



INDEPENDENT SCHOOLS INSPECTORATE

ARBOR PREPARATORY SCHOOL STANDARD INSPECTION

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Arbor Preparatory School

Full Name of School	Arbor Preparatory School		
DfE Number	935/6065		
Address	Arbor Preparatory School Flempton Road Risby Bury St Edmunds Suffolk IP28 6QJ		
Telephone Number	01284 760 531		
Email Address	admin@arborschool.co.uk		
Head	Ms Wendy Compson		
Chair of Board	Mr Adrian Blumfield		
Age Range	4 to 11		
Total Number of Pupils	75		
Gender of Pupils	Mixed (41 boys; 34 girls)		
Numbers by Age	3-5 (EYFS):	8	5-11: 67
Number of Day Pupils	Total:	75	
EYFS Gender	Mixed		
Inspection dates	15 Feb 2011 to 16 Feb 2011 16 Mar 2011 to 18 Mar 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 February 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 Arbor Preparatory School was known as Cherry Trees until 2009, and up to that time had admitted children from birth up to the age of eleven. Since the last inspection the school has changed ownership and the preparatory school now has pupils between the ages of four and eleven. The school is administered by a board of governors. It is set in spacious grounds in open countryside close to the village of Risby, a few miles from Bury St Edmunds. The head was the previous proprietor and has held the post for 28 years.
- 1.2 Present pupil numbers are 75, of whom 8 are in the EYFS, 67 are in Years 1 to 6 and all are day pupils. Numbers of boys and girls are fairly well matched across the year groups. The school is divided into two sections, the lower preparatory school for Reception to Year 3 and the upper preparatory school for Years 4 to 6. Pupils are mostly from rural locations and come from a 30-mile radius. Four pupils come from families where English is an additional language and one has a statement of special educational needs. Approximately one in ten pupils are from a non-European background, although nearly all of these have English as their main language. Ten pupils are identified by the school as having learning difficulties and/or disabilities (LDD). The school welcomes children from all backgrounds and abilities and no formal selection procedures take place. Pupils' ability is above average and throughout the school the range is wide. Most pupils leave school at the age of eleven for either the maintained sector or other independent schools.
- 1.3 The school follows the Montessori philosophy of education closely. The school aims to provide an environment in which each child is encouraged to attain their full potential, with a strong emphasis on creative, cultural, physical and environmental awareness. Every child is to be nurtured as an individual to allow their abilities and confidence to develop side by side. It strives to offer a secure, welcoming and caring environment where every child will feel happy, confident and stimulated to learn, promoting in children a strong sense of independence following Montessori principles as well as the confidence, self-discipline and motivation to enable them to become responsible members of the community both now and in the future.
- 1.4 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 tables.

Early Years Foundation Stage Setting

School	NC name
Dolphins	Reception

Preparatory School

School	NC name
Possums	Year 1
Koalas	Year 2
Zebras	Year 3
Marmosets	Year 4
Rhinos	Year 5
Tigers	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Arbor Preparatory School enables all its pupils to achieve exceptionally well overall, and make good progress in their learning in relation to their above average ability. This is achieved through the extremely wide range of subjects and activities available which encourage children to develop confidence, self-discipline and motivation, fulfilling the school's aims. Teaching is of good and often outstanding quality and strongly enables pupils to learn independently. Schemes of work have been produced for each subject; however, the quality of planning is variable. Assessment procedures are good overall, with the best comparing skills to judge how pupils are progressing, but this practice is not consistent across all subject areas. The pupils' exemplary behaviour and the excellent relationships enjoyed between themselves and with staff, both teaching and non-teaching, make a strong contribution to their achievement.
- 2.2 The personal development of pupils is excellent, supported by the high quality of pastoral care. Effective attention is given to welfare, health and safety. Pupils of all ages have high levels of self-esteem and self-confidence, and demonstrate excellent moral and cultural awareness. They show an awareness of others through their charitable giving and have a strong understanding of the necessity of preserving and improving the environment, encouraged through ecological awards. Pupils are very happy at the school and feel extremely well supported by all staff.
- 2.3 Governance, leadership and management are effective in securing the school's aims, which strongly support the pupils' personal and academic development. The school has successfully addressed the recommendations of the last inspection: the roles of subject co-ordinators are more clearly defined, assessment procedures have been further developed, and the strong promotion of independent and investigative learning enables appropriate challenge for all pupils. Policies and procedures are robust in all areas, for example in safeguarding and supporting pupils' welfare strongly. The total commitment of staff is apparent at all levels. The school promotes strong links with parents, who are very supportive of the school and extremely positive about the quality of the educational experience provided. Inspection findings concur with these views.

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 that the best practice in planning, assessment and the monitoring of teaching and learning is operated consistently in all subject areas.
2. Establish clear roles and responsibilities for the board of governors and the head.
3. Extend and improve the early years development plan.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 From the EYFS onwards, the quality of the pupils' achievements and their learning, attitudes and skills is outstanding, fulfilling the school's aim to nurture each child as an individual, allowing their abilities and confidence to develop side by side.
- 3.2 At all stages of the school, pupils develop highly effectively in their knowledge, understanding and skills across a range of subjects and activities. Pupils' creative abilities and reasoning skills are developed to a high standard. Their listening skills are excellent. Music permeates the curriculum, from songs in French to the exceptional singing of the Lord's Prayer before lunch. Pupils' ability to think independently and learn through investigation is highly developed, a considerable improvement since the previous inspection. They use their numeracy skills confidently, for example as they measure to plot out a hexagonal garden. Their physical skills are effectively developed as they use the school's grounds in matches, play and lessons. They are extremely articulate and discuss competently with each other and with adults. In science they show great confidence as they demonstrate their knowledge of facts related to plants. They show great interest and enthusiasm in their work, thinking critically for themselves as they invent ideas; for example, building a model to fly a quail's egg. Information and communication technology (ICT) skills are used effectively in discrete lessons and, when given the opportunity, across the curriculum.
- 3.3 The school's frequent individual and team successes include many awards in a plethora of subject areas including art, music, drama, literacy and sport. Group and individual achievements in activities such as drama, music and dance are exceptional. Additionally, pupils have attained silver awards for the Eco Schools and Food for Life campaigns.
- 3.4 The pupils' overall attainment cannot be measured in relation to average performance against a fixed national norm but on the evidence available it is judged to be good in relation to national age-related expectations. This level of attainment, interpreted in the light of inspection evidence and the good teaching, indicates that pupils make good progress in their learning over time in relation to those of similar ability. Pupils in the lower preparatory school make exceptional progress in their literacy and numeracy skills, largely as a result of the Montessori individual learning plans and exceptionally high teacher/pupil ratios. In some subjects, for example science, music and French, attainment across the school is excellent. At the age of eleven the majority of pupils gain entrance to the schools of their choice with some attaining academic scholarships. The pupils' excellent achievement and good progress are supported by the breadth and challenge of the curriculum followed, their excellent attitudes to learning and their creative and inquisitive minds.
- 3.5 Pupils work exceptionally well both in groups and individually and they organise themselves highly efficiently for indoor and outdoor activities. The presentation of their work is of high quality, reflecting the pride they have in it. The pupils' outstanding relationships between themselves and with staff are additional factors in the good quality of their attainment.

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

- 3.6 The school provides a high quality curriculum of outstanding breadth, complemented by an extensive range of extra-curricular activities. This supports pupils' learning effectively and has a positive effect on their personal development and achievement. The school meets its aim of encouraging creativity and self-expression and developing an awareness and appreciation of the aesthetic qualities of art, music and drama. In responses to the pre-inspection questionnaire parents indicated that they were immensely satisfied with the curriculum and extra-curricular opportunities offered at the school. The curriculum is broad and balanced and suitable for all ages, abilities and needs; all National Curriculum subjects are taught, as well as French, Italian, dance, drama, religious education and personal, social and health education (PSHE). Strong cross-curricular links, as seen in geography, design and technology (DT) and numeracy, enable pupils to extend their learning. Pupils report that they greatly enjoy the subjects they study. The Montessori methods used by the school involve a curriculum of learning that comes from the child's own natural inner guidance and expresses itself in outward behaviour as the child's various individual interests are at work. The school successfully provides a range of materials to stimulate the child's interest through self-directed activity, and this is particularly successful in literacy and numeracy in the lower preparatory school. Pupils with artistic or musical talent benefit from a diverse and challenging range of opportunities.
- 3.7 Schemes of work for each subject mostly give clear guidance on the curriculum; however, the quality of planning is inconsistent. The best planning provides clear details on learning objectives, assessment opportunities and how pupils' different needs will be met. Pupils with LDD are clearly identified. Learning support staff withdraw those needing special attention on a one-to-one basis, and teaching and support staff provide extra help within the classroom, linking learning to pupils' individual education plans. Particularly able children are identified and the school is developing strategies for providing enrichment activities in lessons.
- 3.8 The exceptionally wide range of extra-curricular subjects includes wildlife club, music, drama, young engineers and a variety of sporting opportunities such as gymnastics, football and netball. Participation in clubs is high, as is the number of opportunities to participate in initiatives, linked to the life of the school, the local community and the wider world. Whole-school themed events include rainforest, science and bird-watching weeks and 'fair trade fortnight'. Residential exchange visits are organised with the school's Austrian Montessori partner school. Off-site activities include a history trip to York and visits to local farms. Pupils visit the local nursing home to sing for residents and plant bulbs. They attend the local Anglican church and some pupils have been selected to sing in the Bury St Edmunds cathedral and chamber choirs. The school supports many charities, for example fund-raising for Haiti and a children's charity.

3.(c) The contribution of teaching

- 3.9 The quality of teaching is good overall, with a significant proportion being outstanding. It strongly promotes pupils' progress. A high emphasis is placed on independent and co-operative learning. This supports the school's aim to follow Montessori principles to encourage children to have a strong sense of independence, confidence, self-discipline and motivation, enabling them to become responsible, calm members of the community. The best lessons are well planned and show a good understanding of the aptitudes, needs and prior attainments of the pupils, ensuring that these are taken into account in the planning of future teaching. Lessons are most effective where staff have an excellent subject knowledge and the pace is brisk and time well managed, ensuring that the pupils are engaged and focused, as in a music lesson where pupils were taught to use instruments in a creative way to express their feelings of different planets. The occasional occurrence of less successful teaching is as a result of lack of pace, insufficient planning and not meeting the needs of all pupils. Teaching demonstrates high expectations of pupils, which promotes excellent behaviour, and pupils report that lessons are 'fun.' Teaching methods include a good range of activities; for example, in a French lesson pupils played games, read French, sang songs and wrote a weather forecast. Targeted questioning techniques encourage pupils to think for themselves, discuss openly, and assume responsibility for their own learning. This is a considerable improvement since the last inspection. Highly positive interactions between teachers and pupils, and pupils and pupils, allow teaching to be effective and foster pupils' application to their learning. Resources are good. The use of subject-specific rooms for art, DT, science and ICT and a generous ratio of staff to pupils support teaching and learning effectively. The extensive school grounds, which include a variety of gardens, including a sensory and vegetable garden, games pitches and excellent play facilities strongly enhance the learning experience for pupils.
- 3.10 In mathematics, English and science formal assessment is used effectively to track and monitor the pupils' progress and to influence curriculum planning, which is an improvement since the previous inspection. However, assessment in other subjects does not always fully identify progression in subject-specific skills. Marking is of a consistently high standard, encouraging progress through both praise and targets for improvement. Staff empower pupils to tackle learning confidently through their frequent use of praise and encouragement.

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 outstanding, both in the EYFS and throughout the rest of the school. It is underpinned through the excellent relationships and the care shown by all staff and by pupils for each other. The school's aim to foster and develop each child's social and moral awareness, encouraging tolerance and sensitivity towards other people and an empathy with and understanding of the natural environment, is exceptionally well met.
- 4.2 Pupils' spiritual awareness is excellent. They are confident, highly caring and considerate towards others, respectful of their views and sensitive towards their feelings. They have high levels of self-esteem encouraged through the celebration of achievement within lessons and more formally in assemblies. They are proud of each other's successes. They show a strong awareness of the beauty in nature and respond highly reflectively in assemblies. Their love of music is clearly apparent as they listen intently to individuals and groups as they perform and warmly applaud their success. Pupils' spirituality is further developed through the many opportunities for prayer and their regular visits to the local church.
- 4.3 Pupils demonstrate high levels of moral responsibility. They have an exceptionally clear sense of right and wrong and value the reward systems, which promote enjoyment in their work and encourage the exemplary behaviour. They have a real sense of community where all members are valued and their ideas considered important. Pupils have a clear awareness of those less fortunate than themselves and raise considerable sums for charity. Environmental issues are given a high priority and are embedded in the ethos of the school.
- 4.4 Pupils are extremely well developed socially. Pupils' knowledge of public institutions, aided by visits from the police and fire brigade and strengthened by the PSHE programme on local democracy in Year 6, prepares them well for the future. They relate positively to each other and to adults, encouraged through the family setting for lunch, when form teachers and pupils sit together and enjoy each other's company. Older pupils take responsibility for the care of the younger pupils, emulating the care they receive from adults. Responsibilities ranging from head girl and heads of houses to taking the register to the office are undertaken highly conscientiously. The active school council, drawn from members of Year 1 to Year 6, is seen by pupils as a highly worthwhile forum and enables consideration of their ideas.
- 4.5 Pupils' cultural development is excellent. They develop their understanding of other cultures through the curriculum where, for example, they compare life in Africa with that in this country by building an African-style shower. They have an appreciation of different traditions from their religious studies on a variety of faiths and the many visitors who enable them to play Chinese instruments, write Mandarin, eat Indian food and participate in Thanksgiving celebrations. The recent international award and strong connections with an Austrian school further develop pupils' understanding of the world. In addition, pupils develop a strong awareness of their own culture as they are immersed in the literature of this country, enjoying drama productions, visiting local theatres and performing at the local theatre.

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

- 4.6 The excellent pastoral care provided for pupils and the attention given to pupils' welfare, health and safety successfully fulfil the aim of the school to create an environment where the well-being of all within the community is a prime concern and where children can achieve their full potential.
- 4.7 Form teachers are responsible for the welfare of the pupils in their class. They provide outstanding support and guidance. Pupils say that they are able to ask an adult for support if they have a concern, and that they feel safe and very well cared for. Staff promote pupils' self-confidence over a wide range of activities through support, praise and encouragement, as seen in assemblies and lessons. The house system enables a sense of identity in all age groups. Relationships between staff and pupils and amongst pupils are mutually supportive, with pupils emulating the excellent examples demonstrated by their teachers who, along with all adult members of the school community, act as strong role models. The pupils are exceptionally well behaved and caring staff know their pupils extremely well, ensuring a happy environment in which pupils thrive. At all times they treat each other with respect and care. They believe that bullying is very rare, they know what to do should it occur and feel that it would be dealt with properly and quickly. Reward systems are enjoyed and pupils believe that the school rules, displayed in all classrooms, are fair. They understand the system of sanctions.
- 4.8 Thorough procedures and policies exist to support the safeguarding, welfare, health and safety of children in the EYFS and pupils throughout the school. Staff, including designated child protection officers, are given appropriate training in child protection. Health and safety procedures are highly effective, with risk assessments covering all aspects of school and policies implemented appropriately. Measures are taken to reduce the risk of fire and other hazards; a fire risk assessment is undertaken regularly, fire drills are held every term and alarms are tested appropriately. Accidents are recorded and suitable medical facilities are provided for those who are ill. 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 Disability Act. The admission and attendance registers have been accurately maintained. Through their extensive curriculum pupils understand very well the importance of choosing a healthy diet and this is supported through the excellent quality of school food. Physical exercise is taken regularly by all pupils.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The board of governors oversees the work of the school effectively and helps secure the school's aims, which strongly support the pupils' personal and academic development. It provides and maintains good accommodation and ensures that human and educational resources are used to their best advantage to secure educational standards. The senior management team (SMT) keeps the board well informed through regular meetings, although currently these are not minuted. Governors are responsible for the financial planning of the school and have identified plans for further development including the care, maintenance and improvement of facilities and these are appropriately identified on the development plan for the whole school. All financial requests from the head are given full and careful consideration by governors, although the head does not have a clear budget with which to run the school. The respective roles and responsibilities of the governors and the head are not clearly delineated.
- 5.2 The governing body places high importance on child protection and the welfare, health and safety of pupils, and discharges its responsibilities for safeguarding well. Training has been undertaken in safer recruitment and governors are closely involved in the appointment of staff. Governors know the staff well and recent attendance at school events benefits improved communication with parents.

5.(b) The quality of leadership and management

- 5.3 Leadership and management are good and strongly promote the aims of the school, in following Montessori principles, to promote in children a strong sense of independence as well as the confidence, self-discipline and motivation to enable them to become responsible members of the community. The SMT has a clear vision which is reflected in the high quality of education and the excellent personal development of the pupils. The total commitment of staff is apparent at all levels. The school development plan encompasses all areas of school life and results from discussion among all staff and the findings of a parental survey. It sets out relevant areas of educational improvement and is mostly well written, although costings are not identified and it is not clear who is responsible for action. The monitoring of teaching and learning is undertaken by the SMT and is linked clearly to appraisal of staff, which they value, and is highly effective. The role of the subject co-ordinators has been more clearly defined, an improvement since the previous inspection. All prepare schemes of work, although these vary in quality. Many are fully involved in a process which monitors the quality of teaching and learning through a variety of helpful methods, including scrutinies of pupils' work and pupil interviews. In the most successful practice, it has resulted in curriculum review but this is not fully developed across all subject areas. This is an improvement since the previous inspection.
- 5.4 Suitable policies have been drawn up to cover most aspects of school life; these include academic policies, and are implemented successfully by staff. Across the school, teaching staff are deployed well and contribute significantly to the pupils' learning and welfare. Appropriate internal training has taken place, particularly on pastoral matters. Resources throughout the school are good and mostly provide high levels of support for teaching and learning. Budgeting arrangements rest with

the proprietor and at present the head has no formal budget. The safe recruitment of staff is carried out appropriately and the centralised register is maintained accurately. The safeguarding, welfare, health and safety of the pupils are given high priority, with all staff trained in these areas. The high levels of support staff and the roles of non-teaching staff within the community make an important contribution to pupils' personal and academic development. The school's premises are used to best advantage, with subject-specific rooms and the exceptionally spacious grounds contributing much to the quality of the education provided.

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

- 5.5 Links with parents are strong throughout the school, fully supporting its aims. The vast majority of responses to the parents' questionnaire are highly positive, especially on the curriculum, the pastoral help and guidance given to their children, the high standards of behaviour achieved, and the progress their children make. A minority of parents expressed concern about the governance and management of the school and inspectors agree that there is insufficient clarity regarding these roles.
- 5.6 Opportunities for parents to be involved in the life of the school are excellent. Parents are welcomed to various events, from attending assemblies to accompanying their child on a birthday walk. They are encouraged to spend a morning in school at any time in order to become better acquainted with the learning style of their children and provide much-valued help as they assist in after-school clubs. The 'Parent ambassadors' network is a thriving body which organises many social and fund-raising events, such as a Thanksgiving lunch, and provides valuable practical support to the school. All required information is published to the parents of pupils and prospective pupils. A helpful school prospectus, a regular newsletter, an information booklet and a 'Getting to Know You' evening provide parents with good information about events, the successes of the pupils and the curriculum. Pupils have homework diaries which also act as effective message books between home and school, and in some classes weekly information is sent home to keep parents informed about aspects of the week enjoyed by their children.
- 5.7 Parents receive one written report a year which gives specific information on pupils' progress in each subject and their attitude to learning. Parents' evenings are held twice each year for all year groups. Parents are encouraged to come into the school to discuss any concerns and staff are highly accessible to parents at the start and end of the school day, for which parents showed strong appreciation in their responses to the parental questionnaire. Concerns receive due attention and a clear framework enables form representatives to meet with the SMT to discuss school issues as they arise.

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 setting is outstanding. The school successfully fulfils its aim to provide an environment in which each child is encouraged to reach their full potential. Staff promote a good balance between academic progress and pastoral care, whilst prioritising children's welfare. The uniqueness of each child is acknowledged and catered for through thorough observations, individual planning, and well-designed activities within the Montessori programme. Staff have a good understanding of the strengths and weaknesses of the provision and have made considerable improvements since the previous inspection.

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

6.2 Leadership and management are outstanding. Comprehensive arrangements are in place for safeguarding and the staff are well trained in their roles. Thorough records, policies and procedures promote equality and eliminate discrimination. Staff have a close working relationship and continually self-evaluate their practice, identifying clearly areas to further develop children's learning and achievement; however, this is not fully reflected in the current development planning. Excellent links exist with parents, the local authority and other agencies. The wide range of high quality resources is deployed effectively and thorough risk assessments ensure that buildings and equipment are regularly checked for safety.

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

6.3 Provision is outstanding. The Montessori environment helps each child progress at their own pace and so caters for the needs of each child. Individual learning programmes are completed as teachers observe children working with materials. 'Learning Journeys' compile a personal record of the individual child. Children are provided with challenging critical thinking and problem-solving activities, both indoors and out. Their learning is enhanced by the provision of French, music, swimming and physical education taught by specialist teachers. A high priority is placed on children's health, safety and well-being; excellent procedures and practice ensure their awareness of good health and hygiene and how to stay safe. Lunch and snack times are sociable occasions, with a wide range of healthy food.

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

- 6.4 Outcomes for children are outstanding. All children, including those with LDD and special gifts and talents, make excellent progress achieving the early learning goals in all areas of learning. EYFS profile results indicate that most children are achieving well beyond the national average. Children approach their learning with excitement; they respond highly enthusiastically to challenges and are eager to show their skills. They develop high levels of self-confidence, independence and concentration which enable them to take responsibility for appropriate tasks and develop excellent skills for the future. Many have made an excellent start with reading and are beginning to write for themselves. They have an excellent grasp of the wider world, be it their travels to 'Antarctica' or recounting the animals they saw on the farm. They are able and confident enough to answer questions in assembly, clearly explaining that if each half of the apple was cut again there would be four quarters. Pupils respond positively to the high expectations of good behaviour, display excellent self-control and are particularly well mannered. All develop an appropriately strong awareness of how to keep themselves safe and healthy. They demonstrate their safety and security by their readiness to approach adults and share concerns.

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 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 Lynn Maggs-Wellings

Mrs Sara Robinson

Mrs Vivien Tabone

Reporting Inspector

Headmistress, ISA school

Former Pre-Prep Headteacher, IAPS school

Early Years Co-ordinating Inspector