



INDEPENDENT SCHOOLS INSPECTORATE

HARESFOOT SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Haresfoot School

Full Name of School	Haresfoot School		
DfE Number	919/6227		
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Head	Mrs Samantha Jaspal		
Proprietor	Mr M J and Mrs G R Waterhouse		
Age Range	3 to 11		
Total Number of Pupils	141		
Gender of Pupils	Mixed (67 boys; 74 girls)		
Numbers by Age	3-5 (EYFS):	73	5-11: 68
Number of Day Pupils	Total:	141	
Head of EYFS Setting	Mrs Lesley Gee		
EYFS Gender	Mixed		
Inspection dates	12 Oct 2010 to 13 Oct 2010		
	08 Nov 2010 to 10 Nov 2010		

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 2004.

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.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Haresfoot School is a preparatory school for boys and girls aged from three to eleven. It is set in seven acres of countryside, close to the town of Berkhamsted, and facilities are grouped around a country house dating from 1787. The school opened in 1985. The school is run on a proprietorial basis, although a governing body for the school was formed in January 2010. The headteacher has been in post since 2008.
- 1.2 At the time of inspection, there were 141 boys and girls, in similar numbers, aged between three and eleven, on roll in the preparatory school. Whilst entry into the Early Years Foundation Stage (EYFS) and Years 1 and 2 is non-selective, pupils joining later are informally assessed to ensure that they will benefit from the education offered. Seventeen pupils have English as an additional language (EAL) though none require additional support. Eight pupils have been identified as having learning difficulties and/or disabilities (LDD) and six of these receive specialist learning support from the school. One pupil has a statement of special educational needs.
- 1.3 Pupils come from towns and villages in the locality. They are prepared for 11+ examinations into grammar and independent schools whilst some transfer to local comprehensive schools. Some means-tested bursaries are offered. Whilst there is a wide range of ability in the school, the ability profile of the pupils overall is above the national average.
- 1.4 Haresfoot aims to offer a broad-based curriculum, complemented by extra-curricular activities, to equip pupils for the future as active and confident members of a rapidly changing society. It seeks to enable all its pupils to reach their potential across all areas of the curriculum, thereby becoming independent learners with a positive attitude towards learning. It strives to enhance pupils' personal development through developing self-respect, good manners and social concern, a respect for all and a sense of moral values. High priority is given to close relationships between home and school.
- 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 and its National Curriculum (NC) equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Preschool 1	Nursery
Preschool 2	Nursery

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Haresfoot School successfully fulfils its aim of enabling all its pupils to reach their potential across a broad curriculum. Pupils make good progress, achieve well in their learning and many enjoy individual success in sport, music, speech and drama. The broad curriculum, together with a particularly wide range of extra-curricular activities offered, contributes to an interesting learning experience and allows for a range of talents to be discovered and developed. Teaching is generally of high quality and demonstrates thorough subject knowledge. Since the last inspection, the school has developed effective assessment systems to enable pupils' progress and attainment to be monitored. Marking is thorough and indicates areas for improvement. Pupils' keen and enthusiastic attitude to their learning is a strong contributor to their academic success. Planning for literacy, numeracy and science is thorough and takes into account pupils' differing capabilities, which results in rapid progress; however, planning in some non-core subjects is less detailed. In a busy timetable, pupils are given limited opportunities to develop their skills in geography.
- 2.2 Pupils display excellent personal qualities in accordance with the school's aims. Their behaviour is consistently polite and thoughtful and they are kind and affirming to one another. Their participation in fund-raising for charity strongly develops their social responsibility. Excellent relationships between pupils and staff and amongst pupils themselves are fostered through exemplary pastoral care and effective safeguarding, welfare, health and safety procedures. Pupils display great pride in their school and have no strong wish to see anything improved.
- 2.3 Governors' sound oversight of the school allows its aims to be met effectively and financial, human and material resources to be managed efficiently. The recent addition of two new members to the board has further strengthened governance. Governors provide committed support to the school leadership and regularly evaluate the efficiency of policies. They are not involved in generating the school development plan, although they review it with the headteacher. This constrains strategic planning to support growth and improvement. In the past there have been insufficiently rigorous appointment checks on staff, although the current leadership has ensured that these have now been completed. Leadership and management are highly effective and have implemented initiatives which enable pupils to flourish in their learning and well-being. The school's warm family atmosphere is supported by strong communication with parents. Parental replies to the pre-inspection questionnaires were overwhelmingly supportive of the educational experience and pastoral care provided to their children.

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 did not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it was required to:
- ensure that all recruitment checks on staff are completed before, or as soon as is practicable after, their appointment and entered correctly in the single central register of appointments [Part 4, paragraph 19 (2)(a), (2)(b), (2)(d); paragraph 22 (3)(b) under the Suitability of staff and proprietors and, for the same reason, under Part 3, paragraph 7 (b) under Welfare, health and safety].
- 2.5 In order to comply with the welfare requirements of the Early Years Foundation Stage, the school was required to:
- ensure that information about who has legal contact with the child and who has parental responsibility is clearly recorded.
- 2.6 At the time of the final team visit, the school had rectified, so far as is possible, the above shortcomings, as noted in the text of the report.

(ii) Recommendations for further improvement

- 2.7 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Adjust the balance and structure of the timetable to allow for a greater coverage of skills-based geography.
 2. Ensure that all planning for pupils' individual needs and capabilities is as thorough and detailed as planning in the core subjects.
 3. Augment the school development plan with a strategic plan to support future growth and improvement.
 4. Promote closer liaison across the EYFS so that assessment and planning are more carefully co-ordinated and linked to what the children need to do next.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Pupils achieve good standards in the quality of their learning, attitudes and skills in accordance with the school's aim that each child should reach their potential across all areas of the curriculum. Pupils' broader achievements are significantly fostered by the extra-curricular opportunities presented to them. Pupils with LDD, and those who join the school at later stages, make particularly good progress. Parents comment on how well their children are doing and the children themselves are confident that they are making good progress.
- 3.2 Pupils demonstrate good knowledge, understanding and skills in both curricular and extra-curricular activities. They express themselves confidently, both orally and in writing, and are attentive as they listen to their teachers, and to each other, in the regular opportunities given for paired discussion. Many pupils display above-average fluency in reading for their age and ability and enjoy using the library, which has been refurbished and restocked since the last inspection. Their writing, in various genres, such as diaries, newspaper reports, stories and poems, often shows imagination and thought and is notable for its careful presentation. Pupils are given frequent opportunities to demonstrate well-developed reasoning skills and their creativity is evident in lessons such as music and science, in clubs such as movie-making and sewing and in eye-catching displays. Pupils make good progress in their mathematical skills, which they are able to apply practically, when appropriate. As they grow older, they are able to use information and communications technology (ICT) for independent research and presentation with increasing confidence.
- 3.3 Pupils make good, and sometimes rapid progress over time in relation to their ability, which is above the national average. Whilst the school has entered pupils for national tests at seven and eleven only recently, their standards are above the average for maintained primary schools. Pupils are well prepared for their future education and are successful in gaining places at senior schools of their choice, including a significant number who win places to selective state schools. Pupils with LDD have suitable individual education plans and the extra help they receive, both in class and from specialist support, develops their confidence and enables them to progress well according to their abilities. Individual pupils succeed in instrumental and verse-speaking examinations and some also achieve sporting success at county level.
- 3.4 Pupils' success is substantially supported by their excellent attitude to their work. They are keen to succeed and take pride in their efforts, working equally well individually or collaboratively. They relish the opportunities afforded them in school, particularly the extra-curricular activities.

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

- 3.5 The school offers an extensive curriculum, complemented by extra-curricular activities, which supports its aim to offer a broad-based curriculum to equip pupils for the future. In addition to subjects of the National Curriculum, it includes French, Spanish, religious education (RE), personal, social, health and citizenship education (PSHCE) and current affairs for older pupils. The PSHCE curriculum is a strength, promoting positive and confident behaviour, attitudes and values which are brought into other lessons. ICT is taught as a discrete subject, as well as being used to support cross-curricular links, such as to research and present projects.
- 3.6 High priority is given to literacy and numeracy throughout the school. Each class is given a weekly timetabled library session. History and geography are covered during alternate terms; as a result of limited coverage, the acquisition of geographical skills is less well developed. The curriculum is significantly enriched by specialist teaching in French and Spanish and the creative arts are effectively fostered by specialist teaching in music, drama and art. From Year 2 upwards, pupils' musical experience is enhanced through membership of a lively choir, whilst all have the opportunity to learn a stringed instrument in Year 4. The enthusiastic and effective physical education (PE) programme and the successful teaching of physical skills stimulate pupils of all ages to participate actively and further motivate their desire to succeed in competitive team games.
- 3.7 Inclusive and supportive arrangements are in place for pupils with LDD, and the school has devised a specific programme to develop the early reading skills of all its pupils. Thorough and detailed individual education plans are drawn up by the learning support teacher in liaison with class teachers and any outside agencies, and shared with parents and staff, including specialist teachers. Teaching assistants are deployed effectively to support all children, both inside the classroom and around the school. Teachers generally extend and enrich learning for the more able through setting appropriate challenges and extension work.
- 3.8 The curriculum is greatly enriched by a well-constructed programme of visits and visitors, linked to schemes of work. Pupils visit local places of historical and artistic interest, which further broadens their aesthetic development. Themed historical days enliven Victorian and Greek studies and residential trips from Year 3 encourage pupils' independence. Visitors to the school, including parents who are experts in particular fields, provide a valuable contribution, whilst visits from the local police and clergy ensure that the school develops positive links with the local community.
- 3.9 The range of well-planned extra-curricular activities available to pupils is exceptional for a school of this size. These include film-making, sewing, a variety of sports, ICT, art and languages. Whilst providing much enjoyment to the pupils, they further enhance and broaden their educational experiences.

3.(c) The contribution of teaching

- 3.10 Teaching of good quality, with a significant proportion that is excellent, enables pupils to make good progress in line with the school's aim for its pupils to become independent learners. Positive relationships between staff and pupils, together with teaching which encourages good behaviour, contribute much to pupils' academic achievements. Teachers know their pupils well, and the praise and encouragement they give enable the pupils to feel motivated and confident in their learning.
- 3.11 Teachers generally demonstrate good knowledge of the subjects they teach. This enables them to employ a variety of teaching methods and activities suitable for the abilities and learning styles of the pupils. In Year 1, a good balance between practical activities and writing sensitively develops pupils' confidence in their transition from the EYFS. All pupils have a clear understanding of what they are trying to achieve because they are given clear learning objectives in all lessons. Teachers are aware of pupils' individual education plans and offer appropriate support. The use of suitable resources such as interactive whiteboards excites pupils' interest and involves them in their learning. Homework, which is set regularly and is suitable to the age of the pupils, appropriately reinforces or extends work done in class.
- 3.12 The best lessons are characterised by a well-planned structure tailored to individual capabilities and varied activities to promote active learning and enjoyment. Teachers and support staff target questions skilfully to stimulate thoughtful responses and clarify the understanding of pupils with differing aptitudes. These lively lessons encourage individual reasoning and make imaginative use of resources. As a result, pupils become engrossed in their learning and make rapid progress. In the few less successful, albeit efficient, lessons seen, planning lacked detail, so insufficient groundwork was done to ensure that each pupil understood the task set. This resulted in a sedentary pace and missed opportunities to stimulate creative thinking.
- 3.13 The school has made good progress with the development of assessment and marking, as recommended at the last inspection. Marking is thorough and often includes suggestions for how performance may be improved. Pupils' recognition that they are helped to measure their own progress by considering teachers' comments is due to the consistent use of the school marking policy. The school has developed a range of effective assessment procedures, which enable teachers to follow pupils' progress over time. Various forms of assessment inform teachers' planning, particularly in English and mathematics. Insightful and mature peer assessment is evident, as older pupils evaluate each other's work in a spirit of encouragement as well as with objectivity. The school is now using information from assessment to identify trends which have implications for teaching. Efficient identification of pupils' specific learning needs enables teachers to be well-informed of the nature of their difficulties and for additional support to be organised, where necessary.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of pupils' personal development is excellent throughout the school and meets its aims exceptionally well. It is promoted by exceptional relationships within the school and by the care shown by all staff. Confident and articulate pupils celebrate the achievements of all within their school community. They work together harmoniously and benefit from an environment in which they can develop their self-confidence and interpersonal skills.
- 4.2 Pupils have a well-developed spiritual awareness. They are able to explore emotions and extend their appreciation of personal feelings in a most mature manner. An encouraging atmosphere pervades, such as in assemblies where pupils and staff gather to reflect on issues such as anti-bullying and to celebrate individual and group achievements, covering all aspects of school life. Pupils were totally involved during harvest festival when all performed in support of an emergency night shelter. They are aware of the need to consider others and how their school community looks out to the wider community. Well-presented displays promote, reinforce and celebrate personal achievements.
- 4.3 Pupils' moral development is extremely strong. They feel secure and have a clear sense of right and wrong. The reward systems, which both promote enjoyment in their work and encourage exemplary behaviour around the school, are much valued. Pupils have empathy for those less fortunate than themselves and raise much money for local and international charities. Their efforts for Haiti were rewarded with mention on a national television show. The school council is held in high regard by pupils, and members attend to matters such as the development of house meetings maturely, taking their responsibilities conscientiously. Pupils state that they feel valued and that their views are listened to.
- 4.4 Pupils' social development is outstanding. During break times pupils of different ages integrate well in small groups, to create a caring and happy environment. Good relationships, evident in play, are also seen in purposeful collaborative working in class. Senior pupils take their responsibilities seriously and younger pupils are given appropriate tasks to help in class. Teamwork is fostered through an inter-school competition 'The Haresfoot School Quest', much enjoyed by participants. Pupils are proud of one another's successes and of their school. The current affairs programme encourages older pupils to become aware of life beyond the school community, for example relating to public services and institutions, and they display some understanding of how laws are made and of our parliamentary system.
- 4.5 The cultural development of the pupils is good. They develop their understanding of other cultures in current affairs, languages and history lessons and through their charity work. Pupils gain an appreciation of different faiths and traditions from their religious studies lessons. Visits to places of historic interest encourage an awareness of their own culture. Themed costume days, such as on the Victorians and ancient Greek civilisation, are much enjoyed and help pupils to appreciate the effect that the past has on modern living.

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

- 4.6 The arrangements for welfare, health and safety are good. The quality of pastoral care is excellent and the nurturing ethos created by warm relationships contributes significantly to pupils' sense of well-being and pride in their school. Pupils respond to staff's high expectations for behaviour in an extremely positive way and feel that sanctions and rewards are fair. The school's procedures for behaviour management are effective and serious sanctions are used rarely. Staff use registration time to assist pupils in their organisation for the coming day, which ensures that individuals, particularly those with LDD, feel supported. Daily briefings ensure that staff share pertinent information relating to individual children's welfare, as well as their academic needs. Pupils appreciate the anti-bullying measures, supported through assemblies and PSHCE lessons, but say that they are rarely needed. In pre-inspection questionnaires and interviews they said that teachers are fair and that they know who to go to with any problem.
- 4.7 Procedures to promote health and safety overall are effective and given due priority during staff induction. The safeguarding of pupils in day-to-day practice is scrupulous, although checks on staff at appointment have hitherto not always been sufficiently rigorous. A comprehensive pastoral care policy ensures that staff understand their responsibilities in all matters of welfare, health and safety. All staff are trained in safeguarding in accordance with a robust policy. Supervision of pupils during break times is conscientious and pupils play safely and co-operatively together.
- 4.8 The health and safety committee meets with the proprietor each half term, to ensure that all areas of the school are regularly checked and correctly maintained. Measures to reduce the risk of fire and other hazards are appropriate and appliance and evacuation procedures are tested regularly. Risk assessments and arrangements for off-site visits are detailed and efficient. There is a suitable accessibility plan to improve access for those with disabilities. The admission and attendance registers are correctly maintained and absences followed up efficiently.
- 4.9 The accommodation for pupils who fall ill at school is suitable and arrangements for the administration of medicines are good. There are sufficient staff trained to administer first aid and accidents are properly recorded. Pupils have a good understanding of the importance of a healthy diet and the benefits of exercise. They enthusiastically express their appreciation for the choice and quality of the nutritious meals prepared for them and enjoy participating in the wide range of physical activities offered.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance of the school soundly supports its aims and ethos. The proprietors, who have a long-standing commitment to the school, have recently recruited two advisers to form, with them, a governing board. The additional experience they provide has significantly strengthened governance. The regular presence in school of the proprietor, in the capacity of bursar, assists effective financial management. The proprietors also ensure suitable levels of staffing, that the premises are well-maintained, that appropriate resources are provided to meet educational needs, including professional development for staff, and that standards are maintained.
- 5.2 Governors gain oversight of the school by consideration of the minutes of meetings and newsletters. They also hold meetings with the headteacher each half term. The bursar meets parents and derives useful information from informal contact with the headteacher and staff. Through the new board, governors are developing their understanding of pupils' educational experience at the school, and are therefore providing more insightful support to the leadership. Governors are not involved in generating the school development plan although they review it with the headteacher. This constrains strategic planning to support growth and improvement.
- 5.3 Governors regularly review school policies, including those for safeguarding, welfare, health and safety, and the proprietor chairs the health and safety committee, which is attended by staff representatives. The governing board has undertaken some training to assist it in its legal responsibilities, but until recently, governors did not ensure that appropriate checks were made on staff at appointment. However, one governor has now undertaken training in safe recruitment to inform the board of its responsibilities in this area.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is good and, at all levels of responsibility, is effective in achieving the school's aims. Delegated responsibilities, particularly those for policy implementation and the safeguarding of pupils, are effectively discharged. The current headteacher, through strong, dynamic and forward-thinking leadership, has achieved a great deal in the time she has been at the school. A committed and cohesive senior leadership team, with a clear vision for the direction in which the school should go, has created a detailed development plan to sustain school improvement. This is shared with governors and, because it is generated with the staff, motivates them to assist in its implementation. At this stage the plan does not include a long-term strategy for accommodation and facilities.
- 5.5 The leadership regularly undertakes relevant training and encourages staff to develop their teaching by challenging established practice and being creative and innovative. The role of subject co-ordinators is established successfully and all policies, schemes of work and planning documentation are in place and regularly reviewed. Teaching is monitored through observation and an action plan is in place to raise the standard from good to outstanding. All staff, including the headteacher, are appraised every two years. Staff are well supported and new teachers undergo an efficient induction programme, with assigned mentors. A full and effective staff

training programme has improved performance. Across the school, teaching staff and assistants are deployed well and contribute significantly to the pupils' learning and welfare. The current leadership now ensure that all matters relating to staff appointments are correctly observed, including the required checks on staff prior to their appointment and the recording of these in a single central register.

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

- 5.6 The quality of links with parents and carers is excellent. This strongly supports pupils' academic and personal development and is consistent with the school's aims. The highly positive responses to the pre-inspection questionnaires indicate parents' satisfaction and support of the school. Parents are particularly positive about the breadth of the curriculum and extra-curricular activities, as well as their children's progress. There is also great appreciation of pastoral care, the school's promotion of worthwhile attitudes and values and resulting high standards of behaviour. Parents value the ease of communication with the school, particularly the daily accessibility of the headteacher in the playground.
- 5.7 Parents are given good opportunities to be involved with the life of the school and regularly attend events such as assemblies and school concerts. They share their expertise or interests with classes and help in areas such as the library. A group of past and current parents form a band to assist in the end of term concert. The parents' association strongly supports the school through fund-raising and social events.
- 5.8 Communication with parents is strong. They receive monthly newsletters from the headteacher, sent electronically, as well as termly colour magazines. The recently updated website ensures that parents of both current and prospective pupils have access to useful information and the home/school books allow for day-to-day messages to be exchanged efficiently. Parents receive an annual handbook which informs and updates them of school routines.
- 5.9 Parents receive regular information regarding academic matters. At the beginning of the school year they are invited to a curriculum evening, which outlines the educational programme for the year ahead and is accompanied by an informative booklet. From time to time staff organise evenings on specific aspects of the curriculum, such as on synthetic phonics. All parents have formal opportunities to discuss their children's progress and targets at parents' evenings held twice a year, summaries of which are also sent to them as a written record. They also receive a detailed report with targets for improvement in the summer term and, from Year 3, interim reports in the autumn and spring terms. Both the headteacher and staff are available at the beginning and end of the day for informal consultation.
- 5.10 The school handles parental concerns with due care. It has a clear complaints policy which is rarely invoked. Parents indicated that they value the opportunity to speak with the approachable staff to handle minor concerns.

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

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 early years provision is good. A key aim of the school is to nurture positive attitudes and this is addressed effectively throughout the EYFS. The staff foster excellent relationships with the children, providing a secure foundation for the development of their personal, social and emotional skills. Some good teaching methods are employed in the pre-school classes, providing a purposeful balance of adult-led and child-initiated active, independent learning. However, this good practice is not consistently shared across the setting to further enhance the children's learning and development. There is an appropriate focus on improving provision and the capacity for on-going development. Systems for self-evaluation are in place and an ambition for improvement is evident. Procedures for assessment and planning are in place although these sometimes lack sufficient detail to fully inform continuity of practice and provide on-going evidence for the children's learning journeys.

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

6.2 The quality of leadership and management is good. Policies and procedures are in place to provide for a safe and secure environment. At the time of the inspection, the setting did not record all of the required information for each child in its care. It acted swiftly, however, to rectify this omission. Indoor and outdoor resources are kept clean and monitored through daily risk assessments. Parental questionnaires express good support for the provision as a whole; a small number of parents express concerns about support for SEN and their understanding of the children's development. Good channels of communication are in place and information is provided to parents in a variety of forms. Parents' concerns are consistently monitored and form an ongoing part of the development plans. Effective partnership with the local authority and other agencies supports learning needs, staff meetings and the process of self-evaluation. A suitable range of resources is available to meet different needs and requirements. Recent improvements to the outdoor area have allowed continuous provision to be expanded. The development plan highlights ongoing plans for this area.

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

6.3 The quality of the provision is good overall. Positive interaction between staff and children provides a firm foundation for developing everyday skills and extending their communication. Secure friendships are formed from a young age. Routines and consistency of role modelling support the children's enthusiasm and motivation to be involved. Staff regularly question, relate to and support children to make connections. Children actively support, respect and help each other. Effective use is made of the outdoor environment, woods and farmland. Opportunities to have a real choice and extend child-initiated learning are sometimes hindered through the structure and routine of the day. Before- and after-school club is well run and provides a continuity of care for the children who attend.

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

- 6.4 Outcomes for children are good and all children make good progress. They are keen to communicate, speaking confidently or listening attentively. They respond positively to the routines of the day and are happy and socially well adjusted. Children develop a strong awareness of personal safety and managing their own behaviour. The very young children clearly respond positively to instructions, as was evident when they naturally held hands during a walk. Hygiene, health and physical development are all promoted effectively. All children are enthusiastic to join in.

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 the proprietor, 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 Jan Preece	Reporting Inspector
Mr Nicholas Parsons	Head of Department, IAPS school
Mrs Angela Culley	Head, ISA school
Mrs Dawn Nasser	Early Years Co-ordinating Inspector
Mr Jim Turner	Early Years Team Inspector (Head, IAPS school)