



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE INSPECTION

WOODLANDS SCHOOL AT HUTTON MANOR

JUNE 2017



SCHOOL'S DETAILS

School	Woodlands School at Hutton Manor			
DfE Number	881/6047			
EYFS Number	336851			
Address	428 Rayleigh Road Hutton Brentwood Essex CM13 1SD			
Telephone number	01277 220364			
Email address	info@woodlandsschools.co.uk			
Headteacher	Mrs Paula Hobbs			
Proprietor	Mr Ken Lewis			
Age range	3 months to 11			
Number of pupils on roll	226			
	Boys	126	Girls	100
	EYFS	129		
	Infants	39	Juniors	58
Pupils' ability	Nationally standardised test data provided by the school indicate that the ability of the pupils on entry to Reception is broadly above average.			
Pupils' needs	The school has identified 24 pupils as having special educational needs or disabilities (SEND), of whom 19 receive support, mostly with developmental delay, dyslexia and dyscalculia. No pupil has a statement of special educational needs or an education, health and care (EHC) plan. Three pupils have English as an additional language (EAL), one of whom receives additional support.			
History of the school	The main school at Hutton Manor opened in 2001 and the nursery in 2010, as a partner to its previously established sister school in Great Warley.			
Ownership and governing structure	The school is part of a family-owned company, consisting of two schools and two nurseries. The proprietor has oversight of the school, and is			

	advised by the board of directors.
School structure	The main school consists of the juniors, which caters for pupils aged 7 to 11 years, the Infants for those aged 5 to 7 years and the foundation stage for children aged 3 to 5 years. The Little Acorns nursery admits babies from the age 3 months.
Other useful information	<p>The Little Acorns nursery is on the same site as the main school.</p> <p>Whilst some children move from the nursery to the main school at the age of 3 years, others may stay on until the age of 4 years.</p> <p>The vast majority of pupils in the reception class have entered the school in the nursery.</p>
Inspection dates	20 to 21 June 2017

PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any qualitative concerns identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils’ health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents’ complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to be met unless evidence to the contrary has been found.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1

Quality of education provided

The school uses its own framework to determine attainment, instead of the national framework.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3

Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.

The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

PART 5

Premises of and accommodation at schools

Suitable toilet and changing facilities for pupils and appropriate accommodation for their medical needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

The standard relating to the provision of information [paragraph 32] is met.

PART 7

Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

The standard relating to the handling of complaints [paragraph 33] is met.

PART 8

Quality of leadership in and management of schools

The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

The standard relating to leadership and management of the school [paragraph 34] is met.

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

Overall effectiveness: the quality and standards of the early years provision

The overall effectiveness of the early years provision is outstanding. The setting provides a secure, inclusive and happy environment where every child is accepted on his or her own merits. Children under the age of two, including those with additional needs, make at least good progress relative to their starting points because of carefully structured programmes and planning, which take account of personal learning styles, needs and interests. Staff know the children for whom they take key responsibility very well and endow them with the appropriate confidence and skills to prepare them for the next stage of their education. Requirements for children's safeguarding and welfare are fully met. Staff work closely and effectively to address the emotional needs of the children in their care with sensitivity. The reflective nature of the setting promotes regular evaluation which leads to realistic targets being set to support continuous improvement. Since the previous inspection, increased opportunities to develop children's understanding of healthy lifestyles have been introduced. Communication and the use of terminology has been developed, resulting in more consistent presentation of information across the EYFS.

Effectiveness of leadership and management

Leadership and management are outstanding. Staff across the setting share and fulfil the school's vision to provide a happy, safe and secure environment in which the children develop their learning through play. Highly effective systems for self-evaluation and performance management enable staff to focus on their professional development and regular supervision sessions ensure that key persons are fully supported in their roles. The sharing of new ideas and well-established routines for updating good practice enhance the quality of the teaching and learning in the setting.

The views of parents and children are sought on a daily basis and in regular questionnaires. Suggestions are used to further improve practice, for example, providing greater detail in transition documents and listening to the children's viewpoints on choice of books. Responses to the pre-inspection questionnaire and comments in interviews during the inspection were overwhelmingly positive. Parents particularly appreciate the care their children receive and the focus on individual children's next steps for learning. Realistic plans for the sustainable improvement of the setting include further development of the garden areas and to continue to monitor planning and assessment to ensure that all children are making appropriate progress. Since the previous inspection, a daily exercise programme has been introduced successfully and children are reminded of the importance of healthy eating. The youngest children have age-appropriate access to information technology, whilst older children in the setting carry out research on computers, accompanied by their key person.

Carefully planned learning programmes, closely linked to the requirements of the EYFS, ensure that the prime areas of learning are fully addressed. Individual programmes are extended when required to include the specific areas of learning so that appropriate levels of challenge are maintained. Each child's progress against developmental goals is accurately recorded although systems for recording progress are not consistently followed across the setting, hindering consistency. The setting ensures that children's needs and interests are fully met and that they are very well prepared for their next stage of learning.

Equality, diversity and British values of respect and tolerance are actively promoted, for example all children have access to the wide range of activities provided and close supervision limits the rare incidents of poor behaviour. Staff work closely together to deliver daily visual reminders of good manners and acceptable behaviour, acting as exemplary role models for children.

Robust procedures for safeguarding are fully adhered to across the setting. All staff receive suitable training in child protection and are aware of the actions to be followed if there is cause for concern. Staff are well qualified to work with their particular age group and high supervision ratios are meticulously maintained. All EYFS staff receive training in paediatric first aid. Staff are aware of the need to be alert to the signs of

radicalisation and extremism. Regular risks assessments and strict adherence to policies, for example maintaining a nut-free setting, promote the children's safety at all times.

Quality of teaching, learning and assessment

The quality of teaching, learning and assessment is outstanding. Staff work effectively in a close-knit team to foster very high expectations of what each child can achieve. Staff encourage children to take the next steps and praise them on achieving their goal, for example enabling a toddler to walk down steps independently to his great delight. All children are supported to do their best, including those with EAL, SEND and the more able, within a nurturing environment.

All staff demonstrate an excellent understanding of the age group they are working with. They apply their secure knowledge of age-appropriate goals for individual children, seek further specific training if required and share this with colleagues. All children can access the curriculum and they enjoy sharing their family posters with their friends and celebrating any special events such as Chinese New Year. Carefully planned daily sessions in the under 2s' garden area support study, for example learning about insects, and provide opportunities for independent learning because child initiated and adult-led activities are balanced effectively. Children enjoy spontaneous treats such as a picnic at tea time in a shady spot together with their friends across the setting, benefitting from interaction with older role models.

Since the previous inspection, documentation in Little Acorns and the main school has been made more consistent in its use of terminology and the information communicated. Learning journey records show progress and achievements through the school. Together with planning documents, these are regularly and constructively monitored. However, it is difficult to chart individual progress in some journals and to follow learning programmes in planning documents when these do not adhere to the setting's guidelines.

The detailed parent pack ensures that parents are fully informed about provision in the setting. It enables them to contribute to their child's initial and ongoing assessment and to share their interests. Parents can support one of their child's next steps at home and report back at the next meeting with staff. Highly effective assessment and record keeping charts individual children's progress against age-related expectations, alerts staff to any emerging needs and ensures readiness for the next stage of learning. Regular, focused assessments by the child's key person and the consequent matching of personalised programmes to children's individual learning styles are a particularly strong feature of the setting. These measures ensure that children's diverse needs and interests are fully met. Checks at age two highlight any potential concerns and well-established links with local agencies ensure that advice can be swiftly obtained.

Daily two-way flow of information ensures that parents of the under-twos are fully informed of their child's daily activities and personal care.

Personal development, behaviour and welfare

Personal development and welfare are outstanding. Highly positive attitudes to learning and a consistent culture of praise foster the development of the children's independence and their sense of curiosity. Children join in group activities confidently. They enthusiastically engage in singing rhymes at circle time, mimicking the actions modelled by their key persons, for example pointing to parts of their body during an exercise song. They are happy to explore their surroundings, select their own toys or join in adult-led activities such as rolling sensory balls to one another or designing pasta patterns in dough. They use their imagination creatively during free play, such as when using dough as a telephone to chat to friends.

Children build strong bonds and display extremely warm relationships with their key person. Their growing awareness of their peers is fostered by greeting each other as they arrive and personalised welcomes at circle time. The youngest children, including those who have recently joined the setting, settle quickly into routines, helped by the gentle care they receive, for example being encouraged to relax and to sleep by baby massage from staff. The very effective system of secondary key persons ensures that personal routines are sensitively maintained at all times. Children have the confidence to ask for assistance, for example asking for help to put

a sock on. Prompt and regular attendance is fostered and any unexplained absences swiftly followed up. Transitions are managed effectively so that children are introduced to their new surroundings and parents are fully informed of new expectations and routines.

Careful supervision ensures that children treat each other kindly and any incidences of challenging behaviour are quietly addressed, such as by encouraging children to share and not to take toys from their friends.

The daily visual reminders of the rules to keep safe and healthy in the setting are enjoyed by the children at circle time; they join in the discussion of each picture, for example of hand washing before meals. They join in enthusiastically with exercise sessions, developing their gross motor skills as they jog on the spot and reach to the ceiling. Children are encouraged to look after themselves independently and to make healthy choices at snack time. They understand the need to keep safe, for example asking for help to climb onto rocking toys in the garden. Staff act as very positive role models for kind and respectful behaviour, visibly demonstrating the importance of respect for the needs of all in society.

Outcomes for children

Outcomes for children are outstanding. All children including those with SEND, EAL and the more able make at least good progress in relation to their starting points. They are positively encouraged to make the next steps in their learning, supported by regular meetings with parents and focused observations by key people.

Children settle quickly into the setting. Even the youngest children are encouraged to feed themselves with spoons, and toddlers recognize their own photographs to identify their cups at snack time. Children make confident choices of fruit and sit sociably at their tables to eat it. They respond to the expressive presentations by their room leader when singing and act out the songs with puppets. They enjoy looking at books and older children are encouraged to sound out the first letter of words. They demonstrate their developing gross motor skills as they follow their daily exercise routine and in their outside activities. Older children learn to count, for example during the register and some recognize two-dimensional shapes and colours. They choose intelligently from the activities set out, messy play being a particular favourite.

By the age of two, children meet or exceed the level of development that is typical of their age and are well prepared for the next stage of their education.

Compliance with statutory requirements

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

Recommendation for further improvement

The school is advised to make the following improvement to its provision for children in the early years.

- Strengthen the monitoring of planning and the recording of children's progress to ensure consistency across the setting.

ABOUT THE INSPECTION

The inspectors conducted formal interviews with pupils. They held discussions with teachers, senior members of staff and with the proprietor. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Karen Williams	Reporting inspector
Mrs Juliette MacDonald	Compliance team inspector (Director of studies, IAPS school)
Mrs Gill Bilbo	Co-ordinating inspector for early years
Mrs Fiona Trembath	Team inspector for early years (Assistant head, IAPS school)