, different tasks enable all children to achieve at their own pace and provide opportunities to extend their learning. For example, in a phonics lesson, children worked in carefully selected groups to sound out words of varying length chosen to match their ability.
- 3.4 The provision for children with SEND is of high quality and individual learning plans inform appropriate support.
- 3.5 In their overwhelmingly positive responses to the pre-inspection questionnaire and in discussion during the inspection, parents expressed their strong support for the setting. They particularly appreciate the reports on their children's progress, the staff's knowledge of individual children and the high quality of the learning environment. The many opportunities to visit the setting and the feedback from parent focus groups ensure that strong links are forged between parents, staff and children. These are reinforced by the successful introduction of 'Chatterboxes', containing favourite items from home, as starting points for discussion.

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

- 3.6 Provision for children's well-being is outstanding. A well-established key person system enables children, including those under three and those who require additional support, to feel happy and secure and to settle confidently on arrival.
- 3.7 Staff act as excellent role models, encouraging the children to play and learn with consideration for each other. Strict adherence to safety procedures and generous staffing ratios ensure the children's security at all times.
- 3.8 Across the setting, children demonstrate their excellent social skills, playing co-operatively and relating well to adults and to their peers. Increasing responsibility for

looking after themselves, for example by pouring their own drinks, fosters development of children's independence. Healthy eating is strongly promoted, and water is always available. In a Reception PE lesson, the children showed a mature awareness of the effects of exercise on their heart rate. Children learn to manage their personal hygiene, with discreet help from staff for children who are not fully trained.

- 3.9 Transition through the year groups is well supported by close communication amongst all staff and by links within the setting. Reception children visit their new classrooms for Year 1 and meet the staff. However, some find the change in learning styles and more formal classroom layout challenging.

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

- 3.10 The leadership and management of the setting are outstanding. The highly committed governors, of whom five are trustees of the school, provide effective oversight of the setting's provision, rigorously implementing safeguarding and welfare procedures, and responding to regular feedback from the designated EYFS governor.
- 3.11 Stringent adherence to health and safety procedures provide a safe, secure and welcoming environment, supported by the effective guidance of the EYFS leaders and the exceptionally strong, instinctive teamwork of staff across the setting.
- 3.12 Participation in local training sessions and moderation events ensures that the setting's best practice is shared, and provides a benchmark for ongoing self-evaluation to inform future planning. The whole-school assessment scheme, which includes the EYFS, provides a strong level of individual and cohort tracking.
- 3.13 Effective systems for professional development review for all staff recognise individual achievements. They identify focused measurable targets for future personal development which are fully supported by the school. Regular supervision sessions enable key people to discuss any concerns about the children in their care.
- 3.14 Strong partnerships with parents and consultation with outside agencies ensure that children's needs are fully met. Progress checks on two year olds provide a focused summary of developmental achievements and a starting point for younger children.

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

- 3.15 The overall quality and standards of the setting are outstanding. Children make excellent progress relative to their ability and needs. The progress checks for younger children and ongoing assessments for older ones demonstrate that children achieve extremely well, with most achieving or exceeding the Early Learning Goals by the end of their time in the EYFS.
- 3.16 Younger children confidently self-register, can match letters to sounds and are learning to recognise numbers. Older children can read simple words, are confident to work with numbers to ten or above and demonstrate emerging writing skills. Reception children work confidently with numbers to 20 and above, understand the concept of capacity and use their phonic skills to decode new sounds. They used simple punctuation and displayed a mature style when writing fictional letters of thanks to a park keeper, as one of the animals, inspired by a story.

- 3.17 Children's enjoyment of learning is evident. Younger children participated excitedly in the recreation of the seaside in a PE lesson, matching their movements to the different seascapes represented by a parachute. Reception children were enthralled as they re-enacted an imaginary hunt for dinosaurs and pretended to discover that an egg had hatched. Children are encouraged to plan their own solutions to problems. For example, a Nursery child worked out how to wash paint from her hands with minimal support from an adult. Across the setting, children confidently use interactive whiteboards and computers to support their learning.
- 3.18 Good behaviour is positively reinforced, and gentle reminders keep children on task. Children understand the concept of self-assessment and convey their level of understanding using thumbs up signs and smiley face symbols.
- 3.19 Strict adherence to safeguarding and welfare policies ensures that the children are safe and secure at all times.
- 3.20 Since the previous inspection, facilities for children to rest in the Nursery after lunch have been provided. Comprehensive development planning and constructive self-evaluation provide for continuous improvement of the setting. Planning for a smoother transition between year groups and participation in the whole-school aim of developing independent learning skills and assessing personal learning have been included.