



INDEPENDENT SCHOOLS INSPECTORATE

GATEWAY SCHOOL

**EARLY YEARS FOUNDATION STAGE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Gateway School

Full Name of School	Gateway School
DfE Number	825/6000
EYFS Number	EY337179
Address	Gateway School 1 High Street Great Missenden Buckinghamshire HP16 9AA
Telephone Number	01494 862407
Fax Number	01494 865787
Email Address	office@gateway.bucks.sch.uk
Head	Mr Steven Wade
Proprietor	Mr Mark Malley
Age Range	2 to 12
Total Number of Pupils	358
Gender of Pupils	Mixed (208 boys; 150 girls)
Numbers by Age	0-2 (EYFS): 9 5-11: 273 3-5 (EYFS): 68 11-18: 8
Head of EYFS Setting	Mrs Suzanne Kemp
EYFS Gender	Mixed
Inspection dates	01 May 2012 to 02 May 2012

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 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.

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 proprietor, 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 Angela Russell	Early Years Lead Inspector
Mrs Glynis Holmes	Team Inspector for Early Years (Former Head of Pre-Prep, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Gateway School is a co-educational independent day school. Founded in the early 1950s, the school is situated on the edge of the Buckinghamshire village of Great Missenden. In 1982, the school was taken over by the Wade family. In January 2012 the school joined the Bellevue Education Group (BEG), who share the qualities, beliefs and principles that have long been valued at the school. The governance role is fulfilled by BEG's Chief Education Officer and the Education Director. BEG has an education committee which reviews school performance. The Early Years Foundation Stage (EYFS) has a purpose-built Nursery for children from two years of age and two Reception classes for children up to the age of five.
- 1.2 The school's ethos is to develop and celebrate the individual abilities and talents of each child, instilling an enduring love of learning in an environment which nurtures the well-being children need in order to live life to the full. The school aims to provide teaching of the highest standard, encouraging children to give of their best, to co-operate and to respect others. Gateway School encourages a child's natural curiosity and enthusiasm, to enable them to gain the learning and life skills needed for the future. It creates a safe, caring and stimulating environment in which children develop the independence, confidence and self-discipline to make responsible decisions.
- 1.3 Since the previous inspection, a new multi-purpose conservatory has been added to the Nursery, hot lunches are now provided and the role of middle managers has been more clearly defined. The most significant change has been the change to governance when the school joined the Bellevue Education Group, a group of seven independent schools.
- 1.4 At the time of the inspection there were 46 boys and 31 girls in the EYFS of whom nine were under the age of three. The children come from predominantly middle class, white backgrounds where English is the main language spoken. One child is learning English as an additional language. There are two qualified special educational needs co-ordinators (SENCOs) in the EYFS and the setting also receives support from the local authority early years team and other professionals. Ten children are being monitored for special educational needs and/or disabilities (SEND). During term time the Nursery is open from Monday to Friday and an after-school club is provided until 6.00 pm. There is a holiday club for the three to five year old children from the school during holidays. All children in the EYFS benefit from the facilities available across the site.
- 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 and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
EYU	Nursery
Foundation	Reception

2. SUMMARY

(i) Compliance with regulatory 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 daily planning, for both indoor and outdoor learning, is clearly recorded and includes the provision made for all children.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

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

3.1 The overall effectiveness of the EYFS is outstanding. Staff know each child extremely well, recognise their unique qualities and meet their needs effectively. Discussions between staff and children enable their next steps to be identified and excellent progress to be made. The welfare needs of the children are given the utmost importance and safeguarding procedures are securely in place. Excellent partnerships with outside agencies and parents support the development of the EYFS. The school has demonstrated its capacity to sustain and improve its prior good standards by implementing the recommendations from the previous inspection.

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

3.2 The effectiveness of the leadership and management is outstanding. The proprietors are fully involved with the setting and, together with the practitioners, are successful in safeguarding the children's welfare. Regular staff meetings provide effective opportunities for self-evaluation enabling the provision to be monitored and a clear vision for the future to be developed. All relevant policies and procedures ensure the children's safety and promote equality. Staff ensure that resources are appropriate for the age of the children, are used effectively and are suitably stored. Adults are well qualified and staff training ensures that high standards of learning and care are maintained. Parents' views are taken into account when improvements are made and they have many opportunities to be involved in the school. Comprehensive brochures are available for both Nursery and Reception parents. Parent questionnaire responses show that parents are confident that their children are safe and happy at school.

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

3.3 The quality of the provision is outstanding. Adults support the children's learning and development extremely well, making effective use of both indoor and outdoor environments. High-quality provision for children under three enables them to investigate and discover. Their own dedicated area is used for sharing books and talking together, and they explore early writing at the mark-making table. Well-planned areas for role play enable children to grow in confidence and enjoy their learning. Children aged three to five have direct access from their classrooms to the outdoor environment. They participate in activities that enable them to develop early literacy and numeracy skills, such as measuring. Excellent observations and assessment enable staff to record the children's progress and tailor learning to the needs and abilities of individuals. Planning ensures a wide variety of experiences for all children, with the balance between adult-led and child-initiated activities resulting in high quality active learning. However, at times there is insufficient recording of daily planning. The key person system works extremely well and ensures safe routines and the children's well-being effectively.

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

- 3.4 Outcomes for children are outstanding. All children, including those under the age of three, make progress that is always at least good and often rapid in relation to their starting points and capabilities. They thoroughly enjoy exploring and problem solving as they develop the necessary skills for the future. They show excellent levels of independence and think creatively. Behaviour is managed positively and the children develop a strong awareness of safety. They enjoy healthy snacks and the benefits of regular exercise. They co-operate well with one another, making friends and sharing together. Children under three listen to stories with increasing attention and recall, show a growing awareness of the world around them and enjoy talking to adults and other children. By the end of the Reception class, children are able to communicate articulately, write in sentences and understand simple addition and subtraction. Children learn about technology and its place in the world using a wide range of resources. Their knowledge and understanding of the world is developed through excellent first-hand experiences in the classroom and through external visits. They talk about their learning activities with growing confidence.