



INDEPENDENT SCHOOLS INSPECTORATE

TAVERHAM HALL SCHOOL

EARLY YEARS FOUNDATION STAGE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Taverham Hall School

Full Name of School	Taverham Hall School	
DfE Number	926/6008	
EYFS Number	EY392623	
Registered Charity Number	311272	
Address	Taverham Hall School Taverham Norwich Norfolk NR8 6HU	
Telephone Number	01603 868206	
Fax Number	01603 861061	
Email Address	enquire@taverhamhall.co.uk	
Head	Mr Mike Crossley	
Chair of Governors	Mrs Sharon Turner	
Age Range	2 to 13	
Total Number of Pupils	298	
Gender of Pupils	Mixed (186 boys; 112 girls)	
Numbers by Age	0-2 (EYFS): 5 5-11: 171 3-5 (EYFS): 74 11-13: 48	
Head of EYFS Setting	Mrs Allison Skipper	
EYFS Gender	Mixed	
Inspection dates	11 Jun 2014 to 12 Jun 2014	

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the school. The previous ISI inspection was in November 2010

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 Ann Stranack

Early Years Lead Inspector

Mrs Hannah Petersen

Team Inspector for Early Years (Head of Prep,
ISA school)

CONTENTS

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

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Taverham Hall School is a co-educational day and boarding preparatory school for pupils between the ages of two and thirteen years. The school mission is to create a community of empowered learners in a family atmosphere of mutual trust and respect. It aims to be a happy, secure and caring environment for all. The school is set in 100 acres of parkland, woods and fields with a river flowing through its grounds, a few miles from Norwich. The school opened in 1921. It became an educational trust in 1967, overseen by eight governors who are also trustees.
- 1.2 The boarding facilities and the preparatory classrooms are housed in the main building, a neo-Jacobean residence built in 1858. The pre-prep and Nursery classrooms, sports hall, swimming pool, and design and technology centre are in nearby modern buildings. The purpose-built Nursery classrooms, include a fully enclosed play area. The Early Years Foundation Stage (EYFS) setting can use the varied outdoor learning environment, including for woodland activities. A toddlers group is organised on one day a week when parents can accompany children aged between one and two-and-a-half for sessions of socialisation and structured play.
- 1.3 Since the previous inspection a new Nursery manager has been appointed and investment made in buildings, play and outdoor equipment. The new head of pre-prep and EYFS was appointed in September 2013. The school has applied for, and been granted, exemptions for the learning and development requirements for their pupils aged three upwards from September 2014.
- 1.4 The school has 298 pupils. There are 80 children in the EYFS; 53 attend part time in the Nursery which includes 33 boys and 21 girls in three classes; five of these children are under three. There are 15 boys and 11 girls who attend full time in the two Reception classes in the pre-preparatory building. The oldest children in Reception are aged six. One child has a statement of special educational needs, and the EYFS department has identified six children with special educational needs and/or disabilities (SEND). All of these children receive support. Three children have English as an additional language (EAL). The majority of the pupils are white British. Their families live relatively near to the school and have business or professional backgrounds.
- 1.5 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
Nursery 1	Nursery ages 2-3
Nursery 2	Nursery ages 3-4
Reception	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. In Reception, enable planning for all seven learning areas outdoors, throughout the year.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

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

- 3.1 The setting makes outstanding provision in meeting the needs of the range of children that attend. Planning for the youngest children gives priority to the prime areas of learning, ensuring that they express themselves with enjoyment, confidence and increasing clarity and make full use of the exceptional woodland activity opportunities. All seven areas of learning are well covered in planning overall. The area surrounding the Nursery block is carefully designed to enable the outdoors to be included in every learning situation throughout the year. The Reception classroom's outside space does not facilitate such planning. Throughout the department the curriculum is enriched by specialist teaching in music and dance, and for swimming in Reception.
- 3.2 A good balance of adult-led and child-initiated learning encourages children to make independent choices and promotes enquiry. The regular and detailed assessments enable all staff to have a clear understanding of individual needs and interests. This is used to monitor progress and plan each child's next steps, for example when allowing the use of aromatic herbs to make a potion. Staff model enthusiastic and co-operative behaviour; they encourage children to enjoy tasks and support one another, for example when building a dungeon in the woodland learning environment.
- 3.3 Frequent staff meetings and discussion quickly identify any difficulties the children are experiencing. Targeted and timely support for each individual child's needs includes parental involvement, ensuring that children with SEND and EAL make extremely good progress.
- 3.4 The school's open door policy is appreciated by parents. They are encouraged to contribute to their children's learning by daily communication, 'weekend' books and home-reading books. Parents' responses to questionnaires and discussion show them to be overwhelmingly supportive of the school. They are particularly confident that their children are well looked after and offered an appropriate range of subjects. The school is highly successful in achieving the aim of providing a happy, secure and caring environment.

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

- 3.5 Provision for the children's well-being is outstanding. The key person system enables children, including those under three and those who require additional support, to enjoy school, form appropriate emotional attachments and feel safe. Staff provide excellent role models for caring and considerate behaviour and give confidence to both children and parents. The consideration given to each child's needs ensures that every child can explore and learn imaginatively, for example while living as a pirate. Children have many opportunities to interact positively with each other and adults. Co-operative work is well supported and encouraged. Relevant resources allowed the youngest to enjoy controlling wheeled toys with traffic signs and the oldest to construct a very successful ramp for cars.

- 3.6 Healthy snacks and lunch-time food encourage children to understand what is good for them. Meal times are happy, social occasions which encourage good manners and a tolerance of different likes and dislikes. The importance of hand-washing and physical exercise is constantly promoted especially during outdoor learning sessions. Risks are reviewed daily so independence can be allowed.
- 3.7 Transitions to the next stage of learning are very carefully planned. The older Nursery children attend the pre-prep assemblies, and participate with enthusiasm. Staff ensure that any anxieties are given due consideration. Reception children work in the pre-prep building and share enjoyable after-school activities.

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

- 3.8 Leadership and management are outstanding. The governors' excellent understanding of the EYFS and its needs is highly effective and appreciated by the staff. The EYFS team works exceptionally well together, planning for and tracking individual children's achievements comprehensively although the time allocated for the leadership of the department is limited. Progress checks for two-year-olds provide a focussed summary of achievement in the prime areas and are a useful starting point for development. All the EYFS requirements are fully understood. Staff have been suitably checked and receive all necessary training in child protection, health and safety. They work extremely hard to ensure that children are very well cared for and treated equally in a safe, but exciting, environment.
- 3.9 Communication is excellent. All staff contribute to the very detailed department development plan and agree priorities. They appreciate the very effective systems for supervision and appraisal, valuing the support given and the opportunities provided for professional development. The children benefit from the positive impact these initiatives have on teaching.
- 3.10 Exceptionally strong partnerships with parents and consultation with outside agencies ensure that the children's needs are fully met.

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

- 3.11 The overall quality and standards of the provision are outstanding. All children, including those with SEND, EAL and the most able, make very good progress in relation to their starting points. The progress checks for the younger children and ongoing assessments for the older ones demonstrate that children achieve extremely well, with most attaining or exceeding the Early Learning Goals by the end of Reception.
- 3.12 Younger children enjoy self-registering. They can recognise letters and count the number of children in their group. Older children read competently and use their number knowledge to direct programmable toys. The younger Nursery children are improving their skills when balance-walking along a plank and by Reception are very competent when catching balls.
- 3.13 The children's personal and social development is excellent. They enjoy their learning. The youngest were excited about recognising their own 'monkey' faces from a class pile and Reception children enthusiastic about searching for 'pirate treasure'. At all ages children concentrate well when finding a solution to problems. Their acceptance of differences is particularly commendable. Even the younger children are very independent when hand washing. All are confident and polite with visitors.

- 3.14 The requirements for safeguarding are very well met. All staff understand the children extremely well so that they thrive in a very happy and secure environment. Parents appreciate the high level of care provided by the dedicated staff; children echo this and feel safe. The EYFS has continued to provide the high standards reported in the previous inspection. Early identification of, and the provision for, children with SEND is excellent, meeting the recommendation of that inspection. The leadership's extremely effective evaluation of practices, and the staff's willingness to embrace new ideas, demonstrates a strong commitment to improvement to secure the best possible opportunities for all children.