



INDEPENDENT SCHOOLS INSPECTORATE

STRATFORD PREPARATORY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Stratford Preparatory School

Full Name of School	Stratford Preparatory School
DfE Number	937/6094
EYFS Number	EY409397
Address	Stratford Preparatory School Church House Old Town Stratford-upon-Avon Warwickshire CV37 6BG
Telephone Number	01789 297993
Fax Number	01789 297993
Email Address	secretary@stratfordprep.co.uk
Headmaster	Mr Neil Musk
Proprietor and Principal	Mrs Catherine Quinn
Age Range	2 to 11
Total Number of Pupils	126
Gender of Pupils	Mixed (54 boys; 72 girls)
Numbers by Age	0-2 (EYFS): 7 5-11: 85 3-5 (EYFS): 34
Head of EYFS Setting	Mrs Sally Hill
EYFS Gender	Mixed
Inspection dates	11 Oct 2011 to 12 Oct 2011 09 Nov 2011 to 11 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.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Stratford Preparatory School is a preparatory school for boys and girls aged from 2 to 11, with a Montessori Nursery. It was founded in 1989 by the current proprietor, who is also the principal, and is situated in the Old Town district of Stratford-upon-Avon. The main building was formerly a rectory, but later additions have provided further school accommodation. The school has the use of a nearby field for games and also hires other local facilities. The present headmaster has been in post since 2010. Since the previous inspection, a new information and communication technology (ICT) suite, a library, an outdoor classroom and a website have been established.
- 1.2 The school aims to provide a caring community in which each individual is valued. It is concerned to ensure a family orientated environment with parents who are genuinely encouraged to participate. It endeavours to devise a balanced curriculum which will suit each pupil, and to provide pastoral care that encourages all pupils to achieve their potential.
- 1.3 At the time of the inspection, 126 pupils were on roll. There were 41 children in the Early Years Foundation Stage (EYFS). Of these, 26 attended part-time. Additionally, 85 pupils were in Years 1 to 6. Approximately one-in-twenty pupils are from a non-European background, although most have English as their main language. In total, 16 pupils have been assessed as having special educational needs and/or disabilities (SEND). Pupils come from professional and business families living in local towns and villages within a wide radius of the school. The ability profile of the school is above the national average.
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Blue room	Nursery
Yellow room	Nursery
Reception	Reception

Preparatory School

School	NC name
Infant 2	Year 1
Infant 3	Year 2
Junior 1	Year 3
Junior 2	Year 4
Junior 3	Year 5
Junior 4	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievements and their learning, attitudes and skills from the EYFS onwards is outstanding, with high standards being achieved in academic work and in extra-curricular activities. The outstanding contribution made by both the curriculum and the breadth of extra-curricular activities in the EYFS and throughout the school owes much to the meticulous planning across all areas of school life. All pupils, including those with SEND, and those who are more able, make exceptional progress. In interviews, pupils were appreciative of the challenge provided for them both in lessons and through additional activities. This is in line with the school's aim to encourage achievement in both academic and social terms. Teaching is outstanding. It is strongly supported by exemplary curriculum planning that ensures that pupils' knowledge and skills are developed consistently as they progress through the school.
- 2.2 The personal development of the pupils throughout the school is outstanding, as highlighted by parents who completed the pre-inspection questionnaire. Pupils have high levels of self-confidence, self-belief and self-esteem. Arrangements for welfare, health and safety ensure that pupils are very happy and enjoy their life at school. In responses to their respective pre-inspection questionnaires, pupils and parents expressed overwhelming support for the school. A few parents had concerns about the provision of help for those needing extra support or challenge, homework and information about their children's progress. Inspection findings did not support these views.
- 2.3 The governance, management and leadership of the school are outstanding. They provide clear goals and a strong sense of direction. The roles and responsibilities of subject co-ordinators lack consistency. In the most successful practice, co-ordination takes place across all year groups and includes monitoring of teaching and learning through a variety of helpful methods that include lesson observations and book scrutiny. Since the previous inspection, the exemplary monitoring of teaching and learning by senior managers has resulted in careful curriculum review and improved achievement for the pupils.

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. Ensure consistency in the roles and responsibilities of subject co-ordinators.
 2. In the EYFS, extend the children's opportunities for practical activities using both indoor and outdoor facilities.

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 from the EYFS onwards is outstanding, with high standards in academic work and extra-curricular activities, in line with the school's aim. Pupils of all ages have excellent levels of knowledge and understanding. Their creative ability and reasoning skills are extremely well developed. For example, they hypothesise and expand their thinking skills in a range of subjects, from science to personal, social and health education (PSHE), showing sophisticated levels of understanding. They use and apply their mathematical skills confidently throughout the curriculum. Pupils have excellent literacy skills. They are highly articulate and write creatively with well-structured grammatical composition appropriate to their age. Pupils' language skills are extremely well developed through their study of French in the curriculum and through extra-curricular German and Japanese. Pupils have high level technological skills. They use them most efficiently in all areas of the curriculum. Pupils' scientific skills are highly developed. These are used exceedingly confidently in creating graphs, diagrams and charts as part of their recording process. Pupils have had considerable success in music where they attain high levels both in class and as individuals. During the inspection the senior choir represented the school in *Songs of Praise*, and many opportunities exist for orchestral and singing performances. Drama skills are well developed through class productions and also individually. Many pupils achieve highly in external drama examinations and others gain roles in performances of the Royal Shakespeare Company. Pupils enjoy their sport and achieve both individual and team success through a variety of activities including football and cross-country. Pupils move on to the next stage of their education with confidence. At the age of eleven, the majority of pupils gain entrance to the independent senior schools and selective maintained schools of their choice, with several academic, music and art scholarships being attained.
- 3.2 Results in national tests at the age of eleven in the last three years for which comparative data is available have been excellent when compared with the national average for pupils in maintained primary schools. This level of attainment, as judged also by evidence in books, lessons and discussions with pupils, indicates that the pupils make exceptional progress in relation to those of similar ability. Pupils with SEND make similar exceptional progress, as demonstrated by the standards they achieve in mathematics and English, and in specifically targeted lessons.
- 3.3 Pupils' outstanding achievement and rapid progress are supported by the breadth of the curriculum, the extra-curricular programme and their own outstanding attitudes to learning. They are enthusiastic, motivated and willing to share their views and experiences. They work highly successfully both independently and with others. They organise themselves extremely well, showing high levels of concentration.

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

- 3.4 The outstanding contribution made by both the curriculum and the breadth of extra-curricular activities in the EYFS and throughout the school owes much to meticulous planning. This has an extremely positive impact on the pupils' achievement and their personal development, and fulfils the aims of the school.
- 3.5 The pupils benefit from the breadth of the curriculum, which includes all the National Curriculum subjects, and a wide range of extension activities that provide the opportunity to develop further their knowledge, skills and understanding within the formal and extra-curricular provision. The pupils gain from the extensive provision for ICT and frequent opportunities to use it. The diversity and range of topics included in PSHE address the needs of pupils. Curriculum planning is exemplary and ensures that pupils' knowledge and skills are developed consistently as they progress through the school. Schemes of work are thorough and complemented by detailed daily lesson planning that indicates how the pupils' different needs can be met and how their progress will be assessed. The opportunities to learn independently and to develop analytical thinking skills are extensive. For example, pupils learn about Buddhism and draw parallels with Christianity. The preparation for pupils to move from one class to the next is extremely effective.
- 3.6 Outstanding care is given to serving the needs of all pupils. Those with SEND have individual education programmes that are rigorously followed through special individual and group lessons, and through extra support in class. The register to identify gifted and talented pupils is well conceived and regularly updated. In interviews, pupils were appreciative of the challenge provided for them both in lessons and through additional activities. The recommendation from the previous inspection to review the curriculum has been fully met.
- 3.7 The extensive range of extra-curricular activities is carefully integrated to supplement all subject areas. They range from music to sport, modern foreign languages to chess, and also include desktop publishing, dance, drama and 'imagineering', which encourages inventiveness and innovation. Pupils thoroughly enjoy the activities and achieve extremely well. Their experiences are enhanced by trips closely linked to the planning programme for the range of curriculum subjects.
- 3.8 Pupils develop an excellent understanding of their world through extensive links with the community. For example, pupils visit their local church, memorial gardens and nursing homes, and take part in the town's Shakespeare parade each year. They contribute to the needs of their community as they collect harvest gifts for distribution by the Salvation Army.

3.(c) The contribution of teaching

- 3.9 The quality of teaching is outstanding and fully supports the school's aim. It makes a strong contribution to the pupils' achievement throughout the school. The exemplary planning of teachers enables pupils of all ages and abilities, including those who have SEND, to make exceptional progress, acquire new knowledge and develop highly effective learning skills.
- 3.10 Teachers have high expectations of their pupils and plan interesting lessons that captivate their attention. For example, teachers use careful questioning which inspires pupils to work co-operatively, to experiment and develop their excellent

thinking skills, to express themselves confidently and assume responsibility for their own learning. A variety of teaching methods and activities is deployed to cater for the learning of pupils of all abilities. These include the use of carefully planned materials, clear explanations and targets for each pupil. Less successful teaching lacks pace and sufficient encouragement for pupils to think for themselves. In the most effective lessons, teachers have excellent subject knowledge and the brisk pace ensures that the pupils are engaged and focused. This was also observed in a variety of extra-curricular activities. The supportive and caring relationships between staff and pupils, and amongst pupils, allow teaching to be delivered highly effectively and to foster the pupils' application. Teachers frequently use praise and encouragement to empower pupils to tackle learning and express their own ideas confidently. Highly effective use is made of the resources. For example, teachers are confident to use interactive whiteboards, which greatly enhances the learning experience for pupils. A generous ratio of staff to pupils supports teaching and learning effectively. The recommendations of the previous inspection regarding planning and the use of a variety of teaching methods have been carefully addressed.

- 3.11 Teachers use formal assessment systems efficiently to track and monitor the pupils' progress. Marking is outstanding; encouraging comments are made, together with practical suggestions for improvement. The provision of individual targets enables pupils to understand what they have to do to improve, and in discussion, pupils were strongly appreciative of the frequent written feedback they receive.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The personal development of the pupils throughout the school is outstanding, as highlighted in the pre-inspection questionnaire completed by parents, and does justice to the aims of the school.
- 4.2 The pupils' spiritual development is outstanding. From a very young age, pupils understand the value of personal belief as they join together for many services, from Harvest Festival to Easter. They reflect carefully on the themes in assemblies. Their aesthetic awareness is greatly enhanced through regular opportunities to appreciate and listen to music, and through the variety of their creative work. Pupils display high levels of awe and wonder from learning about the world around them. This is strengthened by their visits to 'the paddock', an open area offering a rich environmental experience. Pupils have high levels of self-confidence, self-belief and self-esteem. This is enhanced through assemblies during which they share their skills and experiences together and celebrate with much enthusiasm the achievements of others.
- 4.3 The pupils' moral awareness is highly developed. They demonstrate a strong sense of right and wrong which is actively fostered by staff. Pupils demonstrate great empathy with those less fortunate than themselves as they raise money for charities in Uganda, and collect 'shoebox' presents for children in Ukraine. Pupils responded thoughtfully when discussing moral issues raised in PSHE lessons. For example they discussed discrimination, showing sophisticated understanding as they reflected on the significance of collective responsibility. Pupils care strongly for one another and as a result the views of all members of the community are treated with respect and the formulation of ideas and opinions is fostered and encouraged.
- 4.4 The social awareness of pupils is outstanding. Relationships throughout all aspects of school life are relaxed but respectful, and pupils are encouraged to interact positively with everyone in the school community. Pupils of all ages enjoy joining together at playtimes, and older pupils take it upon themselves to ensure that the younger members of the school are happy in their play and comfortable in the playground environment. Pupils voice their opinions maturely through the school council, which meets regularly. Its ideas are seriously considered, and the recently acquired drinking fountain was provided at the request of the council. Pupils' responsibilities, for example carrying the register to the office, are all undertaken seriously. Pupils clearly understand the importance of being a good citizen. This is encouraged through their knowledge of public institutions, with visits from the police and fire service. They also gain an understanding of the workings of government as they visit the Houses of Parliament.
- 4.5 The cultural development of pupils is outstanding. They benefit greatly from the cultural heritage of the school's location. Strong links have been forged with the Royal Shakespeare Theatre, and visits to the Coventry Transport Museum help to develop the pupils' understanding of local history. Pupils develop their understanding of other cultures through French days, the breadth of the languages programme and visits from parents to share their own cultural knowledge. Older pupils are beginning to develop an awareness of the world outside school through their consideration of current events. For example, they visit the war memorial gardens to place a wreath of remembrance. Pupils' awareness of their own and

other cultures is further extended by experiences provided through a variety of curricular and extra-curricular subjects, including religious studies, music and art.

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

- 4.6 The arrangements for welfare, health and safety are outstanding. The school is extremely successful in its aim to operate a system of pastoral care that encourages all pupils to achieve their potential. Pupils report that they are very happy and enjoy their life at school. The quality of pastoral care is strongly endorsed in the supportive parental responses to the pre-inspection questionnaire, with which inspectors concur.
- 4.7 The strength of the pastoral care is underpinned by the strong support and guidance provided by class teachers. Relationships throughout the school are excellent and these are the foundation for pupils' outstanding levels of achievement. Pupils say that they feel comfortable about sharing any difficulties they may have with any member of staff. Any pupils of concern are discussed at weekly staff meetings and their health and well-being are carefully monitored. The pupils' behaviour is exemplary. Pupils believe that the school rules, displayed in every classroom, are fair, and fully understand the system of sanctions and rewards, which include stickers, house points and a behaviour card. Pupils report that bullying rarely occurs, but they feel very confident that any issues would be dealt with effectively and they know what to do in such circumstances. Pupils feel very secure at school and clearly understand about staying safe. This is carefully supported by the PSHE programme where, for example, they learn about awareness of strangers and road safety.
- 4.8 Thorough procedures and policies support the welfare, health and safety of pupils in the EYFS and throughout the school. The safeguarding of pupils is a high priority. The training for inter-agency working for designated training officers is up-to-date and all others working in the school have been appropriately trained. Practice and policy regarding child protection and the prevention of bullying are well known by staff, and regular updates by management make sure that procedures are clear and adhered to. Meticulous records of any concerns about pupils and of any child protection issues are maintained. Suitable measures are taken to reduce the risk of fire and other hazards, and a fire marshal has been appointed. Health and safety procedures are robust, and risk assessments cover all areas of school life. A plan has been written which is designed to improve accessibility for pupils with disabilities. Pupils are provided with nutritious food and encouraged to eat healthily in a social environment. Involvement in daily exercise is a part of school life. Appropriate facilities are provided for those who become ill during the school day. The admission and attendance registers have been accurately maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Outstanding governance successfully ensures that the school's aims are met. The principal is highly effective in overseeing the work of the school and has a keen concern for its sustained development. She has recognised a need to widen the breadth of knowledge that underpins the school's decision making, and seeks outside advice where appropriate. She attends regular meetings with the leadership of the school which are carefully minuted, and also receives highly detailed weekly reports. Her regular visits provide excellent opportunities for contact with staff, pupils and parents. These further deepen her insight into the school, and its achievements and challenges. The principal is responsible for the financial arrangements of the school. Thoughtful planning has provided good standards of accommodation, and ensured that material and human resources are used to the best advantage to support pupils' academic and personal development.
- 5.2 The principal places a high importance on child protection and the welfare, health and safety of pupils, and she undertakes regular training on these and other matters. She has discharged her responsibilities for child protection diligently, reviewing the policy and procedures annually.

5.(b) The quality of leadership and management

- 5.3 The quality of leadership and management is outstanding. It enables the school to meet its aims fully in encouraging each pupil to achieve his or her full potential.
- 5.4 Outstanding leadership, with the strong support of senior managers, helps to provide clear goals and a strong sense of direction. All the highly dedicated staff are involved in school development planning and the school's clear vision is reflected in the pupils' outstanding achievement and personal development. The school's plan sets out mostly appropriate areas for development and improvement, although the full financial implications have not yet been explored. Budgeting rests with the principal. The roles and responsibilities of subject co-ordinators lack consistency. In the most successful practice, co-ordination takes place across all year groups. It includes the effective monitoring of teaching and learning through a variety of helpful methods that include lesson observations and book scrutiny. This system is not yet applied in all subjects. All co-ordinators plan their subjects meticulously. The exemplary monitoring of teaching and learning by the senior management team has resulted in careful curriculum review and improved achievement for the pupils. This improvement has ensured that the limitations identified at the previous inspection regarding monitoring standards have been dealt with most effectively.
- 5.5 The headmaster regularly reviews well-implemented school policies that provide useful guidance to staff in support of the school's commitment to the highest standards. The school has effective systems for securing and supporting high quality staff who have a range of expertise and experience. The carefully planned induction procedures thoroughly support the needs of new staff. The school's recruitment procedures are robust; all staff are suitably checked and the central register of appointments is accurately maintained.
- 5.6 The recently established appraisal system is particularly well planned to impact on the quality of teaching and learning. Staff appreciate the many opportunities for in-

service training that ensure progressive staff development. All staff have received appropriate training in safeguarding, welfare, health and safety. The school's premises are used to best advantage, and the subject specific rooms contribute much to the quality of the education provided.

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

- 5.7 The school maintains outstanding relationships with parents, in line with its aims to forge a strong partnership. Parents are highly supportive of the school, as they indicated in their responses to the pre-inspection questionnaire. They are particularly appreciative of the range of subjects offered and the extra-curricular experience, the progress that their children make, the attitudes promoted by the school, the pastoral care, leadership, management and governance, and the way that they can communicate easily with the school and receive timely responses to their questions. Inspection findings agree with these views. A very small minority of parents indicated concern about the help given to pupils with SEND, the work their children have to do at home and information about their children's progress. Inspection evidence found that help given to individuals is good, that the homework set is useful and that parents have plenty of information about their children's progress.
- 5.8 A wide range of helpful information is available for parents of current and prospective pupils. The excellent website is detailed and accessible to all. It is extensive and informative, with the full range of policy documents and information, covering all aspects of school life. The daily class bulletin pages are regularly updated with dates and news, and parents have easy access to the school by email. All current letters conveying news and information are also posted on the website. Formal parents' evenings are arranged three times a year, and informative written reports are produced twice during the academic year. Clear guidance is available as to how the school handles concerns or complaints. The school's 'open door' policy enables parents to share any concerns they have about their children with teachers at the beginning and end of the day.
- 5.9 Substantial opportunities are provided for parents to be involved in the work of the school. Parents are invited to join their children on school trips, and to share their expertise through giving talks about their jobs and interests. This supports the citizenship element of the curriculum. Meetings to discuss procedures and transfer to senior school keep parents well informed. Parents are invited to celebrate their children's achievements at Speech Day, on Sports Day and at swimming galas. They also attend school plays. The parents' association helps the school with charity fund raising and organises a number of social events, including a ball and much appreciated Christmas and Easter Fayres.

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 EYFS is outstanding. It is successful in meeting its aims to provide a high quality and challenging curriculum that lays the foundation for children's learning. The staff all know the children very well and are able to meet their individual needs successfully. Next steps for each child are included in the meticulous weekly planning, enabling all children to make very good progress. Staff at all levels have a thorough understanding of the setting's strengths and areas for improvement.

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

6.2 Leadership and management are outstanding. Safeguarding procedures are in place and policies are well implemented, so that all children have equal opportunities to succeed. Staff form excellent working relationships with parents and outside agencies. The parental questionnaire and conversations with parents confirm that they are overwhelmingly supportive of the setting. Regular monitoring of academic and welfare standards allows practitioners to identify clear priorities for future improvement. Staff are very effectively deployed and they mostly make good use of the well-resourced areas. They are suitably qualified and all necessary checks are made before they are appointed. Regular staff training has a positive impact on the children's learning.

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

6.3 The quality of provision is outstanding and supports learning and development extremely well in all six areas of learning. Staff enable children to become active learners by creating an exciting environment and enriching their educational experience through visitors and trips outside school. Specialist teaching in music, games, French and dance and a wide range of extra-curricular activities further enhance the curriculum. Staff are particularly sensitive to the needs of the under-threes, where many practical activities support their learning both indoors and outdoors. Reception children have fewer opportunities for practical experiences which limits their opportunities for child-initiated activities. Assessment, tracking and planning are comprehensive and thoroughly support learning. Children's welfare is highly successfully promoted. Staff are alert in their care for children, ensuring that they develop safe and healthy habits and learn to look after themselves and others.

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

- 6.4 Outcomes for the children are outstanding. They concentrate and co-operate well and make rapid progress. Almost all children meet and sometimes exceed the Early Learning Goals by the end of Reception. Children under three were highly confident as they identified and counted vegetables. Older children recognised numerals, counted to twenty and beyond, and confidently counted back from ten. They wrote simple sentences, mostly using well-formed letters. The excellent relationships between children and adults enable children to respond positively and inquisitively to all that is on offer. For example as an outside activity, they created a den for a badger using leaves and sticks, collected conkers, built a 'bonfire' and pretended to cook apples on the end of sticks. The children's personal development is outstanding. They are self-reliant and their behaviour is exemplary. They understand each other's differences and show respect by sharing and taking turns. Children feel safe and enjoy making a positive contribution as helpers. They are highly active, and understand how to stay safe. For example, they explained carefully how to use a zebra crossing, and how they could lead healthy lifestyles.

Compliance with statutory requirements for children under three

- 6.5 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Complaints since the last inspection

- 6.6 Since the last inspection there have been no complaints made to Ofsted that required any action to meet national requirements.

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 principal, 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 Sara Wiggins

Mrs Lynne Maggs Welling

Mrs Debbie Buckenham

Reporting Inspector

Head, ISA school

Early Years Co-ordinating Inspector