



INDEPENDENT SCHOOLS INSPECTORATE

REDLAND HIGH SCHOOL FOR GIRLS

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Redland High School for Girls

Full Name of School	Redland High School for Girls
DfE Number	801/6016
Registered Charity Number	311734
Address	Redland High School for Girls Redland Court Redland Court Road Redland Bristol BS6 7EF
Telephone Number	0117 924 5796
Fax Number	0117 924 1127
Email Address	headmistress@redlandhigh.com
Headmistress	Mrs Caroline Bateson
Chairman of Governors	Mr Peter Breach
Age Range	3 to 18
Total Number of Pupils	471
Gender of Pupils	Girls
Numbers by Age	0-2 (EYFS): 0 5-11: 108 3-5 (EYFS): 28 11-18: 335
Head of EYFS Setting	Mr Jonathan Eyles
EYFS Gender	Girls
Inspection dates	04 Oct 2011 to 05 Oct 2011 02 Nov 2011 to 04 Nov 2011

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in October 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government 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*. 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 Standards 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 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.

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
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and their learning, attitudes and skills	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(a) The quality of governance	9
(b) The quality of leadership and management	10
(c) The quality of links with parents, carers and guardians	10
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	12
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	12
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	12
(c) The quality of the provision in the Early Years Foundation Stage	12
(d) Outcomes for children in the Early Years Foundation Stage	13
INSPECTION EVIDENCE	14

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Redland High School for Girls is a day school for girls aged from 3 to 18. It was founded in 1882 and moved to its present site at Redland Court, a Queen Anne mansion, in 1885. It is located in a residential area in the city of Bristol, and administered as a charitable trust by the School Council. The school's foundation is non-denominational. The school aims to provide a wide educational experience within a caring, socially mixed community that encourages high levels of academic success. It is committed to helping each girl to reach her full potential.
- 1.2 The number of pupils on roll at the time of the inspection was 471. The Senior School, for those aged 11 to 18, comprised 335 pupils, including 73 in the sixth form. The Junior School, for pupils aged 5 to 11, comprised 108 pupils. The provision for 28 children, aged 3 to 5, in the Early Years Foundation Stage (EYFS) is located within the main school. The EYFS has access to Junior School facilities. The ability profile of the pupils in the Junior School and Senior School is above the national average. A third of pupils entering Year 7 come from the Junior School, and the remainder from a range of independent and maintained primary schools. Fifty-nine pupils have special educational needs and/or disabilities (SEND) and receive specialist learning support, and one pupil has a statement of special educational needs. Three pupils have English as an additional language (EAL).
- 1.3 The school has a wide catchment area and includes a wide social mix. It has a long tradition of supporting girls of academic ability regardless of parental income. Just under a fifth of pupils are from minority ethnic families.
- 1.4 Since the previous inspection, the accommodation for younger children in the EYFS has been relocated and developed. The Junior School has been established on one site and the building extended. A multi-purpose activities hall has been added. The music department has moved into a separate house with a performance studio, and teaching and practice rooms.
- 1.5 National Curriculum 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 (NC) equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Lower Foundation	Nursery
Upper Foundation	Reception

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils of all abilities throughout the school, including the EYFS, achieve particularly well and make excellent progress through a wide-ranging, flexible and balanced curriculum, complemented by excellent extra-curricular activities. Pupils are well educated, in line with the school's aims. They have well-developed numeracy, literacy, and information and communication technology (ICT) skills which positively enrich their learning and facilitate their progress. Pupils generally make excellent progress and achieve high standards in their academic work and in extra-curricular activities. In national tests and at GCSE and A level, pupils attain results that are high when compared with the national average for girls in maintained schools. The pupils' success is strongly supported by the quality of teaching, which is often excellent. It is characterised by lessons taken at a brisk pace, demonstrating enthusiasm and knowledge. Teachers know the abilities of their pupils well, but they do not consistently provide a sufficient range of varied tasks and activities tailored to meet the needs of all the pupils' abilities. The high quality of the curriculum and extra-curricular activities underpins the pupils' success. Pupils' achievement is supported by their excellent attitudes to learning, their exemplary behaviour, their enthusiasm and the very positive relationships they enjoy with staff and amongst themselves.
- 2.2 The quality of pupils' personal development is outstanding. It is underpinned by excellent pastoral care, effective welfare arrangements and robust health and safety procedures. Pupils are sensitive and respect others' differences. They enjoy working together and care for one another, often across year groups. Pupils have a clear sense of right and wrong, an awareness of the world beyond their own and of those less fortunate than themselves. They have an appreciation of a spiritual dimension to life. Pupils in all parts of the school are happy and feel secure. They are encouraged to contribute to their community. They rise to the challenge of taking on responsibility.
- 2.3 Governance is excellent, ensuring that the aims of the school are fully met. The governors have a clear and well-informed overview of the school's activities, and they discharge their responsibilities competently. Communication between the school and governors is regular and open. Development plans are in place, which identify short- and longer-term objectives. Recruitment procedures are correctly implemented. The school meets all the regulatory requirements. The governors and senior managers have responded well to the recommendations in the last report. Leadership and management are strong and inspirational. Robust policies are in place which support pupils in their personal development. Heads of department and subject co-ordinators are successful in their roles. They monitor teaching and learning highly effectively. The quality of the premises and accommodation is good. Links with parents and former pupils are particularly strong and they actively support the school. Informative reports are sent regularly to parents, outlining pupils' progress. Both parents and pupils overwhelmingly endorse the quality of education that the school provides.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.

1. Develop further, in both parts of the school, a wider range of strategies and tasks in lessons to routinely support and challenge all pupils, according to their individual abilities.
2. In the EYFS, ensure that the appropriate training needs of all staff are identified and met.
3. In the EYFS, improve access to the existing outdoor learning environment for those in Reception.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The quality of the pupils' achievements, learning, attitudes and skills throughout the school is excellent. Their level of success reflects the school's aims to provide a high quality educational experience and to develop each individual's potential within a mutually supportive community. From an early age pupils think for themselves, reason well, and demonstrate competent, transferable numeracy and literary skills. They have highly developed reading skills, are orally confident and articulate. Pupils' creativity is strong, particularly in their art, music and drama, and in their good ICT skills. Pupils with SEND or EAL are well supported and make excellent progress. Pupils achieve high levels of performance in drama, physical activity and music. Opportunities to succeed abound for all pupils throughout the school. Pupils achieve highly beyond the curriculum in local, national and international contexts. Pupils play hockey and netball at county level. Some pupils have secured places in the National Youth Theatre and others have presented papers at higher education institutions. Almost all pupils go on to higher education, many gaining places to universities in highly competitive entry.
- 3.2 Results in national tests at the age of eleven over the last three years for which comparative data is available have been above the national average for all maintained primary schools in English and mathematics, and well above the national average in science. Results at GCSE over the last three years for which comparative data is available have been above the national average for girls in maintained schools, and similar to the national average for girls in maintained selective schools. GCSE results in 2008 to 2010 have been consistently high, with almost all pupils achieving grades A* to C in all their subjects. A-level results in 2008 to 2009 have been above the national average for girls in maintained schools and similar to the national average for girls in maintained selective schools. Results at A level in 2010 and 2011 were far above the national average for girls in maintained schools and similar to the national average for girls in maintained selective schools. The A-level results for 2010 to 2011 represent progress that is exceptional when compared with the average for pupils of similar abilities. In 2010 to 2011 about a quarter of the grades pupils achieved were at A*.
- 3.3 Pupils' results in national tests, and at GCSE and A level, interpreted in the light of inspection evidence of a high proportion of lessons where achievement and learning were judged to be good, and often excellent, indicate that pupils make excellent progress overall when compared with others of above average ability. Measurement of value-added data using national norms confirms that pupils achieve significantly higher than predicted grades in almost all subjects at GCSE and at A level. This level of progress was confirmed in a good proportion of lessons observed.
- 3.4 The pupils' successful achievement is strongly supported by their excellent attitudes to learning, their exemplary behaviour and their very positive relationships with staff. They work with enjoyment and support each other. They are highly productive working individually or co-operatively. They show curiosity and independence of mind. They are ready to discuss and exchange views. They are relaxed, highly motivated, unafraid to make mistakes and ready to take part.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.5 The curricular and extra-curricular provision is excellent. This fulfils the school's aim to provide an educational experience for girls in which intellectual development is complemented by high quality performance in the arts, sport and extra-curricular activities.
- 3.6 The school offers a broad, balanced and flexible curriculum throughout, which gives pupils access to a range of stimulating subjects that meet their academic needs. In the Junior School the curriculum is suited to all ages, abilities and needs, and it covers all the required subjects. Pupils with outstanding ability in a particular area are given every opportunity to achieve their full potential through flexible curriculum arrangements. Close liaison between the Junior School and Senior School, the use of Senior School facilities and the sharing of staff ensure a smooth and highly successful transition for pupils to the Senior School.
- 3.7 The appropriateness of the curriculum is regularly reviewed. Pupils benefit from a wide range of subjects at GCSE and A level. In the Senior School, pupils have the opportunity to study three sciences and three modern foreign languages. International GCSE English has recently been introduced. All pupils have a range of creative opportunities through art, music and drama. The school puts strong emphasis on meeting pupils' individual choices. In the sixth form, pupils are offered a range of enriching opportunities through, for example, the Extended Project Qualification, which allows them to extend their own research in a chosen area and prepares them well for the next stage in their education. Pupils are well supported by the school's high quality facilities, including the well-stocked junior and senior libraries and the efficiently managed ICT facilities. A well-designed, effective personal, social and health education (PSHE) programme is provided across the school.
- 3.8 Recommendations from the last inspection report have been addressed. The Junior School curriculum is now better balanced with more experimental opportunities and with more investigative work in mathematics.
- 3.9 The curriculum supports all the pupils well, including those with SEND or EAL. They are provided with individual education plans where appropriate. Individual support is offered in the Junior School and the Senior School. The most able pupils are identified and suitably challenged throughout the school.
- 3.10 The pupils' personal development is greatly enhanced by the outstanding extra-curricular provision, which takes place in the school's good facilities. In both parts of the school, pupils are successfully involved in a wide choice of clubs designed to develop their talents to the full. They take full advantage of an extensive fixture list that offers a broad range of sporting opportunities. Pupils in Year 12 benefit from the opportunities provided by the enrichment programme that incorporates work experience, Young Enterprise, volunteer work in the Junior School and other settings, and the Global Student Forum.
- 3.11 Throughout the school pupils benefit from a wide range of trips and visits, at home and overseas, which broaden their academic, social and aesthetic development. Regular language exchange visits take place in Europe. Visits are organised to places of cultural interest and performances at the Edinburgh fringe festival. Trips

are arranged to places of historical, geographical and artistic interest. Pupils take part in swimming galas.

- 3.12 Pupils benefit from strong links with the local community. Junior School pupils' horizons are broadened through workshops and regular liaison with, for example, fire crews and local businesses. Senior School pupils have access to a wealth of local links that include opportunities to attend lectures and concerts, and to visit other local schools. Effective careers provision ensures that pupils are prepared well for the next stage in their lives.

3.c) The contribution of teaching

- 3.13 The quality of teaching is good, and often excellent in the Senior School and excellent overall in the Junior School. The teaching meets the school's aims to develop each individual's potential in all areas of the curriculum. Teaching is usually underpinned by careful planning and effective time management which promote pupils' progress from the EYFS to the sixth form. Teachers know their pupils particularly well and they are aware of those who require learning support. Teachers' subject knowledge is strong. In the most successful lessons observed, the pace was brisk; teachers shared their subject enthusiasm, and engaged and praised pupils. They used effective questioning techniques, and encouraged pupils to think for themselves and to take responsibility for their learning. In less successful lessons, the range of activities was more limited and the pace was slower. Teaching does not consistently include a sufficiently wide range of varied tasks and strategies to meet all pupils' abilities. The school has addressed the recommendation from the last inspection to offer pupils more opportunities for independent learning.
- 3.14 Teachers strive to support their pupils and to ensure that they reach their full potential. They cater effectively and sensitively for the needs of all. Effective systems are in place to identify and respond to pupils' particular needs and appropriate individual work plans are provided for staff. However, the recommendation from the last report, to recognise the needs of pupils of different ability, has not yet been fully met. The pupils comment that their teachers help them to learn and readily provide individual help. Classroom support staff and non-teaching staff make a valuable contribution to the pupils' learning and welfare.
- 3.15 Most marking is detailed, regular, helpful and encouraging of pupils' effort. In the Senior School, written prompts for improvement are not always included. The school marking policy is not applied consistently across all departments, but the pupils interviewed generally agreed that they understand different departments' marking schemes. In discussion, pupils confirmed that they are often given verbal feedback on how to make further progress. Assessment data, stored centrally, is readily available to all staff and used effectively to ensure that pupils' progress is carefully monitored.
- 3.16 Teachers make good use of resources, including interactive whiteboards and related technology to produce interesting lessons that enthuse and engage the pupils. Efficient use of the ICT facilities enables pupils to make sound progress with ICT skills across the curriculum. In many areas of the school, teachers display pupils' work, particularly art, creating a dynamic learning environment.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 Across the school, the quality of the pupils' personal development is outstanding, promoted by strong personal relationships within the school community and the excellent pastoral care that pupils receive from all staff. This amply fulfils the aim to preserve the ethos of a caring and socially mixed school in which mutual respect and participation are encouraged.
- 4.2 Pupils develop a sense of wonder through the many opportunities they are given. They respond visibly and positively in their music, art and drama. Their sense of spirituality is strengthened by many of the topics covered in the Education for Life and PSHE programmes, and in assemblies. The pupils value the opportunity for quiet reflection in the school's Peace Garden, which they maintain. Pupils take opportunities to follow their own faith, for example through the lively Christian Union group.
- 4.3 Pupils gain secure moral awareness from assemblies, lessons and the excellent examples set by their teachers. They have a clear sense of right and wrong. Pupils respect the school rules and almost all consider the system of rewards and sanctions to be fair and applied justly. They understand and support the high standards of behaviour expected from them. Pupils generally feel valued and that their views are listened to and respected.
- 4.4 Pupils are caring and considerate, tolerant and sensitive to others' feelings. Pupils take an obvious pride in their own and others' achievements. Their personal development is promoted by positive relationships with their teachers and each other. They communicate easily, and talk, explain and discuss in a clear, confident manner. They have high self-esteem, yet are self-critical. Pupils are respectful to their teachers, welcoming and courteous to visitors, friendly and outgoing.
- 4.5 Pupils' social development is strong. From an early age to their time in the sixth form, pupils eagerly take on responsibility and opportunities for leadership from the wide range offered to them. They are able to represent the views of their peers through the junior and senior school councils. Pupils elect one of their number to receive the prizes for friendship and for fortitude awarded annually. The pupils' sense of community is enhanced when they come together for school assemblies. Through PSHE lessons, younger pupils are able to appreciate the contribution that, for example, policemen make to society, and older pupils gain an understanding of current affairs, the democratic process and how laws are made. Pupils demonstrate their concern for those less fortunate through fund-raising activities, often using their own initiative or through the house system.
- 4.6 Pupils learn an appreciation of cultural diversity through visits, lessons, a variety of opportunities, such as dressing in different national costumes for a day, and from the range of ethnicity within the school community. Older pupils have a regular involvement in events, such as Lessons from Auschwitz, and they have recently had the opportunity to visit Peru and Zambia. Younger pupils have the opportunity to learn about other cultures from visits by parents. Pupils also develop a strong awareness of their own culture through visits to museums, theatres and other places of interest.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.7 The school's arrangements for the pupils' welfare, health and safety are excellent and support its aims to develop each individual's potential within a mutually supportive community. Excellent pastoral arrangements foster pupils' personal development and academic achievements, and enable staff to provide outstanding support and guidance in an environment where the pupils thrive. High quality staff are appointed and good staffing levels ensure strong support for pupils throughout the school. Safeguarding arrangements are robust. Staff encourage pupils' sense of self-worth. The anti-bullying policy is clear and effective. Measures to promote good behaviour are fully endorsed by parents. Pupils feel confident that they can always turn to an adult or senior pupil for help and that the school deals swiftly with any bullying. New pupils are made to feel welcome and settle in quickly.
- 4.8 Relationships between pupils and staff and amongst pupils themselves are outstanding and promote a caring and friendly atmosphere that is tangible throughout the school. The adults in the school community are strong role models. Pupils work and socialise happily together. House activities play a large part in reinforcing a sense of identity and community.
- 4.9 In the pre-inspection pupils' questionnaire, a small number of pupils felt that the school does not listen or respond to their views, that they are not always treated fairly and that teachers do not monitor their workloads. Inspection evidence did not uphold these views. In interviews, pupils expressed no sense of dissatisfaction about these issues.
- 4.10 The PSHE programme in the Junior School and the Education for Life programme in the Senior School are effective, for example in alerting pupils to issues of relevance. Their knowledge of public institutions, for example, was evident in a Year 10 assembly on the history of the BBC.
- 4.11 The safeguarding of pupils is excellent. Systems are robust. All staff are appropriately trained and the school has good relationships with the local authority safeguarding team. The safeguarding policy is compliant and fully implemented by designated child protection staff.
- 4.12 Policies and procedures to ensure the pupils' health and safety are excellent. A health and safety committee meets regularly to discuss any matters of concern. Risk assessments are in place to cover all aspects of school life, on site and for educational visits. Measures are taken to reduce the risk of fire and other hazards, regular fire drills are held and staff receive fire training. Electrical testing is carried out appropriately. Accidents are suitably recorded, and facilities for pupils who become ill during the school day are satisfactory. A team of trained first aiders is available. A suitable plan to improve educational access for those with special educational needs and/or disabilities is in place. School trips are carefully planned. Pupils understand the importance of participating in physical exercise and choosing a healthy diet. They speak highly of the nutritious school meals. The admission and attendance registers are maintained correctly and suitably stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent. The School Council competently oversees the work of the school and secures its aims to provide a rich educational experience within a caring community, where girls from a wide background are encouraged to reach high levels of success and fulfil their potential.
- 5.2 The governing body is characterised by its dedication and strong motivation. Governors are aware of their responsibilities and all statutory requirements for child protection, welfare, and health and safety throughout the school are met. Members of the governing body bring a wide range of pertinent expertise that relates directly to the needs of the school. Their number includes parents and former pupils who bring a particular loyalty and commitment.
- 5.3 The structures in place, which include efficient sub-committees, underline the governors' commitment to the pupils' well-being and their personal and academic development. Safe recruitment procedures are followed and checks completed on all staff before their appointments are confirmed. Governors are closely involved in strategic planning. A five-year development plan is in place to which all staff have had the opportunity to contribute. The governors recognise a need for training and all have completed a course in child protection.
- 5.4 The governors are highly effective in financial planning, which has led to the recent successful relocation and development of the Junior School and to new, well-equipped premises for the music department. Through shrewd management, the School's Council is able to offer financial support to a significant number of pupils. Flexible arrangements in the awarding of scholarships and bursaries enable the school to recruit pupils who otherwise might not have had access to the education on offer. The quality of accommodation, facilities and resources provided is good.
- 5.5 Governors visit the school frequently, and attend events and enjoy opportunities to meet both pupils and staff. Periodically, they shadow pupils throughout the school day.
- 5.6 Governors receive regular reports and information which give them a clear insight into the affairs of the school. Governors and senior staff enjoy cordial and close relationships, built on trust, pragmatism and shared objectives. Communication between the senior staff and governors is open and regular. Effective mechanisms are in place to evaluate the work of the school's leadership. The recommendations from the previous report have been addressed. The governors take every opportunity to maintain strong links with former pupils.

5.(b) The quality of leadership and management

- 5.7 Leadership and management, at all levels, are excellent. The leadership of the school is inspirational and instrumental in creating an environment where all can flourish.
- 5.8 Senior and middle managers work together well as a cohesive, dynamic, supportive and constructive team. Relationships are positive and built on mutual respect.
- 5.9 In the Junior School, management roles are well defined and successfully deployed. In the Senior School, a clear understanding of responsibilities and lines of communication ensure effective management of the academic and pastoral teams. The ethos of openness and trust engenders a spirit of generous commitment.
- 5.10 All staff contribute to identifying educational priorities within department planning which are closely aligned to the school's development plan. In both the Junior School and Senior School, appropriate plans and policies are in place, accompanied by very clear procedures for monitoring teaching and learning. The effectiveness of the close focus on improvement and the clear direction of the school's leadership are reflected in the pupils' academic achievements at all levels.
- 5.11 Leadership and management of the school are supported by good resources, both at departmental and whole-school level. Budgeting arrangements are generous. The quality of the premises and accommodation is good. The increasing use of electronic systems to store pupil data facilitates departmental planning.
- 5.12 Policies and procedures have been produced for all areas of school life and they are generally implemented successfully. Staff development is enhanced by effective mechanisms for regular performance review linked to appropriate training for individuals and teams. The effective induction programme allows new staff to settle in quickly. Safeguarding, welfare, health and safety are given a high priority, and all staff are regularly trained in these areas. Checks on the recruitment of new staff and governors are carried out satisfactorily and the necessary procedures are followed. The central register is suitably maintained. In response to the recommendations of the previous inspection, the school has drawn up a one-year development plan, derived from the five-year plan, which reflects whole-school priorities and relates to the outcomes for pupils.

5.(c) The quality of links with parents, carers and guardians

- 5.13 The quality of links between the school and parents are excellent, and strongly support the aims of the school. Relationships with parents are outstanding. In their responses to the pre-inspection questionnaire, parents overwhelmingly endorsed the high quality of all aspects of the education provided. Parents feel that they have easy access to approachable staff. They are aware that policies and procedures are readily available on the school's website or at school. Parents are welcomed into the school for special events and many attend concerts and drama productions. In the Junior School, parents are frequently invited to attend class assemblies and help with various activities.
- 5.14 Parents are kept well informed about their children's progress. In the Junior School, they are invited to termly parents' evenings. They receive two full reports annually, and an interim report. In the Senior School, parents are invited to at least one annual parents' evening and they also receive two full reports annually, and a grade card. The reports are informative and comprehensive. Junior School reports

routinely make suggestions for further improvement. Senior School reports do not always offer similar advice. The parents of pupils who are new to the school are telephoned after a short time, and given a brief progress report. The pupils' home-school diaries and the Friday Note ensure close and regular communication between parents and the school. The newsletters highlight events and celebrate pupils' successes in and out of school. The newly launched website has a 'learning gateway', which, parents acknowledge, is an effective tool for disseminating information. Throughout the school, parents are encouraged to make immediate contact if concerns arise. Parents confirm that the school is committed to prompt responses and concerns are handled with due sensitivity and attention. The school has a clear and appropriate complaints procedure, and its 'open door' policy ensures that most issues are resolved informally and speedily.

- 5.15 The school greatly appreciates the exceptional contribution of the Friends of Redland High School and the Old Girls' Guild through their ongoing loyalty, affection and interest. Their enthusiastic work in support of the school has a positive impact on the quality of education for the pupils.

What the school should do to improve is given at the beginning of the report in section 2.

6. 6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

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

6.1 The overall effectiveness of the setting is good, with outstanding features. Children's individual needs are met, with all making outstanding progress in their learning and development. The dedicated staff, who are suitably qualified, know the children very well and provide a caring, family environment in which each child feels secure. Staff are committed to their work and have the capacity to sustain and improve current good standards. Parents are highly supportive of the setting, responding well to the wide range of opportunities to become involved in the learning process, especially through the medium of regular communication.

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

6.2 Leadership and management are good overall. The management has created a development plan that identifies some priorities for improvement. However, a clearer vision for future development is not yet shared across the setting. Comprehensive policies and procedures, including risk assessments, are successfully implemented to ensure the safeguarding of children, the elimination of discrimination and the good promotion of equality. Staff are suitably qualified. Staff appraisal works well, however the training needs of non-teaching staff are not fully identified and met. Effective links with the local authority, including staff training for some of the EYFS team, have had a positive impact on good practice. Relationships with parents are outstanding. They are welcomed into school and contribute to the children's knowledge of the outside world. In the indoor environment the children have access to a wide range of good quality resources, enabling them to learn effectively.

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

6.3 The quality of the provision in the EYFS is good, with outstanding features. Planning based on thorough observational assessment and early intervention strategies ensures that all children have challenging experiences and make excellent progress across all areas of learning. There is a good balance between teacher-led and child-initiated learning experiences. Children in the Nursery make good use of the available outdoor provision to enhance their learning. However, the Reception children have a more limited access to those experiences. The bright, well-resourced indoor environment provides excellent opportunities for learning and development. The children's welfare is a high priority and is promoted well by all staff, who sensitively teach the importance of staying active and being healthy. Staff hold current paediatric first-aid qualifications. They know the children well and form excellent, caring relationships with them. Positive reinforcement strategies are used to support the development of good social skills. In Reception, children enjoy being the 'busy bee' helper of the day.

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

- 6.4 Outcomes are outstanding, and the majority of the children at the end of Reception work consistently beyond the Early Learning Goals. Children are enthusiastic independent learners who enjoy choosing their own tasks. They understand the importance of staying healthy, demonstrated by their ability to discuss and choose their own lunch option and being proactive in their personal hygiene. They know how to keep themselves safe. Children show high levels of consideration and kindness towards each other, forming positive relationships. They respond well to their teachers' expectations and their behaviour is outstanding. Children in both Nursery and Reception enjoy mark making, and the daily phonic programme ensures good progress in the acquisition of early reading skills. As a result, children in Reception are beginning to blend known sounds into words. All the children are developing excellent ICT skills: children in the Nursery confidently handle digital music players, and in Reception the children use the computer to create their own pictures. Children display a high level of enjoyment in all areas of learning. In both Nursery and Reception, they take part enthusiastically in number games. Reception children can order numbers up to nine and reliably count up to ten everyday objects. Children in the Nursery can recognise groups of one, two and three objects. Through role-play activities, children show a growing awareness of the wider world.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.

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 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 Jenny Longbourne	Reporting Inspector
Mrs Sarah Dixon	Head, GSA school
Mr John Moreland	Head, GSA school
Mr Thomas Mylne	Deputy Head, ISA/IAPS school
Mrs Deirdre O'Sullivan	Head, IAPS/GSA school
Mrs Catherine Sams	Vice Principal, ISA school
Mrs Gill Harris	Early Years Co-ordinating Inspector