



INDEPENDENT SCHOOLS INSPECTORATE

BEDE'S PREPARATORY SCHOOL

EARLY YEARS FOUNDATION STAGE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Bede's Preparatory School

Full Name of School	Bede's Preparatory School		
DfE Number	845/6011		
EYFS Number	EY340176		
Registered Charity Number	278950		
Address	Bede's Preparatory School Duke's Drive Eastbourne East Sussex BN20 7XL		
Telephone Number	01323 734222		
Fax Number	01323 745438		
Email Address	alison.atherton@bedes.org		
Head	Mr Giles Entwisle		
Chair of Governors	Major General Tony Meier		
Age Range	2 to 13		
Total Number of Pupils	391		
Gender of Pupils	Mixed (244 boys; 147 girls)		
Numbers by Age	0-2 (EYFS):	48	5-11: 163
	3-5 (EYFS):	57	11-13: 123
Head of EYFS Setting	Mrs Diane Lindop		
EYFS Gender	Mixed		
Inspection dates	29 Apr 2015 to 30 Apr 2015		

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 May 2012.

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 a governors' representative, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Angela Russell

Early Years Lead Inspector

Mrs Hannah Petersen

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Bede's Preparatory School is a co-educational day and boarding school, for boys and girls from the age of three months to thirteen years. It is located in Eastbourne, on the edge of the South Downs National Park, overlooking the sea. Founded in 1895, the school is part of the Bede's Educational Trust, which is a registered charity, and includes a senior school, dance school and international summer school. Bede's Preparatory School has its own headmaster; the senior school headmaster is the chief executive. A single board of governors provides wide-ranging expertise and is responsible for all the Trust's establishments.
- 1.2 The Bede's Educational Trust aims to provide an outstanding education to all its pupils, so that they leave as well-rounded, confident and successful members of the global community.
- 1.3 The EYFS is part of the Pre-Prep department and is situated in a large building next to the Prep school. It prides itself on providing a caring, safe, and stimulating environment for every individual child. Since the previous inspection there have been changes to the staffing structure in the EYFS and further opportunities for information and communication technology (ICT) activities have been provided in each classroom.
- 1.4 There are currently 391 pupils on the school roll, 244 boys and 147 girls. Of these, 163 pupils are aged 5 to 11 and 123 aged 11 to 13. One-hundred and five pupils are in the EYFS, of whom forty-eight are under three years of age. The Nursery is open for 51 weeks of the year. Attendance in the Nursery can be on a flexible part-time basis until children join the Reception class at the age of four, when they attend full-time.
- 1.5 The school has identified one child in the EYFS as having special educational needs and/or disabilities (SEND). There are no children in the EYFS who speak English as an additional language (EAL).
- 1.6 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
Ladybirds	Nursery (ages 3 months to 24 months)
Grasshoppers	Nursery (ages 24 months to 30 months)
Butterflies	Nursery (ages 30 months)
Buzzy Bees	Nursery (ages 3 years to 4 years)
Dragonflies	Nursery (ages 3 years to 4 years)
Reception	Reception (ages 4 years to 5 years)

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) Recommendations for further improvement

- 2.2 The school is advised to make the following improvements.
1. Enable children to develop skills for the future through appropriate provision and use of ICT and relevant staff training.
 2. Ensure that all aspects of the EYFS provision, including information for parents and documentation relating to SEND, are consistent across both Nursery and Reception classes.

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 who attend. Excellent educational programmes and stimulating classrooms provide many opportunities for all children, including those with SEND as well as the more able, to reach and at times exceed the level of development typical for their age. There is a choice of extra-curricular activities, as well as specialist teaching for music, dance, physical education, games, swimming and French.
- 3.2 Staff provide excellent support, enabling all children to be ready for the next stages in their learning. Adults know well each child's needs and provide a range of stimulating activities for children under the age of three. Children have many opportunities to develop their physical skills when using the soft play area. Adults model building sentences and provide many opportunities for children to increase their vocabulary. For children over the age of three, a wide range of excellent activities provides opportunities for exploration, for example of shape and of malleable materials. Children have outstanding opportunities during dance lessons to develop their balancing skills. They extend their learning during visits to the local beach.
- 3.3 Adults have very strong relationships with all children. They have high expectations and skilfully motivate children to learn. High-quality teaching takes children's needs and interests into account, enabling them to make excellent progress. However, on a very few occasions observed tasks lacked challenge.
- 3.4 Partnerships with parents are outstanding. Many opportunities are provided for parents to be involved in their child's learning. Regular parents' meetings and written reports provide excellent information about a child's progress and parents are encouraged to share their child's interests with the school. Children bring in items from home to support their learning and are able to take rewards home to celebrate their achievements. The parents' association and the year group parent representative strengthen this excellent relationship.
- 3.5 In discussion, parents were extremely positive in their praise of the school and were particularly appreciative of the speed with which concerns were answered. In response to the pre-inspection questionnaire the overwhelming majority of parents expressed a high level of satisfaction. They especially appreciated the fact that very able children receive appropriate support and that their children feel safe and happy. A small minority of parents feel that the school does not always handle concerns well and that they do not provide a good range of extra-curricular activities. Inspectors found that concerns are taken very seriously and handled efficiently and that there is an excellent provision of extra-curricular activities.

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

- 3.6 The contribution of the provision to the children's well-being is outstanding. Strong bonds are formed between all children and their key person enabling them to settle well. Staff provide extremely well for each child's emotional needs ensuring they

feel happy and secure. Many opportunities are provided for increasing independence, as when selecting their own resources and tidying away. Behaviour is excellent and children play very co-operatively.

- 3.7 Adults know all children under three extremely well and provide excellent support. Good manners are given a high priority and children are regularly praised for their achievements. Children over three are encouraged as they explore their surroundings. Older Nursery children attend a weekly assembly with the Reception children where new experiences and activities are shared. Individual good work is recognised with a head teacher award and in the weekly newsletter.
- 3.8 Children are taught about healthy eating and become increasingly independent with regard to personal hygiene and self-care. They wash hands before and after snack and other activities. Reception children confidently change into appropriate clothing before dance lessons and are helped to understand the need to warm up.
- 3.9 Strong induction procedures enable all children to feel safe and cared for. Excellent links between Nursery and Reception classes, and between Reception and Year 1, ensure smooth transitions for teachers, children and parents.

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

- 3.10 Leadership and management in the EYFS are good. Governors provide strong support and are actively involved in the life of the setting. EYFS staff provide excellent oversight of the educational programmes. They monitor teaching very effectively. The setting is welcoming, safe and stimulating and meets its aim to provide a caring, safe, and stimulating environment for every individual child.
- 3.11 Staff recruitment procedures are robust and records of checks are made appropriately in a single central register. Induction procedures are comprehensive and provide strong support for new staff. Regular risk assessments and detailed policies ensure that children are well safeguarded. Their implementation is monitored to ensure that they are known by all staff. Accurate self-evaluation by all staff results in a shared vision and a development plan which has realistic targets.
- 3.12 Well-qualified staff are suitably deployed and they appreciate the support that performance management meetings give to their care of the children. However, staff supervision meetings are irregular. Staff training needs are identified, often following appraisal. This has a positive impact on the learning and development of the children. Training in safeguarding, child protection, first aid and health and safety is up to date.
- 3.13 Partnerships with the local authority, contact with other outside agencies and excellent partnerships with parents ensure that children with additional needs receive appropriate support. However, aspects of documentation for EYFS provision are inconsistent across Reception and Nursery classes, including information on those with additional needs.

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

- 3.14 The overall quality and standards of the provision are outstanding. All children, including those with SEND as well as the more able, make excellent progress in relation to their starting points. Children under three respond well to instructions and are able to increasingly confidently use every day words. Excellent progress is made by children in their physical skills, with increasing independence. They are

confident when talking to adults and their peers. Minor conflicts are happily resolved by the children themselves.

- 3.15 Achievements for children over three are excellent. Older Nursery children recognise numbers when adding 'two more'. They learn new words rapidly and question why things happen. Children in Reception write simple words using their excellent knowledge of sounds. They form letters with increasing skill and become confident communicators in English and, at times, in French. They think creatively when independently choosing to make a book about an egg that was lost. They use their mathematical understanding when sorting coins and measuring. Reception children competently use tablets for taking photographs and confidently use interactive white boards. However, in some Nursery classes a lack of space prevents progress in ICT skills from developing fully.
- 3.16 Children learn how to care for others by raising money for charities and develop a respect for other cultures. They respond extremely positively to clear guidelines and play well together, learn to share and take turns. Their excellent behaviour and high levels of co-operation show that they feel safe and happy. Adults have a shared understanding of how to protect children and are extremely diligent in ensuring that children are always well supervised. Highly effective self-evaluation secures continuous improvement, and so strengthens children's future life chances.
- 3.17 As a response to the recommendation from the previous inspection, transition between year groups has been improved, and remains a strong focus with excellent support for all children.