



INDEPENDENT SCHOOLS INSPECTORATE

LAMBROOK

INTERIM INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Lambrook School

Full Name of School/College **Lambrook School**
DCSF Number **867/6003**
Registered Charity Number **309098**
Address **Lambrook School
Winkfield Row
Bracknell
Berkshire
RG42 6LU**
Telephone Number **01344 882717**
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Email Address **headmaster@lambrook.berks.sch.uk**
Head **Mr J E A Barnes**
Chair of Governors **Mr Charles D Donald**
Age Range **3 to 13**
Total Number of Pupils **470**
Gender of Pupils **Mixed (295 boys; 175 girls;)**
Numbers by Age
0-2 (EYFS): 5-11: **268**
3-5 (EYFS): **127** 11-18: **75**
Number of Day Pupils **468** Capacity for flexi-boarding: **52**
Number of Boarders
Total: **2**
Full: **2** Weekly: **0**
Head of EYFS Setting **Mrs C Coombe**
EYFS Gender **Mixed**
Inspection Dates **19th to 20th Jan 2010**

PREFACE

This report is according to the *Independent Schools Inspectorate (ISI) schedule* for INTERIM inspections. The inspection is a two day visit with a focus on compliance with regulatory requirements. ISI inspections occur every three years and have two formats, interim and standard which usually occur in an alternating pattern. The school's next inspection will therefore follow the standard schedule, which includes two visits totalling five days and places greater emphasis on the quality of education and care in addition to reporting on regulatory compliance. The school's previous ISI inspection was in April 2006.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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 31st 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 Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

A specific inspection of boarding was not carried out and the report does not contain judgements on the National Minimum Standards for Boarding Schools. Any comments on boarding arising from this inspection are in the context of the school as a whole. The existing report on boarding was produced in June 2009 by the Children's Directorate of the Office for Standards in Education (Ofsted) and can be found at www.ofsted.gov.uk under Inspection reports/Boarding schools.

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.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Lambrook School, was founded in 1860. In 1997 it merged with Haileybury Junior School, Windsor. It formally separated from Haileybury Senior School in 2009 and has its own board of governors. Since the previous inspection, a nursery has been opened and the intake in Year 3 has increased to four forms. The school occupies a 50-acre site within easy reach of Ascot, Bracknell and Windsor. Pupils are drawn from a range of professional families who mostly live within ten miles of the school, though boarders often live much further away. A small number of pupils come from an ethnic minority background. The headmaster has been in post since September 2005.
- 1.2 The size of the school has increased since the previous inspection. Numbers on roll are 471 boys and girls aged between 3 and 13 years. Eighty-six children aged 3 to 5 years were in the Early Years Foundation Stage (EYFS), and 311 aged 5 to 11 were in Years 1 to 6. In the remainder of the school there were 74 pupils aged 11-13. Two pupils board full-time and flexi boarding usually involves an additional 30 pupils each week.
- 1.1 The school has identified 70 pupils as in need of additional help. Eight pupils have English as an additional language and one pupil has a statement of special educational need. The ability profile of the school is above the national average. Pupils who apply are informally assessed to ensure they will cope with school life and most are admitted at the ages of 3 to 7 from local nursery, pre-prep and primary schools. The majority of pupils proceed to senior independent boarding schools; a minority transfer to independent or maintained day schools.
- 1.2 The school aims to ensure that traditional values are at the core of an education where excellence in breadth and the development of the individual as a confident communicator are seen as vital.
- 1.3 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

The quality of the pupils' achievements and their learning, attitudes and basic skills

- 2.1 Throughout the school, pupils across all abilities make good progress in their learning in relation to their above average ability at entry, as evidenced by the scholarships and successful entrance to many academically selective, senior schools to which the pupils transfer when they leave the school. Their literacy, numeracy, and information and communication technology (ICT) skills are strong. The pupils' many successes in academic work, sport, music, drama, art and an impressive range of extra curricular activities both individually and in groups, reflects their highly commendable attitudes to learning. In interviews and lessons pupils are confident, measured and knowledgeable; they reason, and argue coherently and are able to talk about their work with ease. Pupils are quick to settle, apply themselves thoughtfully and take pride in their work, showing perseverance and enthusiasm. The behaviour of the pupils overall is exemplary; they are polite, well mannered and happy.
- 2.2 Teaching is good and enables pupils of all abilities to achieve a great deal. This includes those with learning difficulties, and the few pupils for whom English is an additional language. The learning support available to those who require it throughout the school is of a very high quality, and is a significant factor in pupils making good academic progress. Teachers inspire and encourage all pupils to achieve well through their enthusiasm for their subjects and their good questioning skills which encourage pupils to think critically. In the best lessons, teachers provide well-planned, structured and challenging tasks enabling pupils to demonstrate an impressive knowledge of technical terms. The consistently small class sizes, and caring approach, enables teachers to know their pupils' strengths and weaknesses extremely well. Teachers actively use the information provided by the Learning Development Centre to help the pupils move forwards and overcome any difficulties. Assessment procedures, including target setting and self assessment, are effective in monitoring individual pupils' progress.
- 2.3 The school offers a good quality academic education within a broad and balanced curriculum which supports the school's aims. There is a comprehensive programme of extra-curricular activities which enables pupils to extend their knowledge and experience of sports, music, creative pastimes and hobbies, which considerably enrich the curriculum. Visits to places of educational interest, and residential opportunities enhance pupils' cultural understanding. The extra-curricular programme is a significant strength of the school.

The quality of the pupils' personal development

- 2.4 The pupils' personal development is strong. They are friendly, confident and happy. Pupils appreciate their own cultural traditions and the diversity of others. Pupils develop spiritually through quiet moments for reflection provided in assemblies and chapel services. Pupils have a realistic understanding of their own strengths and weaknesses. They demonstrate a strong sense of moral and social awareness and show a thorough understanding of the difference between right and wrong. In their questionnaire responses, a minority of pupils indicated that they did not always think that teachers are fair in the way they give rewards and punishments. However, in interviews they displayed a detailed understanding and appreciation of both the

consequences of inappropriate behaviour and the rewards for effort. They have an appropriate understanding of public institutions and services. Their behaviour in all activities is exceptional and they enjoy taking on responsibilities whether within their class or as representatives on the school council. Their highly successful fund-raising for charities indicates their genuine concern for those less fortunate than themselves.

- 2.5 Pastoral care systems are highly developed and strong relationships exist between staff and pupils, and among pupils, creating and maintaining the positive ethos of the school. Pupils say that they feel safe and they feel confident that all adults, both academic and support staff, would help them should they have a problem with which they need help. Pupils are clear about what they should do if any bullying occurred and the policy for anti-bullying is appropriate. Safeguarding policies and procedures are appropriate and suitable training has been undertaken. Medical facilities support the needs of pupils who fall ill. Attendance and admission registers are well kept. The accessibility plan for those with special educational needs or a disability details the improvements which the school intends to make. First aid policies and practices are appropriate. Appropriate measures have been taken to reduce the risk of fire and other hazards. Pupils understand the need for physical exercise. School meals are healthy and their quality is much appreciated by the pupils.
- 2.6 Boarders enjoy high quality relationships with all who work in the boarding house and speak with great enthusiasm about the activities offered.

The effectiveness of governance, leadership and management

- 2.7 Governance is good, offering clear support for the school. Governors are keen to maintain a good quality of premises, resources and a high level of staffing. They have oversight for the arrangements of health and safety precautions and responsibilities for the safeguarding of pupils, although their monitoring of welfare policies and procedures for staff appointments has not always been sufficiently systematic. The school, including the EYFS, is well led and managed. Procedures for the regular monitoring of the standards of teaching and learning are under constant review. An appropriate appraisal system is in place, and pupils' books are monitored regularly by senior managers. However, development planning is not sufficiently focused or documented, making it difficult for all members of staff to contribute towards the fulfilment of the plan through their own roles within the school. Suitable checks are carried out on those appointed to work in the school and the central register is in place. The premises are well maintained and colourful displays celebrate pupils' achievements. Staff induction procedures are in place but do not yet include systematic reference to regulatory procedures.
- 2.8 The school promotes good links with parents. In the pre-inspection questionnaire, parents indicated that they are pleased with the progress of their children, the curricular and extra-curricular opportunities provided, the high standards of behaviour and the worthwhile attitudes and views that the school promotes. A small minority felt that the school could improve the support provided for pupils with learning difficulties, the response for parents who expressed concerns, and the information provided for parents. They also indicated that they did not feel involved in the work of the school. Inspectors felt that there was no evidence to support these views. Through the school website, the prospectus and the parents' handbooks, parents and parents of prospective pupils are supplied with all the relevant information. Parents are made aware of the complaints procedure and are encouraged to talk to staff about any concerns. Parents evenings, helpful school

reports, the best providing comments to further pupil progress, ensure that communication between home and school is strong. Parents are welcomed into school on a regular basis.

3. ACTION POINTS

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 3.1 The school meets all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.
- 3.2 The school's provision for childcare met the requirements of the Early Years Foundation Stage and no action was required.

(ii) Recommended action

- 3.3 The school is advised to make the following improvements:
 - 1. provide focus to the school development plan and enable all staff to contribute to its fulfilment through their own roles within the school;
 - 2. improve monitoring and development planning to achieve greater coherence and continuity across the EYFS;
 - 3. develop opportunities for children in the Reception classes to solve problems, use their imagination and to become independent learners, both in and out of doors.

4. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

4.1 The overall effectiveness of EYFS is good. It is successful in meeting its aim to provide education in a happy and caring environment. Staff are very welcoming and work with parents to support children's individual needs. They know each child well, and have good procedures for identifying and providing additional support where this is needed. The quality of teaching helps children to make good progress in their learning and development and ensures their individual needs are met. A strong feature of the provision is the way in which members of staff promote good manners and helpfulness, with the result that children are unfailingly polite, well behaved, and considerate to others. Processes for self-evaluation and improvement planning are developing but are not sufficiently well established.

(b) The effectiveness of the leadership and management of the Early Years Foundation Stage

4.2 The leadership and management of the EYFS are good. The Head of the Pre-Preparatory school and the Nursery manager ensure the smooth day-to-day running of the provision, and the welfare and safety of the children. Staff are checked to ensure that they are qualified and suitable to work with children and most hold current paediatric first aid certificates. All staff have attended child protection training and are well aware of their safeguarding responsibilities. Risk assessments are regularly carried out to ensure that equipment and accommodation are safe for the children. Staff are well deployed to provide children with good levels of support and to make effective use of the good range of resources. The necessary policies and procedures are in place to meet the requirements of the EYFS, although policy documents do not always present a coherent view of practice across the EYFS as a whole. Teaching is monitored as part of the appraisal process. However, monitoring and development planning are not yet sufficiently systematic to drive improvement and achieve greater continuity across the EYFS. The small percentage of parents who responded to the inspection questionnaire expressed satisfaction with the quality of education and care provided for their children.

(c) The quality of the provision in the Early Years Foundation Stage

4.3 The overall quality of provision in EYFS is good. Children are helped to settle quickly, both in the Nursery and Reception classes, by staff who are skilled at increasing their confidence. Children's experiences are enriched by good specialist teaching for music, movement and physical education, and by the excellent school grounds and facilities. Healthy eating and regular exercise are an integral part of daily routines in all classes. In the Nursery, thorough planning ensures a good breadth of experiences across all areas of learning, and a balance of adult-led and child-initiated activities, in and out of doors. Children are encouraged to explore, experiment and co-operate with each other, which results in lively discussion and problem solving. Observations of children are part of daily practice, and profiles of each child's learning and progress are kept, and made available to parents. In the Reception classes, planning broadly covers the six areas of learning, with daily

activities to develop children's numeracy and literacy skills. Self-selected and outdoor activities are not sufficiently planned to make the most of the many opportunities throughout the day for children to solve problems, use their imaginations and to become independent learners.

(d) Outcomes for children in the Early Years Foundation Stage

- 4.4 The outcomes for children in the EYFS are good, particularly their personal, social and emotional development. Children learn to make choices between activities and resources and concentrate well when completing tasks. They communicate well, speaking confidently and listening carefully to adults. Nursery children show good levels of imagination, are keen to explore and think creatively. Reception children make steady progress in numeracy and literacy, demonstrate good computer skills and a growing knowledge of the world. They handle books with care, and are beginning to recognise familiar words, initial letters sounds and blends. Children's physical skills are good; they learn to coordinate their bodies well and to handle equipment such as pencils, scissors and balls with increasing precision. They develop a good understanding of the importance of hygiene, healthy eating, fitness and exercise.

What the Early Years Foundation Stage should do to improve is given in section 3.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Sara Wiggins

Mr Richard Evans

Ms Anne Culliford

Mrs Eileen Parris

Reporting inspector

Junior Team Inspector (Head, IAPS)

Early Years Lead Inspector

Early Years Team Inspector (Former Head, ISA)