



# **INDEPENDENT SCHOOLS INSPECTORATE**

## **CLAREMONT FAN COURT SCHOOL INTERIM INSPECTION**

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## Claremont Fan Court School

Full Name of School	<b>Claremont Fan Court School</b>		
DfE Number	<b>936/6032</b>		
EYFS Number	<b>EY28772</b>		
Registered Charity Number	<b>274664</b>		
Address	<b>Claremont Fan Court School Claremont Drive Esher Surrey KT10 9LY</b>		
Telephone Number	<b>01372 473611</b>		
Fax Number	<b>01372 471109</b>		
Email Address	<b>bursar@claremont.surrey.sch.uk</b>		
Principal	<b>Mrs Alice Stanley-Dervin</b>		
Chair of Governors	<b>Dr Adalbert Kather</b>		
Age Range	<b>3 to 18</b>		
Total Number of Pupils	<b>685</b>		
Gender of Pupils	<b>Mixed (411 boys; 274 girls)</b>		
Numbers by Age	0-2 (EYFS):	<b>0</b>	5-11: <b>210</b>
	3-5 (EYFS):	<b>50</b>	11-18: <b>425</b>
Head of EYFS Setting	<b>Mrs Tansy Cruttenden</b>		
EYFS Gender	<b>Mixed</b>		
Inspection dates	<b>15 Mar 2011 to 16 Mar 2011</b>		

## 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 inspection was in February 2007.

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 2010\*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, 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 31<sup>st</sup> 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.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will 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.

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</b>	<b>2</b>
The quality of the pupils' achievements and their learning, attitudes and basic skills	2
The quality of the pupils' personal development	3
The effectiveness of governance, leadership and management	4
<b>3 ACTION POINTS</b>	<b>5</b>
(i) Compliance with regulatory requirements	5
(ii) Recommendations for further improvement	5
<b>4 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE</b>	<b>6</b>
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	6
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	6
(c) The quality of the provision in the Early Years Foundation Stage	6
(d) Outcomes for children in the Early Years Foundation Stage	6
<b>INSPECTION EVIDENCE</b>	<b>8</b>

## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Claremont Fan Court is a co-educational day school, for pupils aged three to eighteen, founded by Christian Scientists. Its aims are to provide an environment where the God-given potential of every individual is recognised, where the curriculum is designed to encourage pupils to think independently in a rapidly changing world, where they are helped on their spiritual journey of self-discovery and where they are equipped with a strong set of values for future decision making.
- 1.2 Claremont was founded in 1920 as a girls' school for the daughters of Christian Scientists. It moved in the early 1930's from its original site in Norwood to its present site in Esher. Fan Court began as a boys' school, also providing mainly for sons of Christian Scientists. The two schools amalgamated on the present site in the 1970's, since when more buildings have been added.
- 1.3 Pupils come predominantly from business and professional families. There is a considerable international element to the school role as represented by pupils from the Europe and Asia. Currently there are 685 pupils on roll; 411 boys and 274 girls. There are 50 children in the EYFS. Of the 46 pupils for whom English is an additional language (EAL), 23 of these receive specific language support. Five pupils each have a statement of special educational needs (SEN). One hundred and sixty-nine pupils are identified as having learning difficulties and/or disabilities (LDD).
- 1.4 Admission is based on the school's own selection procedures. The ability profile of the school is above the national average. A fairly wide range of abilities is represented, but two-thirds of the pupils have ability which is at least above average. Almost all pupils transfer from the junior to the senior department. Some pupils leave at the age of sixteen to attend local sixth-form colleges.
- 1.5 Responsibility for the school lies with a governing body. Since the last inspection, the Memorandum of Understanding and Articles of Association were amended by Special Resolution in 2006, such that the governors, instead of council members, became Directors of the Foundation, and therefore of the school. Several members of the senior leadership team have been appointed since the time of the last inspection.
- 1.6 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 The school successfully meets its aims and the achievements of pupils throughout the school, including children in the EYFS, are good.
- 2.2 Pupils show a good understanding of their work and many reach high standards in wider activities such as music, sport and drama. All have good skills in speaking and listening along with good development in literacy. They write fluently and confidently in a range of styles. Older pupils particularly are very articulate and can present reasoned and cohesive arguments in support of their ideas. Younger pupils are developing good investigative and problem-solving skills. All pupils experience sporting success, some as individuals or as members of school teams that compete in local and regional competitions; they also benefit from a rich seam of extra-curricular activities that provide for their interests and aptitudes; three-quarters of the pupils have represented the school in different activities. Skills in the use of information and communications technology (ICT) are good and these are used to further pupils' knowledge and understanding through research. All pupils have a wide range of extra-curricular activities to choose from both at lunch time and after school.
- 2.3 Pupils' attainment in the junior school cannot be measured in relation to performance against a fixed national average, but on the evidence available it is judged to be good. Pupils follow a broad curriculum that is appropriately extended to take account of more able pupils. In subjects such as art, drama, physical education and mathematics pupils experience outstanding successes. In mathematics, for example, pupils have been awarded distinctions along with gold and silver medals in the British Mathematical Olympiad. Performance in GCSE examinations has been above the national average. A-level results in 2010 compared favourably with those of maintained schools, however the number of pupils gaining A\* or A was slightly better than maintained schools.
- 2.4 Pupils throughout the school make good progress in relation to pupils of similar ability. The school is inclusive in its provision and pupils with LDD or EAL make equally good progress compared to their peers. Provision for pupils who are more able is also good, and they are offered many invaluable opportunities to extend their skills. On completion of A levels in the last year, all pupils gained places at the university of their choice.
- 2.5 Pupils' progress is supported by good teaching that has outstanding aspects. Teaching is characterised by the considerable expertise of the teachers; pupils' knowledge and understanding is extended by the challenge that teachers can then provide in their subjects. The rapport between teachers and pupils, in which teachers value the responses of pupils, encourages the latter to try their best and often exceed their own expectations. Pupils' attitudes to their learning are excellent. They sustain their concentration and enthusiasm for learning and apply themselves energetically. In such lessons pupils' made rapid progress. As they progress through the school they are increasingly able to work independently.
- 2.6 Assessment and marking of pupils' work is generally thorough. Some of the marking in Years 2 to 11 provides challenging comments and questions that enable pupils to identify how they might improve. Other marking is cursory, simply indicating right or

wrong and offers no further guidance. The monitoring of pupils' work within Years 3 to 6 is not as effective as in other phases of the school and does not effectively use all of the data available.

### **The quality of the pupils' personal development**

- 2.7 Pupils' personal development is excellent with their spiritual development being central to this. Assemblies encourage an awareness of the needs of others. Subjects of the curriculum, such as art and music, enable pupils to develop sensitivity to the world around them. The pastoral care experienced by all pupils results in them making considerable gains in their confidence and self-esteem. The atmosphere in the school is one of nurturing and support, to which pupils readily respond. In their dealings with each other pupils show excellent empathy.
- 2.8 The school provides 'character education' for all its pupils and one outcome of this is that all pupils have an outstanding moral awareness. Even with the youngest pupils, their sense of right and wrong is acute. Pupils address moral issues through the excellent personal, social and health education (PSHE) programme across the school, whether this is achieved explicitly in dedicated lessons in the senior school or through the broader curriculum in the junior school. The quality of pupils' behaviour is consistently high.
- 2.9 The pupils' social development is outstanding because the school is a supportive community that retains a strong ethic of concern for others. Pupils demonstrate an awareness of the needs of others in their involvement in a range of charity work that supports both national and international charities. Pupils show this same concern for others around the school, for example in their politeness to visitors and the ease with which they converse. Pupils undertake a range of responsibilities, such as council members and sports captains.
- 2.10 Pupils have a full understanding of their own, as well as a tolerance of other cultures. The international aspect of the school enables all pupils to discuss and compare their own cultural backgrounds. International pupils bring a cultural diversity to the school that extends and enhances this understanding and enables all pupils to live and work harmoniously together.
- 2.11 Personal development is supported by an excellent pastoral system and the care shown by staff. The school provides a safe environment for pupils to work and play. All of the required policies are in place and implemented rigorously. Provision for aspects, such as safeguarding and first aid, are very effective. Staff are trained to appropriate levels in safeguarding, recruitment checks are rigorous and recorded correctly. The school encourages the pupils to adopt healthy eating habits as well as to be physically active. Pupils say there is someone they feel they can turn to if they are troubled. When asked if he enjoyed life at the school one pupil replied 'Where shall I start?'
- 2.12 Health and safety measures are fully in place. Pupils are supervised well throughout the day and provision such as fire precautions, risk assessments and attendance registers are well documented and implemented. First aid provision is good as are the arrangements for pupils who may be unwell. Emergency response procedures and arrangements for visits away from the school are good. The school complies with its obligations under the Special Educational Needs and Disability Act.

## **The effectiveness of governance, leadership and management**

- 2.13 The governing body provides excellent governance which fully supports and encourages the aims of the school. Under strong leadership, the governors bring their wide range of expertise to the benefit of the school and its pupils. Governors visit the school regularly and are known to staff. They receive objective reports from the senior leadership and ensure that decisions they make are strategic and for the long-term benefit of the school. Governors discharge effectively their responsibilities for child protection, welfare, health and safety.
- 2.14 The school, including the EYFS, is guided by an outstanding leadership team. The levels of cooperation between staff and the leadership team is a notable feature; this commitment and professionalism at all levels of management results in a good quality education and excellent personal development opportunities for pupils. Staffing and financial matters are overseen with meticulous detail by administrative staff and the recruitment checks are appropriately recorded in the central register. Staff are deployed appropriately and they also have access to training that encourages their professional development. School development planning throughout the school is detailed and encompasses all of its activities. Regular reviews of the plan indicate that targets are being met. The premises and accommodation are good. The entire site is equipped for wireless computer operation. This outstanding feature enables pupils to continue their studies, even while sitting outside during their break times.
- 2.15 In their responses to the pre-inspection questionnaire, pupils are very positive about the school. Most feel happy at the school and feel that they are making progress in their academic and personal development. The inspection judgement confirms this.
- 2.16 Links with parents are good and responses to the parental questionnaire were very positive. The school provides a wealth of information to parents, which includes detailed and objective reports of their child's progress. Most indicated they are satisfied with the education the school provides and feel that the school responds well to their concerns. The school has an effective complaints procedure.

### **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 2010.

#### **(ii) Recommendations for further improvement**

- 3.2 The school is advised to make the following improvements.
1. Improve the monitoring of pupils' performance in Years 3 to 6.
  2. Improve the quality of marking and assessment from Years 2 to 11 in order to emulate the best practice.
  3. In the EYFS, enhance the provision for outdoor play to facilitate its use in all weather conditions.
  4. In the EYFS, improve the free-flow activities so that children can develop their self-initiated learning.

#### **4. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

##### **4.(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 effectiveness of the setting is outstanding. Constant self-review ensures that the school achieves its aims to provide an environment where the God-given potential of every individual is recognised and where they are equipped with strong values for future decision making. Staff sustain high standards by regularly identifying areas for improvement. Children's needs are very well met through a broad and exciting range of activities. Staff have a clear understanding of children's needs and create a stimulating and colourful environment, where they feel valued and safe.

##### **4.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage**

4.2 The leadership and management of the setting are outstanding. Excellent arrangements ensure children are safeguarded. All adults have been suitably checked, and are well qualified and trained. Records, policies and procedures necessary for the efficient management of the setting are in place and well implemented. Capacity for sustained improvement is excellent and is reflected in the detailed self-evaluation that identifies priorities and development. An exemplary framework for risk assessments exists, and is effectively implemented. Parents express strong appreciation of their children's progress and the quality of their care. Opportunities are used to share information on the curriculum and their children's progress. The effective use and good management of resources, including those outdoors, leads to successful outcomes for all children.

##### **4.(c) The quality of the provision in the Early Years Foundation Stage**

4.3 The quality of the provision is outstanding. All children learn and develop extremely well through stimulating play and valuable first-hand experiences. Although there is a balance between adult-led and child initiated activities, the 'free-flow' of learning opportunities for independent learning is under-developed. Outdoor provision is used very effectively. Children regularly benefit from indoor and outdoor play. However, use of the outside area is limited during inclement weather because of the lack of cover. Children are observant and inquisitive, and staff ask challenging questions to develop their thinking skills. Children's work and interests are valued and reflected well in the many stimulating displays. Children's welfare, health and safety is strongly promoted and they are encouraged to eat healthy meals. The behaviour policy is implemented well, leading to a happy and busy atmosphere, where children benefit fully from all the opportunities provided.

##### **4.(d) Outcomes for children in the Early Years Foundation Stage**

4.4 Outcomes for children are outstanding. They make rapid progress and are on course to meet all of the Early Learning Goals by the end of Reception. Children were able to construct simple sentences, re-telling a story they had heard. They were able to solve puzzles, and work with geometric shapes. When playing games matching simple words, children demonstrated good computer skills. They can

construct simple sentences and enjoy reading. Children are enthusiastic and self-motivated, relating well to adults and each other. They co-operate well in their learning and begin to make choices and decisions. Children trust and respect their teachers. They feel safe when playing indoors and outside. They understand the need to eat healthily and enjoy school life with great enthusiasm. They are provided with secure foundations for their future well-being in all aspects of their learning.

**Section 3 includes what the Early Years Foundation Stage should do to improve its provision.**

## **INSPECTION EVIDENCE**

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of 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**

Mr Tom Fisher-Smith	Reporting Inspector
Mrs Wendy Foster	Former Headteacher, SHMIS school
Mrs Sue Sowden	Registrar, HMC school
Mrs Lynda Boden	Early Years Coordinating Inspector