



INDEPENDENT SCHOOLS INSPECTORATE

COOPERSALE HALL SCHOOL

**EARLY YEARS FOUNDATION STAGE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Coopersale Hall School

Full Name of School	Coopersale Hall School
DfE Number	881/6040
EYFS Number	EY397364
Address	Coopersale Hall School Flux's Lane Epping Essex CM16 7PE
Telephone Number	01992 577133
Fax Number	01992 571544
Email Address	klovejoy@coopersalehallschool.co.uk
Head	Miss Kaye Lovejoy
Managing Principal	Mr Matthew Hagger
Age Range	2 to 11
Total Number of Pupils	251
Gender of Pupils	Mixed (125 boys; 126 girls)
Numbers by Age	2-3 (EYFS): 31 5-11: 141 3-5 (EYFS): 79
Head of EYFS Setting	Mrs Helena Medway-Gash
EYFS Gender	Mixed
Inspection Dates	17 Jun 2014 to 18 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 June 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 managing principal, 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 Louise Harwood

Early Years Lead Inspector

Mrs Gabriele Weber

Team Inspector for Early Years
(Assistant Principal, ISA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Coopersale Hall School is a co-educational school for pupils from 2 to 11 years of age. It was founded in 1989 on its present seven-acre site on the edge of Epping Forest. It occupies a much adapted large eighteenth century house, together with purpose-built accommodation. The school aims to offer a high standard of education through a broad curriculum within a happy, secure and disciplined environment. It is one of three proprietorial schools in the Oak-Tree Group. One of the proprietors serves as managing principal for all three schools and works closely with the head.
- 1.2 There are currently 251 pupils on roll, with almost equal numbers of boys and girls. The Early Years Foundation Stage (EYFS) caters for 110 boys and girls, 4 of whom were under the age of 3 at the time of the inspection. Children in the EYFS occupy a suite of rooms on the ground floor with direct access to an outdoor play area. Admission into the Nursery follows an interview with parents and admission into Reception is based on informal assessments. Those in Reception attend full-time, whilst most children in the Nursery attend part-time. Pupils are drawn from a ten-mile radius of the school and come from families of a wide range of economic and ethnic backgrounds.
- 1.3 The school has identified nine children in the EYFS with special educational needs and/or disabilities (SEND), and provides specialist support for them. No child in the EYFS has a statement of special educational needs or has English as an additional language.
- 1.4 Since the previous inspection the Nursery classrooms have been refurbished, an outdoor classroom has been created and playground facilities have been extended.
- 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
Lower Kindergarten	Nursery (2 to 3 years)
Upper Kindergarten	Nursery (3 to 4 years)
Transition	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 the outdoor environments provide imaginative and challenging opportunities for children to pursue their interests outside the classroom.

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 children who attend. The educational programmes are broad and balanced, giving children many opportunities to experience a wide range of activities, in line with the aims of the setting. Specialist teaching in a number of subjects greatly enhances the curriculum throughout the EYFS, beginning with dance for the youngest children and extending to music, physical education, information and communication technology (ICT) and French as the children move through the Nursery and into Reception. All activities are well planned by enthusiastic teachers who assess the children's progress carefully and support their next steps with discerning sensitivity. They carefully build children's confidence at every stage. Consequently, by the end of Reception, all children reach good levels of development and many have made very good progress from their starting points, especially those with SEND. This gives them an excellent platform for their move into Year 1.
- 3.2 Teaching throughout the setting is characterised by thorough knowledge of each child. Staff consistently demonstrate high expectations of children both in terms of behaviour and learning, and they motivate the children with judicious praise and warmth. Staff are patient and caring, so encouraging the youngest children to take their time to gather their thoughts and express themselves with increasing confidence. Staff working with older children use "how", "what" and "why" questions to encourage them to extend their thinking and to begin to reflect and reason.
- 3.3 The link between home and school is exceptionally strong. Teachers work closely with parents to ensure that children settle quickly and feel secure in the setting. Home visits establish this effective partnership from the earliest days in the Nursery. A number of subsequent strategies ensure that parents remain actively involved in their children's learning, such as the 'home-school sharing book' and weekly topic sheets. In responses to the pre-inspection questionnaire parents expressed their strong appreciation for the family atmosphere throughout the setting which, they stated, helps children to feel secure and confident.

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

- 3.4 Provision for the children's well-being is outstanding. The identified key people allocated to individual children, including those children in need of additional support, are skilled and experienced, and form strong, vigilant and caring relationships with those in their charge. They present excellent role models for kindness and courtesy and thereby encourage high standards of behaviour and respect. Consequently, the environments are calm and ordered and the children feel happy and at ease. They move around their classrooms confidently, accessing resources independently in order to facilitate their own learning. All children are encouraged to work co-operatively and to show consideration for others. As a result, the youngest children in the Nursery share toys in a spontaneous, natural way and readily use polite expressions such as "please", "thank you" and "excuse me". Older children work well both independently and with others.
- 3.5 Staff ensure that children know how to keep safe and that healthy eating and exercise are important in maintaining a healthy lifestyle. As a result of their topic on bathtime and bedtime routines, the youngest children proudly discussed how they clean their teeth each morning and night. Older children are taught the difference between healthy and unhealthy foods and are growing their own strawberries for snack time. The extensive school grounds allow children to observe the changing seasons on their regular trips to the outdoor classroom, where they enjoy their learning in a natural setting. The immediate outdoor spaces around the setting are less well used for creative and imaginative work and play, and the school intends to develop them. Transitions within the setting and into Year 1 are well managed.

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

- 3.6 The quality of leadership and management is outstanding. The managing principal has direct and particularly effective involvement in the setting and demonstrates a clear understanding of his proprietorial responsibilities to meet the requirements of the EYFS. All records, policies and procedures for the safe and efficient management of the setting are implemented rigorously and ensure that it is welcoming, safe and stimulating. Staff are experienced and well qualified, and they form a strong team. They are given full access to and support for ongoing staff training, including procedures for safeguarding the welfare of the children. The EYFS co-ordinator knows individual children very well and is therefore well placed to support key people in their roles. Self-evaluation is rigorous and has a direct and positive impact on maintaining high standards. The review of the EYFS development plan is shared with all staff, who demonstrate a strong commitment to securing improvement in provision and practice.
- 3.7 The setting works closely with parents and external agencies to ensure effective support for children needing particular help with their learning and development. Parents are highly appreciative of the advice, information and support they receive from staff.

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

- 3.8 The overall quality and standards of the early years provision are outstanding. Children, including those with SEND, make very good progress relative to their ability and needs due to the excellent support they receive. Children under the age of three demonstrate strong communication skills when talking with developing fluency about their feelings, experiences and thoughts to the adults around them. They can recite number names in sequence to ten and count objects accurately to five, such as when they watched with careful attention for the number of rolling cars to emerge from the end of a cardboard tube. Children over the age of three are beginning to reason and consider why things happen by explaining, for example, that their model boats sank due to an overload of passengers. Reception children apply their knowledge of letters and sounds confidently to write simple sentences, with an awareness of basic punctuation. Children of all ages demonstrate a confident approach to ICT. Those in the Nursery direct their programmable toys with enjoyment and Reception children skilfully use typing programmes to extend their keyboard competence.
- 3.9 Children's outstanding personal and emotional development is characterised by impeccable behaviour and co-operation with each other and with adults. They clearly feel safe, secure and happy. Younger children readily share toys and equipment, and behave with consideration during play activities. Older children enthusiastically embrace responsibility such as being a snack helper, charged with the task of distributing the correct numbers of plates, cups and fruit. All children are learning to manage their feelings well.
- 3.10 The requirements for the safeguarding and welfare of the children have been met. All members of the EYFS team contribute to focused short-term development planning, which results in swiftly achieved improvements to practice and performance. They have responded to the recommendations of the previous inspection by implementing staff training measures to ensure consistency in assessment and to address the balance of child-initiated and adult-led activities.