



INDEPENDENT SCHOOLS INSPECTORATE

DAIR HOUSE SCHOOL STANDARD INSPECTION

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Dair House School

Full Name of School	Dair House School		
DfE Number	825/6014		
Registered Charity Number	1239748		
Address	Dair House School Bishops Blake Beaconsfield Road Slough Buckinghamshire SL2 3BY		
Telephone Number	01753 643964		
Fax Number	01753 642376		
Email Address	info@dairhouse.co.uk		
Headmaster	Mr Terence Wintle		
Chair of Governors	Mr J O'Brien		
Age Range	3 to 11		
Total Number of Pupils	101		
Gender of Pupils	Mixed (58 boys; 43 girls)		
Numbers by Age	3-5 (EYFS):	35	5-11: 66
Acting Head of EYFS Setting	Mrs K Grant		
EYFS Gender	Mixed		
Inspection dates	09 Nov 2010 to 10 Nov 2010 06 Dec 2010 to 08 Dec 2010		

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in November 2004.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Dair House School is a co-educational preparatory school for pupils between the ages of three and eleven, situated in Buckinghamshire. The school was founded in 1932 and in the late 1950s moved to Bishop's Blake in Farnham Royal, where it is today. Parents created the present charitable trust in 1975. Since the last inspection, the governors have appointed a new headmaster and a new chair of governors, and have successfully developed the curriculum to accommodate pupils up to the age of eleven. Dair House is a Church of England school and welcomes pupils of all faiths.
- 1.2 The school's motto, 'A Sure Foundation from the Start', underpins its aims to provide high quality education for boys and girls aged three to eleven, and to provide opportunities for every pupil to achieve and to develop their confidence, self-esteem, tolerance and understanding, consideration and courtesy.
- 1.3 The school has on roll 101 pupils. Twenty-three of these attend the co-educational Nursery and another twelve are in the Reception class, collectively forming the Early Years Foundation Stage (EYFS).
- 1.4 The overall ability profile of the school is above the national average. No pupil has a statement of special educational needs, but the school has identified three pupils as having learning difficulties and/or disabilities (LDD). A range of ethnicities is represented but no pupil is at an early stage of speaking English. The pupils are drawn from business and professional families from the local community and surrounding area. Most are of white British heritage. A small number come from non-European cultures and some from European backgrounds.
- 1.5 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 Throughout the school, including the Early Years Foundation Stage, pupils' achievements and their learning, attitudes and skills are excellent. The school succeeds in its aims of promoting high academic standards in a happy, stimulating environment and pupils of all abilities and needs make exceptional progress in their learning. As a result, pupils are extremely well prepared for their future lives and a feeling of mutual respect and trust pervades the school. Their success is promoted by excellent teaching and a vibrant curriculum, which contributes well to all areas of learning. The curriculum is well balanced and complemented by a strong emphasis on extra-curricular activities. The extensive range of opportunities enables pupils to flourish.
- 2.2 The personal development of pupils is outstanding and is supported by the excellent pastoral care, welfare arrangements, and health and safety procedures. Pupils are unfailingly polite to visitors and treat their peers and staff with great respect. Spiritual development is characterised by thoughtful pupils who reflect seriously on issues and they develop a strong moral code, feeling strongly about right and wrong. Pupils show considerable strengths in social awareness and talk to each other with maturity. Their care for one another is embedded in all aspects of school life. Older pupils develop supportive relationships with younger pupils and respond with enthusiasm to the many opportunities for responsibilities. Charitable giving is a strong feature of the school and supports pupils' positive awareness of those less fortunate than themselves.
- 2.3 The governance, leadership and management of the school are good and in some respects outstanding. The school meets all regulatory requirements. The aims of the school are fulfilled and fostered by the governing body, which is committed to the academic progress and personal development of the pupils. Governors have a clear insight into the school. Robust policies and procedures for all aspects of school life are now in place and all recommendations from the last inspection have been implemented. The headmaster is highly skilled at moulding the staff into a unified team that brings a positive and caring approach towards each pupil. The school promotes strong links with its parents, who, in their responses to the pre-inspection questionnaires, were extremely positive about all aspects of school life, particularly pastoral care and the open communication with the school. Monitoring of teaching does not yet have sufficient focus to identify needs for whole-school development. Assessment, although thorough, is not yet used effectively for future planning.

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.

Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. Use information from monitoring and assessments to identify priorities, for the school's needs and the professional development of staff.
 2. Develop the role of the curriculum co-ordinators to enable greater responsibility for monitoring their subjects across the key learning milestones.
 3. Throughout the EYFS, further develop the use of the outdoor area as an extension of the indoor classroom.
 4. Ensure that the newly appointed EYFS co-ordinator undertakes appropriate training with regard to EYFS principles.

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 and throughout the school, pupils' achievements and their learning, attitudes and skills are excellent. The school's aims to provide a high quality education for boys and girls, and to prepare pupils for the next stage of their education are fulfilled and are exemplified by pupils who are confident, articulate and motivated to do well through the provision of a broad curriculum and outstanding teaching.
- 3.2 Pupils' skills in literacy are extremely well developed. High quality writing for many different purposes is in abundance around the school and in an assembly, pupils read out their carefully drafted speeches, based on the life of a Victorian child, with particular confidence. Across the school, pupils are articulate and confident speakers and listen attentively to each other and their teachers. Their strong creativity is also evident in music, which plays an important part in school life. Overall, pupils show a strong grasp of mathematical concepts and apply these effectively, especially when solving problems. In response to the previous inspection, information and communication technology (ICT) provision has been improved and pupils achieve highly in this area.
- 3.3 The pupils' attainment cannot be measured in relation to performance against a fixed national norm, but on the evidence available, including observed performance in relation to national targets, and the school's own standardised measures, it is judged to be high in relation to age-related expectations. This supports the evidence of pupils' excellent learning and achievement in relation to their ability, which although wide ranging, is above the national average. This level of attainment, as judged, indicates that overall, pupils make exceptional progress when compared with those of similar above average ability. Pupils with LDD make appropriate progress. By the time they leave Year 6, a high proportion of pupils gain entry to senior schools of their choice.
- 3.4 Throughout the school, the pupils have begun to be successful in passing their music examinations. This has been a recent initiative as the number of pupils playing instruments has increased. Games and physical education (PE) skills are well developed in a variety of sports, many pupils gaining awards. Most pupils have the opportunity to represent the school during their time there, either as part of a team, or in events such as the French verse speaking competition or the mathematics challenge.
- 3.5 Pupils have excellent attitudes to learning and this contributes to their successful achievement. Overall, they benefit from a stimulating environment where learning is consistently nurtured and they know that their efforts are appreciated. From an early age, pupils discuss their tasks with each other and collaborate successfully in group and paired activities, as well as working independently. Excellent examples of this were observed in a science lesson where Year 6 pupils who had devised their own fair tests were comparing their hypothesis with their results, and in a Year 4 geography lesson pupils worked together to consider the feelings of the Adivasi tribe when they were asked to leave their land.

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

- 3.6 Curricular experiences offered to the pupils are good and support the school in meeting its aims. The extra-curricular programme is excellent. Both make a positive contribution to the quality of the pupils' achievement and to their personal development. The curriculum is broad and balanced, and includes all requisite areas of learning.
- 3.7 The school has, since its last inspection, successfully developed its curriculum to accommodate pupils up to the age of eleven. Curriculum planning is thorough within each year group, and the curriculum meets the needs of pupils of all ages and abilities. Pupils with LDD are well supported with efficient measures for individual and in-class support, and progress is carefully monitored. Provision for more able pupils is made within lessons. Staff liaise effectively across transitional stages to aid the pupils' development.
- 3.8 Based on the National Curriculum, the curriculum is enhanced by lessons in religious studies, personal, social and health education (PSHE) and French, and by the use of specialist teaching in French, ICT, PE, music and art. Throughout the school, a substantial time is allocated to English and mathematics, which are taught early within the school day. The school identifies this as an essential part of its curriculum. There is a strong emphasis on creativity, particularly in music and creative writing, although creativity in art and design technology is limited by the facilities available for these subjects. However, the school is aware of this limitation and has highlighted it for attention in its development plan.
- 3.9 Extra-curricular provision is outstanding; it is extensive and makes a strong contribution to pupils' learning and development as they move on from the EYFS. An effective balance of sport, music and other recreational activities is available, and includes unusual options, such as 'Mad Science'. Changes are made where appropriate to add interest and further variety, and pupils' ideas are taken into consideration when developing further clubs for the forthcoming term. Close links with the community are maintained, for example through a renowned football club that provides coaching as part of the extra-curricular programme, in addition to lessons during class time. Links with church groups are strong, as they are with charities such as the Link Romania 'shoebox' appeal that supports underprivileged children. Guest speakers visit the school and give talks on such topics as the writing of Dylan Thomas. The curriculum is further enriched by the use of visits, such as those made to the Imperial War Museum, the British Museum and the local fire station.

3.(c) The contribution of teaching

- 3.10 The overall quality of teaching is excellent. It successfully promotes the school's aims to develop in pupils a life-long desire for learning and contributes directly to their achievement and learning. Teaching encourages the pupils to aspire to challenging goals, to persevere in their learning and to take risks in the knowledge that their contributions will be valued.
- 3.11 Teachers' subject knowledge overall is excellent. They have an excellent rapport with their pupils and know them well, in terms of their abilities and personalities. As a consequence, they are able to plan activities that effectively engage the interest level of the pupils and meet the needs of their individual learning styles. Open-

ended questioning is used effectively and teachers are adept at using pupils' responses to develop further their understanding. Learning objectives are clearly defined and are shared with the pupils to create a purposeful and productive learning environment. Pupils are encouraged to set their own targets based on their achievement, so giving them responsibility for their own learning. They value this and talk about their targets with maturity.

- 3.12 As pupils progress through the school, the opportunities for critical thinking, debating and investigative activities are particularly successful in enabling them to develop reasoning skills. There are high expectations of the pupils in the majority of lessons and they respond enthusiastically.
- 3.13 Teaching encourages all pupils to act responsibly and considerately, and to listen to the views of others. Collaborative work in small groups or pairs is often used to develop independent thought. Teachers are able to spend significant amounts of time with individual pupils in small classes and the pupils themselves acknowledge the positive effect that this has on their learning. Teachers set well-judged homework that is usually an extension of the lesson.
- 3.14 The school places considerable emphasis on measuring attainment and uses a good range of assessments to assess and collate individual pupils' progress, but the use of assessment to ascertain the effectiveness of provision is at an early stage.
- 3.15 Marking is generally of a high standard and encourages the pupils in their learning by providing positive feedback with ways of how to improve their work.

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. Pupils have an extremely positive approach to learning and to behaviour. In addition, they are highly socially confident, being able to interact with adults in a mature manner: they are, in a very positive sense, charming. Within school they show kindness to others spontaneously: the school's 'kindness cup', awarded each week, is much valued by the pupils. Such attitudes have a positive impact on pupils' learning and on the progress that they achieve. The school is meeting its aims very well in its nurturing of pupils' personal development.
- 4.2 Spiritual awareness is excellent, and has improved since the previous inspection. The religious studies programme, daily assemblies and the relationship with local churches combine to give pupils confidence and self-worth, together with concern and respect for others. Their appreciation of singing, prayer and music was evident in the uplifting singing during the infant nativity play, which was notable for the inclusive nature of the performance that enabled every child to play a part. The religious studies programme links well with moral, social and cultural matters, giving pupils a good understanding of religions other than Christianity. Pupils have a strong sense of self-esteem as a result of the recognition they receive for their successes both in class and in the achievement assemblies.
- 4.3 Pupils' moral sense is extremely strong. They are confident and outgoing, courteous and considerate, and have a clear sense of right and wrong, but in discussions they also demonstrated awareness of situations that might not be clear cut. They recognise the positive impact that rules have upon behaviour around the school and consequently their behaviour is excellent both in and out of lessons. Pupils' appreciation of moral and social matters is demonstrated, for example by taking turns and sharing with each other, and was noted as a strength during group and class discussions. They make appropriate choices in their daily lives, helped by their understanding and appreciation of the varied rewards and sanctions system. Pupils have an excellent understanding of the importance of recognising the needs of others, and enthusiastically support the charitable fund-raising activities that regularly take place concerning people and places in the United Kingdom and abroad.
- 4.4 Pupils are outstandingly well developed socially, and they enjoy being given responsibility, whether as prefects, house captains, librarians or representatives on the school council. They value these roles and wear their badges with pride. The school council is seen by pupils as a worthwhile forum that will take ideas forward, and suggestions are readily made to representatives. They are proud of the fact that their suggestion to improve the play area for the younger pupils was taken seriously and acted upon. Pupils benefit greatly from the excellent relationships in the school, developed, for example, by the helpful friendship 'buddy' system at playtimes. They have a very strong sense of community, and in interviews are clear about the importance of 'looking out' for one another.
- 4.5 The cultural development of the pupils is excellent. They have a strong appreciation of, and respect for, their own and other cultures. Teaching in many subjects and the celebration of festivals, including Divali and the Chinese New Year, allow pupils to recognise and accept differences between cultures and peoples, so fostering understanding. Pupils appreciate their own traditions and cultures through different

educational visits, visitors to the school, involvement in musical ensembles, learning of famous artists and poets, such as the recent work on Dylan Thomas, and taking part in and watching drama productions. All of this adds depth to their cultural experiences.

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

- 4.6 The quality of the welfare, health and safety of pupils is excellent. The staff provide excellent support and guidance for all pupils, through their role as class teachers or as support or administrative staff, so fostering the pupils' personal development and academic achievement extremely well. Relationships between pupils and staff, and among the pupils themselves, are commendable and form the foundation of both the ethos in the school and its quality of care. In class and around the school, respect for others is evident. The warm family atmosphere that permeates the school is appreciated by both pupils and parents. It fulfils the school's aim to provide a home-from-home for pupils and provides a fully supportive backdrop to promote learning.
- 4.7 Pupils are well cared for and say that they have an adult to turn to should they have a concern. The anti-bullying policy ensures that any issues that arise are dealt with quickly and effectively, and comprehensive arrangements are in place to protect pupils from bullying. Pupils believe that bullying is rare and agree that staff deal with any difficulties promptly and constructively. Pupils behave well in lessons; the school rules are clear and effective. The school has a strong culture of praise, and rewards good behaviour and effort through a variety of methods that include the 'kindness cup' and house points, with successes being celebrated in assemblies.
- 4.8 The child protection policy and procedures are robust, including the appropriate training of staff according to their responsibilities. The staffing recruitment process is rigorous. Health and safety procedures are highly effective, with risk assessments covering all aspects of school life. Fire prevention measures are in order and a fire risk assessment is undertaken regularly. Fire drills are held every half term and all alarms are tested appropriately.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is of a high standard and has enabled the school to make excellent progress in all areas. Since the last inspection, the school has appointed a new chair of governors and has increased the number of governors on the governing body. The board now has a clearly defined structure, and benefits from a wide range of experience and professional background. It has established supportive sub-committees and promotes carefully the aims and ethos of the school.
- 5.2 The governors know the school well and they provide a keen concern for its stability and sustained development. Governors are kept informed of the school's progress, receiving regular reports from the headmaster. They are fully aware of their responsibilities and are determined, through financial planning, to ensure that the school's accommodation, and human and material resources, are of a high quality to meet pupils' educational needs. To this end the school has now successfully expanded to accommodate pupils aged three to eleven. Relationships between governors and staff are enhanced by the regular visits made by governors to the school. The governors provide the school leaders with much appreciated help, advice and, where appropriate, challenge, while recognising their operational autonomy.
- 5.3 The governors maintain a clear overview of pupils' welfare, health and safety, especially on child protection matters and in the maintenance of a centralised staff register that records the recruitment checks undertaken on the appointment of staff. Monitoring of policies and procedures is efficient and thorough.
- 5.4 The governors have responded well to the recommendations of the previous report to improve provision and the facilities for ICT. They are happy to support the many school events as far as practicable.

5.(b) The quality of leadership and management

- 5.5 The quality of the leadership and management of the school is good and sometimes excellent. Through the headmaster, new in post since the last inspection, and the senior leadership team, the school is led with commitment to achieve the best possible standards in academic pursuits, pastoral care and personal development. The senior leadership and staff are a unified team that works with a shared goal of a positive and caring approach towards each individual pupil. This has produced the outstanding response in the attitudes of pupils towards learning and to school. All staff work very hard to promote good relationships with parents, who are very well informed about their children's progress.
- 5.6 Following the expansion of the school to continue through to Year 6, a clear vision and educational direction are emerging. This is reflected in the achievement of the pupils and in their excellent personal and social skills, enabling most to gain entry to the senior schools of their choice. The leadership team works well, and provides consistently good quality support to teaching colleagues and other staff.
- 5.7 The school is efficiently run, with arrangements for the day-to-day management working very well. Policies and procedures have been produced for all aspects of school life and are implemented successfully. Communication within the school

works extremely effectively, and the administrative and all other support staff provide high quality assistance.

- 5.8 Monitoring of the success of teaching, the curriculum and planning, and of the effectiveness of systems, rests mainly on the shoulders of the headmaster, and subject co-ordinators are not given time or opportunity to develop their subjects across the key learning milestones.
- 5.9 The school development plan is effective and well constructed, but is not closely linked to a rigorous process that uses the information gained from assessments and lesson monitoring to design whole-school professional development for staff.
- 5.10 The needs of the school are thoroughly analysed; priorities are set, effectively planned and carried out, so that provision for resources and for accommodation is good. An open approach enables staff to participate in decision making and as a result morale is high and a positive ethos evident.

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

- 5.11 Links between the school and parents are excellent and strongly support the academic and personal development aims of the school. The school maintains many open and varied channels of communication, and actively encourages parents to liaise closely with teaching staff and to play a part in the education of their children.
- 5.12 Most of those parents who responded to the pre-inspection questionnaire were overwhelmingly positive and supportive of the school, and very happy with the education their children receive. They commented favourably on the high standards expected of pupils and the support given to pupils to achieve these. A unanimous positive response was given on pastoral matters. A typical response was: "Immaculate behaviour is the norm, I would like to see the same at home!" and "the staff care deeply for the children and ensure that the school remains a happy and nurturing environment." The inspectors agree with these views.
- 5.13 Parents of current and prospective pupils are given access to all relevant information about the school. Two written reports are sent out each year to keep parents informed of their children's attainment and effort in all subjects. These reports are detailed, presenting a clear picture of pupils' achievements and showing clear targets for improvement.
- 5.14 Parents make frequent use of the open-door policy and have opportunities to be involved in the life of the school through concerts and through the active parents association, which organises events to raise funds for the school.
- 5.15 The school has a clear and appropriate complaints procedure but this has not been invoked. Parental concerns are heard promptly, and treated with care and consideration. The headmaster and teaching staff are visible on site at the beginning and end of every day so that parents can approach them to discuss any issues.

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 provision in meeting the needs of children is good, with some outstanding features. The school's aims are well met. The outstanding focus on children's welfare ensures that every child is happy and motivated. The setting is in the early stages of development, and planning for improvement and processes of evaluation are not yet fully implemented. The newly appointed acting head of the EYFS is aware of this and is fully committed to the development of the setting. Since the last inspection, the Nursery has moved to a redesigned classroom, and the outdoor area has been extended and is now very well resourced with a large covered outdoor classroom. However, the outdoor provision does not yet serve as an extension of the indoor classroom throughout the whole setting.

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

6.2 Leadership and management are good. The implementation of policies and procedures is meticulous and the welfare of children is of the utmost importance. Staff have children's interests at the forefront of everything they do, to give each child equal opportunities to succeed. Suitable, well-qualified staff nurture the children's needs in a secure family environment. Nursery and Reception operate separately with little continuity in practice; however, staff are committed to developing a cohesive unit. Nursery staff have undertaken valuable training but the Reception staff have yet to receive this training to ensure that the principles of the EYFS are embedded in daily practice. An outstanding partnership with parents ensures that they are fully involved in their children's learning, and links with the local authority and other agencies are effective. Resources are accessible to children and well deployed.

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

6.3 The quality of the provision in the EYFS is always good and sometimes outstanding. Key workers know their children well and bring their expertise to the setting. The teaching observed was outstanding and there are many opportunities for imaginative play, with an appropriate balance between adult-directed learning and activities chosen by the children. Thorough planning and organisation ensure that every child is suitably challenged by the learning experiences provided, although assessments and next steps are not presently incorporated into Reception planning. The well-resourced large outdoor environment is not yet used consistently as an extension to the indoor curriculum. Staff actively promote the health and welfare of children at all times. The continuous and thorough assessment of risk ensures that children are safe. Snack times and lunchtimes are used to promote good manners and develop independence.

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

- 6.4 Outcomes for children are outstanding. They are happy learners who make excellent progress in relation to their starting points and begin to develop valuable skills for the future. Progress is particularly rapid in areas in which the school has a strong focus, such as literacy and number. Children are on course to meet all the Early Learning Goals by the end of Reception. They enjoy choosing their own tasks and are independent workers who are learning to make decisions. They are confident and articulate, and enjoy sharing their enthusiasm with adults. They work co-operatively at their tasks, listening to each other and learning to take turns. Behaviour is exemplary because they know what is expected of them. They understand about healthy eating and maintaining good hygiene. Children's knowledge of the wider world is growing through visits and outings, and through play opportunities based on topics.

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. 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 Linda Donowho

Mrs Sue Saunders

Mrs Eileen Parris

Mrs Bridget Forrest

Reporting Inspector

Head of Pre-Prep, ISA school

Former Head, ISA school

Early Years Co-ordinating Inspector