



INDEPENDENT SCHOOLS INSPECTORATE

AMESBURY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Amesbury School

Full Name of School/College **Amesbury**

DfE Number **936/6052**

EYFS Number **EY343568**

Registered Charity Number **312058**

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Headmaster **Mr Nigel Taylor**

Chair of Governors **Mr David Wenman**

Age Range **3 to 13**

Total Number of Pupils **288**

Gender of Pupils **Mixed 174 boys; 114 girls;**

Numbers by Age

0-2 (EYFS):	13	5-11:	188
3-5 (EYFS):	47	11-18:	40

Number of Day Pupils Total: **288** Capacity for flexi-boarding: **10**

EYFS Gender **Mixed**

Inspection dates **20 Sep 2011 to 21 Sep 2011**
17 Oct 2011 to 19 Oct 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 2007.

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 boarding was not carried out in conjunction with the Office for Standards in Education (Ofsted), Children's Services and Skills, and the report does not contain specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education and development in general. The full Ofsted report refers to an inspection in March 2011 and can be found at www.ofsted.gov.uk under Children's social care/Boarding school.

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 Amesbury School caters for day boys and girls aged from two to thirteen years of age, with an occasional boarding option for pupils in Years 6, 7 and 8. It was founded in 1870 in Redhill and moved to its present site in Hindhead in 1917. The main building was designed by Sir Edwin Lutyens as a school and as such is unique. The premises stand on a 30-acre estate in the Surrey countryside. The school is established as a charitable trust administered by a board of governors.
- 1.2 The school regards its principal purpose to be that every child enjoy his or her time at school and feel valued as individuals, in an environment where their talents can prosper to the benefit of the community. More specifically it aims to encourage commitment, courtesy, co-operation, tolerance and compassion towards one another and to enable pupils to fulfil their social and environmental responsibilities to society. At the time of the inspection, the school had 288 pupils on roll. Sixty children were in the Early Years Foundation Stage (EYFS), of these, twenty-nine attended part-time. No pupils receive support for English as an additional language and the majority of pupils are from a European background. Thirty-five pupils have been identified as having special educational needs and/or disabilities (SEND). The school welcomes pupils from all backgrounds and abilities and from a wide geographical area. The majority of pupils come from professional families and live locally.
- 1.3 The school is broadly non-selective and entry is not dependent upon a formal assessment test. The ability profile of the school is above the national average. Some pupils leave at age 11 to continue their education at local day schools and others at 13 proceeding to independent senior schools.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievements is excellent, strongly fulfilling the aims of the school. Pupils achieve highly effectively across the curricular and extra-curricular programme. The curriculum provides a good range of opportunities for pupils of all ages, abilities and needs. It assists the school in meeting its aim to enable pupils to enjoy their time at school in an environment where their talents can prosper. The extensive range of extra-curricular activities encourages pupils to extend their interest, skills and knowledge in a variety of areas. All pupils, including those with SEND are successful in their learning. Teaching is effective in promoting pupils' progress, enabling them to increase their knowledge, understanding and skills in a supportive environment. In the best teaching, excellent methodology and skills ensure high levels of pupil engagement, enthusiasm and sustained progress, although in some lessons there is a lack of variety in strategies used. The assessment of pupils' progress is particularly strong in literacy and numeracy, aiding progress. In other subject areas it lacks consistency. The marking of the pupils' work is outstanding with teachers giving detailed feedback, with clear pointers for improvement.
- 2.2 Overall the arrangements for welfare, health and safety are good. The personal development of the pupils is outstanding. It is supported by excellent relationships at all levels and amongst all members of the community. The safeguarding of pupils is now thorough. Although the school has not had full regard to guidance given in *Safeguarding Children and Safer Recruitment* in the past, procedures for recruitment are now robust. The provision for boarding is good and is characterised by a warm and friendly ethos meeting the aims of the school. Staff work hard to ensure that the boarding experience is enjoyable.
- 2.3 Governance, leadership and management are good; there is a clear overall vision which is reflected in the high quality of education, the excellent pastoral care provided and the personal development of the pupils. The school is closely focussed on improving its procedures. The school maintains excellent relationships with parents, guardians and carers in line with its aims. Parents are supportive of the school, as they indicated in their responses to the pre-inspection questionnaires. Concerns were raised over a few issues, but these were not substantiated by inspection evidence.

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 recruitment procedures are rigorously followed and checks are carried out before staff are appointed [Part 4, paragraph 19.(2)(a) and paragraph 22.(3)(b), under Suitability of staff and proprietors] and for the same reason [Part 3, paragraph 7.(a) and (b), under Welfare, health and safety].
- 2.5 At the time of the final team visit, the school had rectified all of the above shortcomings, as noted in the text of the report
- 2.6 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(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. Extend the best practice in implementing and monitoring the policies designed to improve quality of teaching and learning into all subject areas.
 2. Fully develop assessment procedures to support the progress of pupils across all subjects.
 3. In the EYFS proceed with plans to develop the outdoor area for the reception classes.

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' overall achievement is excellent, strongly fulfilling the aims of the school. Their knowledge and understanding are strong and they apply academic skills efficiently. The pupils' literacy and numeracy skills are a major focus of the curriculum and are exceptionally well developed as a result. Pupils write successfully for a variety of purposes in all subjects. They are highly articulate and willing to express their views and ask questions, thereby extending their knowledge and understanding in all areas. They use their numeracy skills in a variety of ways across the curriculum, for example they weigh and measure produce from the gardening club. The pupils' skills in information and communication technology (ICT) are good and they use them effectively both in their ICT lessons, and, in the case of older pupils, as they competently create blogs and complete field studies work. Creativity is encouraged from an early age and developed highly successfully through music, art and drama.
- 3.2 All pupils including those with SEND achieve highly effectively in extra-curricular activities. The pupils' high standards of physical development occur as a result of a careful programme of sporting activities both in lessons and through the extra-curricular activity programme. Pupils' achievement is excellent, both at individual and team level, in sports competitions such as tennis, where national standards are reached, and also in rounders, hockey, netball and football. This is supported by the high levels of achievement reached by the many pupils who take music and speech and drama examinations. Pupils' scientific skills are further developed through a carefully planned activity programme. Additionally pupils of differing ages are offered the opportunity to take GCSE French and are highly successful.
- 3.3 Pupils' overall attainment cannot be measured in relation to average performance against a fixed national norm, but, interpreted in the light of available evidence it is judged to be good in relation to national age-related expectations. Inspection judgements confirm this evaluation of the pupils' attainment and indicate that pupils make good progress in their learning over time in relation to those of similar ability. They follow a good curriculum and on leaving the school many pupils proceed to independent secondary schools with scholarships. Pupils with SEND and those who are gifted and talented make similar good progress, as demonstrated by the standards they achieve in mathematics and English.
- 3.4 Pupils have excellent attitudes to learning and this contributes to their successful achievement. Pupils organise their work well and have extremely positive attitudes towards their learning which they enjoy. Their behaviour in lessons is mostly exemplary and they co-operate happily and effectively in pairs or groups.

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

- 3.5 The quality of the curriculum is good and the extra-curricular programme is excellent. The curriculum provides a wide range of opportunities for pupils of all ages, abilities and needs. It assists the school in meeting its aim to enable pupils to enjoy their time at school in an environment where their talents can prosper.
- 3.6 The curriculum is broad and pupils are provided with an interesting range of experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. As a result, all pupils develop the knowledge, understanding and skills they need to make progress. The improved allocation of time for each subject has greatly enhanced the learning experiences for pupils. The personal, social, health and citizenship education (PSHCE) programme covers a wide range of topics relevant to the pupils' ages.
- 3.7 The curriculum support for pupils with SEND is good. Pupils are identified and assessed as necessary following referral, and those identified with special needs are set medium term targets. These are shared with all staff through inset on a half termly basis enabling the pupils' needs to be well met in the classroom and in individual lessons. Informal structures effectively support the needs of the most able pupils both in class and during extension activities. Detailed schemes of work for each subject give clear guidance on curriculum delivery in most cases. However, planning to ensure continuity and progression across all year groups varies across departments, which, on occasion, limits the progress of pupils.
- 3.8 The extensive range of extra-curricular activities encourages pupils to extend their interest, skills and knowledge in a variety of areas including gardening, a plethora of sporting activities and drama. Investigative skills are developed by science clubs and pupils enjoy a variety of music clubs from singing to the big brass band. Throughout the school, the pupils' experiences are further enriched by an excellent range of visits outside school, including to museums, theatres, workshops at other schools. Residential trips take place to the Isle of Wight and Normandy, making a significant contribution to the pupils' personal development, developing leadership skills, team spirit and awareness and respect for each other's capabilities.
- 3.9 Pupils benefit from their close links with the local community, with younger pupils' spiritual awareness being developed by the weekly visits from a church organisation. Older pupils visit homes for the elderly and a day care centre for the disabled. Additionally, the school holds an annual literacy festival with authors and artists invited into the school.

3.(c) The contribution of teaching

- 3.10 The quality of teaching is good with many examples of excellence contributing strongly to the pupils' achievements and meeting the aims of the school. Teachers and classroom assistants understand the pupils' needs and encourage high standards.
- 3.11 Teaching is effective in promoting the pupils' progress, enabling them to increase their knowledge, understanding and skills in a supportive environment. In the most successful teaching, thorough subject knowledge, a variety of teaching methods and high expectations ensure pupil engagement, enthusiasm and sustained progress. The excellent relationships between staff and pupils strongly promote pupil

confidence to ask questions and further develop their learning. Teachers display strong subject knowledge, individual lessons are well planned and time is well managed. Resources are good and used well to support pupil learning and progress. Across the curriculum ICT is used well. For example, in numeracy and literacy the highly effective use of interactive whiteboards furthers learning as it ensures concentration, motivation and enjoyment. A wide variety of methods including many multi-sensory teaching styles engage pupil interest in much teaching. Pupils are encouraged to think independently and undertake a wide range of practical work, for example acting out ways in which animals move in topic work and developing interview techniques in French. This is a significant improvement since the previous inspection and meets the recommendation of that report. Some less effective teaching is characterised by a lack of pace and too much reliance on one teaching strategy throughout the lesson which limits pupils' progress. Teachers have high expectations.

- 3.12 The assessment of the pupils' progress is good. It is particularly strong in literacy and numeracy, with pupil performance data used well in short term planning, strongly aiding progress. In the best cases it is used effectively in teaching to identify and meet individual pupil needs, though in some subject areas it lacks consistency. The marking of pupils' work is good overall. Exceptional practice in some departments provides pupils with detailed feedback and clear pointers for improvement.

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 is outstanding. The school achieves its aim for each pupil to be valued as an individual. It is supported by excellent relationships at all levels and amongst all members of the community.
- 4.2 The pupils' spiritual development is excellent. They combine confidence and a strong sense of self-awareness with concern and respect for others. Pupils develop as individuals who accept their responsibility towards the school community both in lessons and activities, across all age groups. Opportunities to reflect throughout the school are many and varied, from assemblies to Year 8 pupils' visit to Ypres which they clearly found extremely moving. Pupils further their personal development and increase their self-confidence and self esteem as they take lead roles regularly in musical events, sporting events and a celebration of achievement evening. Pupils gain insights into values and beliefs and into the way in which religious beliefs affect peoples' lives, through work covering alternative faiths and cultures. Pupils showed their appreciation of the beauty of the world around them during a chapel service where they reflected on their exceptional photography of the outside environment.
- 4.3 The pupils' moral awareness is excellent. They have a keen understanding of right and wrong, and an understanding of the role rules and sanctions play in creating a happy school culture. Pupils are encouraged to think and make wise decisions through their comprehensive PSHCE programme. They raise substantial sums for charities and are justifiably proud of their success in supporting a number of charities both locally and further afield. Further evidence of their moral development is an 'Acts of Kindness' board in which pupils write acts of kindness they have received and pin the note to a board.
- 4.4 The pupils' social development is a strength of the school. Pupils learn to work and play cooperatively and are given many opportunities to take responsibility, which they undertake highly conscientiously. Their personal behaviour is excellent and pupils show great consideration for each other, for example as they help each other in lessons. They have a competent grasp of social courtesies, evident in the warm and polite way they meet and greet visitors. They demonstrate excellent relationships with each other and with adults. Pupils have a good knowledge of institutions and about the governance of their country.
- 4.5 The cultural development of pupils is strong. They develop their understanding of other cultures through the curriculum where, for example, they develop an appreciation of different traditions from their religious studies on alternative faiths. The pupils' appreciation of other cultures is further developed through the link with a school in China and charities they support in India. In addition, pupils develop a strong awareness of their own culture as they take part in drama and music productions, by day visits outside school and residential trips.

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

- 4.6 Overall the arrangements for welfare, health and safety are good. The structures within the school reflect a keen regard for the meeting the needs of pupils by strongly supporting their personal development through excellent pastoral care, fulfilling the aims of the school. Pupils feel that they are well cared for and know who to turn to if they have a problem and comment that they are very happy. The school starts with the premise that all pupils are unique individuals with unique talents and encourage pupils to view any mistakes made as contributing to their learning experience. This view underpins all that is done at Amesbury. In interviews, pupils appreciated the system of sanctions and rewards promoting the mostly exemplary behaviour. Excellent positive relationships between staff and pupils and between pupils themselves help to provide an environment in which pupils thrive. All staff throughout the school are closely involved in providing helpful support and guidance to the pupils. Academic and pastoral records are kept appropriately. Class teachers understand their pupils' needs very well, and keep a careful oversight of each individual. Weekly staff meetings are held in which the focus is to discuss the welfare and development of the pupils. Pupils state that the rare instances of bullying are dealt with effectively, and they clearly understand the procedures that are in place.
- 4.7 Measures are taken to reduce the risk of fire and other hazards; regular fire drills are held and staff receive fire training. Health and safety procedures are thorough with regular checks taking place. An agenda is set for a walk around the school which happens before each health and safety committee meeting. Additionally, maintenance staff check the site weekly and clear procedures exist for repairs. Highly effective risk assessments cover all aspects of school life and electrical testing is appropriately carried out. Facilities for those who become ill during the day are of high quality. There is a medical centre staffed by a school nurse and accidents are suitably recorded. Satisfactory measures support the safeguarding of pupils. Staff, including designated child protection officers, are given appropriate training in child protection issues and all understand their roles. Although the school has not had full regard to guidance given in *Safeguarding Children and Safer Recruitment* in the past, all staff have now been checked in line with requirements and procedures for recruitment are now robust. An accessibility plan has been written which is designed to improve the educational provision for those pupils with disabilities and is in line with the Special Educational Needs and Disabilities Act (SENDA). Pupils develop a thorough understanding of the importance of choosing a healthy diet and participating in physical exercise. They enjoy high quality school meals. The admission and attendance registers have been accurately maintained and stored.

4.(c) The quality of boarding education

- 4.8 Boarding is provided on an occasional weekly basis separately for boys and girls in Years 6 to 8. During the period of the inspection no boarding took place. However, inspectors interviewed boarders and boarding staff, visited boarding accommodation and looked at feedback provided by pupils.
- 4.9 The provision for boarding is good and is characterised by a warm and friendly ethos, meeting the aims of the school. Boarders report that they feel secure, well cared for and happy. Staff work hard to ensure that the boarding experience is enjoyable. It promotes the pupils' welfare and personal development, encouraging

independence and teaching new skills. The areas identified by the last Ofsted boarding inspection regarding medical care have been suitably resolved.

- 4.10 Boarders benefit from accommodation that is comfortable and well-decorated. Staff, new to their position, have undergone appropriate training and have established appropriate systems of care. Fire procedures are carefully explained each time a boarder stays and pupils clearly understand all the routines in place to ensure their happiness. Boarders complete feedback sheets after each week in order to establish areas for future development.
- 4.11 The boarders' experience is broadened through a balance between a wide range of activities and relaxation time. As a result, pupils fill their spare time in an enjoyable and fulfilling way. Pupils all enjoy their boarding experiences and look forward to their return visits.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of the governors' oversight of the school is good, and in line with the aims of the school. The range of expertise within the governing body as a whole is used highly effectively. Through the sub-committee structure the board ensures that members of the governing body are very well informed of their responsibilities to support the pupils' academic and personal development and they exercise these well. They are highly involved in financial matters. Through careful planning, they provide and maintain good accommodation and ensure that material and human resources are used to best advantage to support the needs of the pupils. They are committed to analysing the future of the school and meet as a board to consider the ways forward. As a result they have drawn up comprehensive investment and development plans to ensure that the aims of the school continue to be fulfilled, meeting the recommendation of the previous inspection report.
- 5.2 The governing body places high importance on the welfare, health and safety of pupils and now discharges its responsibilities in these areas well. However, in the past, the governors' oversight and monitoring of the undertaking and recording of recruitment checks has not always been sufficiently rigorous.
- 5.3 Governors have a strong insight into the working of the school; the senior leadership team (SLT) provides them with regular updates and additionally minutes of SLT meetings are emailed to all governors. The chair is frequently in touch with the headmaster and visits the school regularly. Other members of the governing body provide support through their regular contact at sporting and other events. These visits, along with the regular information provided by the school, give members a complete insight into the school, its achievements and its challenges and enable them to support and challenge improvement. The quality of governance is endorsed by the supportive parental responses to the pre-inspection questionnaire with which inspectors concur.

5.(b) The quality of leadership and management

- 5.4 Leadership and management are good, and fulfil the school's aims. The headmaster has overall responsibility for the school and works closely with the SLT to present a clear overall vision which is reflected in the high quality of education, the excellent pastoral care provided and outstanding personal development of the pupils. The school is closely focussed on improving its procedures. As a result of a detailed audit, roles and responsibilities for the SLT have been recently refined to ensure clear lines of responsibility. The school considered the recommendations of the previous inspection carefully and all staff are now closely involved in self-evaluation, working together to produce the school improvement plan. This sets out relevant areas of educational improvement and is well written.
- 5.5 Clear job descriptions outline the roles of middle managers. However, the monitoring of teaching and learning lacks consistency across subjects and across ages. In the most successful practice, monitoring through a variety of helpful methods including lesson observations and book scrutiny has resulted in careful curriculum review and improved achievement by pupils.

- 5.6 Policies and procedures have been produced for many aspects of school life and are mostly fully implemented by staff. Teaching and classroom support staff are deployed extremely well and the excellent staff to pupil ratios contribute significantly to the pupils' learning and welfare. High importance is placed by the school on the continuous professional development of staff, resulting in a comprehensive programme of training across all aspects of school life. A thorough personal performance plan has recently been introduced.
- 5.7 Management at all levels has been successful in securing and supporting high quality staff, and a clear induction programme is in place. Staff are suitably trained for their roles in safeguarding, welfare, health and safety. The recruitment of staff is now carried out appropriately with all checks on staff and governors in place, but, historically, checks on a very few members of staff were not always appropriately carried out in full before appointment. The centralised register is now carefully maintained. The school's premises are used to best advantage with the outside area, including the extensive games areas providing excellent opportunities to extend both play and curricular activities.

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

- 5.8 The school maintains excellent relationships with parents, guardians and carers in line with its aims. Parents are supportive of the school, as they indicated in their responses to the pre-inspection questionnaire. They are particularly appreciative of the progress their children make, the range of subjects and the extra-curricular activities offered, the attitudes promoted and pastoral care. Inspectors agree with their views. A small minority of parents who responded expressed a degree of dissatisfaction in the amount of work their children had to do at home and information given about their child's progress. Inspectors found no evidence to substantiate these views.
- 5.9 A wide range of helpful information is available for parents and prospective parents. The required regulatory information, including policies and procedures, is posted on the website. There is a very effective interactive website and weekly bulletin sent by email keeping parents and prospective parents informed about school events and activities and a helpful prospectus. Parents and staff frequently communicate by email and members of staff make time to see any parents with concerns promptly. Each pupil has a weekly planner which contains information about activities and homework details are recorded. Parental concerns are given due attention. The school has an appropriate policy for dealing with any formal complaints.
- 5.10 The school provides written reports twice a year which are helpful and informative with the best providing targets for improvement. The school has one academic parents evening in which assessment details are provided enabling teachers to provide accurate information about individual attainment, and two pastoral meetings each year. Additionally an open door policy ensures the availability of staff to discuss both academic and pastoral issues at anytime.
- 5.11 Substantial opportunities are provided for parents to be involved in the work of the school. Concerts, plays and sporting events are well publicised. The parents' association, 'The Friends of Amesbury', is a very active and successful organisation which helps the school with charity fundraising and a number of social events, including a quiz night and a much appreciated welcome event for new parents.

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 good. Excellent relationships and good levels of staffing mean that adults get to know children very well and are able to meet their individual needs successfully. Staff at all levels have a good understanding of the setting's strengths and areas for improvement, such as the Reception outdoor area. The recommendations of the previous inspection of the registered provision have been well implemented. Consequently, the setting has a good capacity for further continuous improvement.

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

6.2 Leadership and management are good. The high quality of staff teamwork and direction from senior management lead to good provision and outcomes for children. There have been shortcomings with safeguarding procedures in the past, but these have now been addressed so that children are fully protected. All children have an equal chance to succeed, and discrimination is not tolerated. Staff form highly positive working relationships with parents and keep them well informed about their children's welfare and development. Staff are effectively deployed, and they make good use of the wide range of resources. Self-evaluation is accurate, identifying the correct priorities for improvement, and all staff are keen to do their best to improve provision.

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

6.3 The quality of provision is good. All rooms provide the children with a bright and stimulating environment covering all areas of learning, and the library is an attractive resource which encourages children to develop an interest in books. Outdoor space is easily accessible and well used by children. However, the spacious reception outdoor area has not yet been developed to the same extent as those for the Nursery, which limits the range of experiences across the areas of learning offered to those children. There is a very good balance between child-initiated and adult-led learning in all rooms, and adults provide children, including those under three, with excellent opportunities to explore and investigate. Careful questioning and reinforcement of ideas helps children to make the next steps in their learning. Assessment is used carefully to ensure that planning meets children's needs well. Staff are vigilant in their care for children, helping them to develop safe and healthy habits and to look after themselves. There are high expectations for behaviour, and children are encouraged to consider the needs of others.

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

- 6.4 Outcomes for children are good. Although many are new to the setting, most settle quickly each day and are eager to get involved in their activities. They achieve well during their time in the EYFS. From broadly average starting points, they enter Year 1 with skills which are generally above average for their age. Their progress at different levels in the setting, including those under three, is clearly evident, for example in their social and language skills. The youngest children are curious about their surroundings and readily turn to adults for help. Nursery children are becoming aware of the needs of others, and can take turns and share co-operatively, for example at snack time. They are able to describe their activities coherently. Reception children, meanwhile, initiate sophisticated games and role-play amongst themselves, discussing and agreeing roles and responsibilities with one another and adults. All children show that they feel safe and secure, and trust the adults around them. They enjoy a healthy diet, and are keen to look after themselves. Children gain valuable skills for the future. They use ICT with enthusiasm, develop good literacy and numeracy skills, and become increasingly independent.

Compliance with statutory requirements for children under three.

- 6.5 In order to meet the requirements of the Childcare Act 2006, those responsible for the registered provision must:
- ensure that correct procedures for the recruitment of staff are always followed.

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 chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents' pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Sara Wiggins

Mr Brian Melia

Mrs Jane Lancaster-Adlam

Mr Raymond Crayton

Mrs Jane Chesterfield

Reporting Inspector

Headmaster, IAPS school

Head, IAPS school

Director of studies, IAPS school

Early Years Lead Inspector