

Faraday School

Independent school inspection report

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| DCSF registration number | 211/6397 |
| Unique Reference Number (URN) | 135989 |
| Inspection number | 353833 |
| Inspection dates | 15–16 June 2010 |
| Reporting inspector | Jill Bainton |

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A¹ of the Education Act 2002, as amended by schedule 8 of the Education Act 2005², the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Faraday School is an independent primary school for children aged from 4 to 11 years. It was registered in September 2009. There are currently 10 children, eight of whom are in the Early Years Foundation Stage. There are no children with a statement of special educational need or who receive nursery funding. The school is held in former office premises of Trinity House at the historic Trinity Buoy Wharf in the Docklands area of London. The school is managed and run by The New Model School Company. This is the school's first inspection.

The school aims to *'ensure that pupils acquire the skills, knowledge and habits of mind that will allow them to fulfil their potential, and so grow towards maturity and self-confidence'*.

Evaluation of the school

Faraday School has made a flying start and successfully meets its aims. The quality of education is outstanding. Through the use of a good curriculum and outstanding teaching, the children make outstanding progress, including those in the Early Years Foundation Stage, where the overall effectiveness is outstanding. The children's spiritual, moral, social and cultural development and their behaviour, welfare, health and safety are outstanding, and the school has robust procedures for safeguarding children. Much of the school's success is due to the inspirational leadership of the headteacher. The school meets all of the regulations for registration.

Quality of education

The quality of education is outstanding. The curriculum is good; the subject matter caters effectively for the needs of all the children, and considers carefully their age, aptitudes and abilities. It provides for continuity and progression in children's learning, taking into account their individual differences. The staff support children's learning very effectively through a range of appropriate, planned activities using the Early Years Foundation Stage guidance. The curriculum is well documented by The New Model School group for the current age range and the documentation is nearing completion for the full age range. The Year 1 children are supported effectively with a curriculum sufficiently detailed to meet their needs, based on national guidance.

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

The children develop very good skills in speaking and listening, and many are confident speakers, volunteering to say prayers in assembly. Personal, social and health education (PSHE) is an important element and is promoted effectively. Information and communication technology (ICT) is currently used to support learning and the school has identified that this is an area they wish to expand.

There is a wide range of well-planned visits outside school and very many visitors to the school who considerably enrich the children's learning. These include trips on the River Thames, where all the children wear a lifejacket, and local events on the wharf. These visits help the children to develop and pursue their interests and exploit the richness of the local environment.

The teaching and assessment are outstanding. Children make outstanding progress as they move through the school and excellent progress in their personal, social and emotional development. In the Early Years Foundation Stage, teachers provide a very wide range of learning activities that enable children to make outstanding progress in all areas of learning. The teachers are well informed, enthusiastic and committed. Relationships between adults and children are very good, leading to an extremely positive climate in classrooms, promoting effective learning. Teaching is varied and interesting, and gives the children the opportunity to think for themselves. For example, in music, children chose their percussion instrument to accompany the sounds of insects, culminating in a short composition, which they performed enthusiastically. Children are given the opportunity for practical activities, written tasks, paired and individual work. The work and tasks are well matched to the needs of each individual, helping them to increase their knowledge and skills and enjoy their learning. Children report that teachers help them to learn and explain things clearly. Children concentrate well for their age and the pace of lessons is brisk. The planning is based on a detailed knowledge of the children and their attainment. Resources are used well to support learning and the school is fortunate in having a very well-stocked library. Staff make very effective use of observation and assessment and provide a written report for parents and carers annually. Assessment in the Early Years Foundation Stage is used very well to measure progress against the requirements of the curriculum. Assessment records are very detailed. The staff monitor carefully each child's progress and assessment information indicates clearly the amount of progress made.

Spiritual, moral, social and cultural development of the pupils

Children's personal development and their spiritual, moral, social and cultural development are outstanding. The children in the Early Years Foundation Stage make outstanding progress in this area. There is a very friendly atmosphere in school as all are made to feel welcome. The children enjoy their school life and their attendance is very good. They made comments such as 'I love it here...we have lots of fun'. The children eagerly join in all planned activities and initiate many themselves; for example, they make up their own songs for assembly and perform them confidently. Every occasion is taken to provide each child with an opportunity

to find something they are good at, and the children are fully engaged and enjoy the wide range of learning opportunities provided. Their behaviour is outstanding and they are kind and considerate to each other. Relationships are very positive at all levels and staff are excellent role models. Children learn about different cultures and they know about the range of different cultural backgrounds amongst their peers. They have great fun dressing in the national dress of many countries. Racial harmony is promoted effectively. Children learn about English services and institutions as part of the wider curriculum through a range of visits outside school. Very positive links are made with groups in the local community and the children benefit from the wharf location, which provides a wealth of interesting learning opportunities, such as taking a river trip along the Thames. Daily assemblies, PSHE and circle time, and visitors help develop children's spiritual awareness. The rooftop playground overlooking the River Thames provides a very wide range of opportunities for the children to observe the beauty and richness of the world around them. Children are encouraged to be independent and to take responsibility for themselves.

Welfare, health and safety of the pupils

The welfare, health and safety of all the children are outstanding and they are very well cared for. The school safeguards and promotes the welfare of all the children, including those in the Early Years Foundation Stage. They thrive in the safe, nurturing environment. The school has devised and fully implemented a wide range of policies which include anti-bullying, behaviour and health and safety on visits outside the school. All activities both in and outside school are carefully risk assessed. The provision for safeguarding the children is of a very high standard; there is a robust child protection policy, which is fully implemented. The designated member of staff responsible for safeguarding is trained to a high level and all staff have received appropriate training. Fire safety procedures are rigorous and include a detailed risk assessment, regular and documented fire drills, the annual maintenance of all appliances, appropriate signage and the training of staff as fire marshals. The first-aid policy meets the requirements and all members of staff are appropriately trained in first aid, including those responsible for the children in the Early Years Foundation Stage. Children are encouraged to eat healthily and take regular exercise. The school has fulfilled its duties under the Disability Discrimination Act 1995, amended by the Special Educational Needs & Disability Act 2001, and has devised a three-year accessibility plan.

Suitability of the proprietor and staff

The school has checked the suitability of all staff, volunteers and the proprietor to work with children and the required information is held on the single central register of staff appointments.

School's premises and accommodation

The premises and accommodation are suitable, safe and conducive to learning. The teaching rooms are attractive, light and spacious, with good heating and ventilation. The roof-top playground enables the children to play safely outside in the fresh air in all weather conditions. This area is used very well by the children in the Early Years Foundation Stage.

Provision of information for parents, carers and others

Through the prospectus, website and additional information, parents, carers and others are kept well informed and up-to-date. Parents receive an annual report and have the opportunity to meet with the staff. The school operates an 'open door' policy and parents and carers are welcome to contact the school at any time.

Procedures for handling complaints

The school has a set of procedures which fully meet the regulations.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the setting is outstanding and fully meets the needs of the children. They enjoy learning, attend well and make outstanding progress. In literacy, for example, children demonstrate an excellent ability to handle ideas, use words to good effect and punctuate correctly; they listen attentively to each other's poems and share laughter at appropriate moments.

Outcomes are outstanding. Children participate effectively in their learning, asking questions and proposing answers. They concentrate well and persevere, as in a lesson on measurement, when manipulating a tape measure around a waist and reading the result was far from easy. Children work well together, helping one another, and learning to stay safe and healthy.

Provision is outstanding. A warm, stimulating environment fully exploits the uniqueness of the building, with bright classrooms and children's work displayed well. There is exceptional use of the roof play area and local resources, including the River Thames. Former lighthouse and chain storage premises are used for dance and physical education.

The curriculum is organised carefully to meet children's needs. Assessment is very thorough and is used very effectively to guide what is taught. There is a very good balance between activities initiated by teachers and by the children. Relationships are excellent. The quality of teaching is outstanding.

Leadership and management are outstanding, reflecting a consistent drive for high quality. Accurate self-evaluation and future plans focus strongly on the needs of

children. Exceptionally good use is made of resources. Safeguarding arrangements are robust. Parents and carers are very supportive and hold the school in high regard. There are very good links with external agencies.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- increase the use of ICT throughout the school
- continue to develop the curriculum from Year 1 to enhance the learning opportunities for children.

Inspection judgement recording form

| | | | |
|-------------|------|--------------|------------|
| outstanding | good | satisfactory | inadequate |
|-------------|------|--------------|------------|

The quality of education

| | | | | |
|--|---|---|--|--|
| Overall quality of education | √ | | | |
| How well the curriculum and other activities meet the range of needs and interests of pupils | | √ | | |
| How effective teaching and assessment are in meeting the full range of pupils' needs | √ | | | |
| How well pupils make progress in their learning | √ | | | |

Pupils' spiritual, moral, social and cultural development

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|--|---|--|--|--|
| Quality of provision for pupils' spiritual, moral, social and cultural development | √ | | | |
| The behaviour of pupils | √ | | | |

Welfare, health and safety of pupils

| | | | | |
|--|---|--|--|--|
| The overall welfare, health and safety of pupils | √ | | | |
|--|---|--|--|--|

The quality of the Early Years Foundation Stage provision

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|---|---|--|--|--|
| How good are the outcomes for children in the EYFS? | √ | | | |
| What is the quality of provision in the EYFS? | √ | | | |
| How effectively is the EYFS led and managed? | √ | | | |
| Overall effectiveness: how well does the school meet the needs of children in the EYFS? | √ | | | |

School details

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| Name of school | Faraday School | | |
| DCSF number | 211/6397 | | |
| Unique reference number (URN) | 135989 | | |
| Type of school | Primary | | |
| Status | Independent | | |
| Date school opened | September 2009 | | |
| Age range of pupils | 4–11 | | |
| Gender of pupils | Mixed | | |
| Number on roll (full-time pupils) | Boys: 7 | Girls: 3 | Total: 10 |
| Number of pupils with a statement of special educational need | Boys: 0 | Girls: 0 | Total: 0 |
| Annual fees (day pupils) | £6,135 | | |
| Address of school | Trinity Buoy Wharf 64 Orchard Place London E14 0JW | | |
| Telephone number | 020 7719 9342 | | |
| Email address | head@faradayschool.co.uk | | |
| Headteacher | Sarah Counter | | |
| Proprietor | Robert Whelan | | |
| Reporting inspector | Jill Bainton | | |
| Dates of inspection | 15–16 June 2010 | | |