



INDEPENDENT SCHOOLS INSPECTORATE

FAIRSTEAD HOUSE SCHOOL STANDARD INSPECTION

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Fairstead House School

Full Name of School	Fairstead House School		
DfE Number	935/6018		
Registered Charity Number	276787		
Address	Fairstead House School Fordham Road Newmarket Suffolk CB8 7AA		
Telephone Number	01638 662318		
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Email Address	secretary@fairsteadhouse.co.uk		
Headmaster	Mr Gareth Williams		
Chair of Governors	Mr Henk Koopmans		
Age Range	3 to 11		
Total Number of Pupils	123		
Gender of Pupils	Mixed (60 boys; 63girls)		
Numbers by Age	3-5 (EYFS):	40	5-11: 83
Head of EYFS Setting	Mrs Kelly Allen		
EYFS Gender	Mixed		
Inspection dates	10 May 2011 to 11 May 2011 08 Jun 2011 to 10 Jun 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 April 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 Fairstead House School is a co-educational day school for pupils aged 3 to 11. The school aims to provide an exciting challenge to all pupils that captures their natural enthusiasms, within a broad and balanced curriculum, and a caring family atmosphere which is structured to provide many opportunities for pupils to take responsibility and develop leadership skills. The school has a broadly Christian ethos but welcomes pupils of all faiths.
- 1.2 Founded in 1950, the school is owned by the Fairstead Trust Ltd; one parent from each pupil's family is a member of the trust and is able to vote in elections of governors at its annual general meeting. The governing board includes parent governors and invited members with specific skills and backgrounds deemed appropriate to the running of the school. The current headmaster was appointed in 2009.
- 1.3 The school occupies a large Victorian house and gardens in the centre of the horse racing town of Newmarket. Since the previous inspection, the school has opened a purpose-built performing arts centre, new information and communication technology (ICT) facilities and a number of refurbished classrooms and cloakrooms.
- 1.4 Currently 123 pupils attend the school, of whom 40 attend the Nursery and Reception classes which make up the Early Years Foundation Stage (EYFS). Children attend the Nursery up to three days a week, becoming full-time when they move on to the Reception class, which most do. The school has 83 pupils in Years 1 to 6.
- 1.5 There is no assessment for entry to the Nursery or Reception classes. Pupils joining the school at other stages are invited for an assessment day, in order to ensure that they can benefit from the education offered. Results of recently introduced nationally standardised tests show that, within a wide range of abilities, most pupils are of average or slightly above average ability. Pupils come from a wide range of backgrounds, including professional, business, farming and horse racing, and a number of cultural, ethnic and religious backgrounds.
- 1.6 The school currently has no pupil with a statement of special educational needs. Eleven pupils have been identified as having learning difficulties and/or disabilities (LDD) and all of these pupils receive specialist support from the school. Two pupils have English as an additional language (EAL). They are assessed as fluent users of English and do not need support.
- 1.7 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 overall achievement of the pupils is excellent, and fully in line with the aims of the school. From the earliest years, pupils are very well grounded in knowledge and skills. In response to the pre-inspection questionnaire, pupils were overwhelmingly of the view that they find their work interesting and that their teachers support their learning. The school provides an excellent curriculum that is both broad and balanced and that is in line with its aims, giving pupils valuable experience in all required areas. The wide variety of extra-curricular activities is greatly enjoyed by pupils. Teaching is highly effective in promoting the pupils' progress and planning is excellent, based on a detailed knowledge of pupils' abilities and needs.
- 2.2 The quality of the pupils' personal development is outstanding. Pupils are confident, friendly and courteous, and are very proud of and highly committed to their school. Their development in the areas of spiritual, moral, social and cultural awareness is strong. The school has highly effective arrangements to promote the welfare, health and safety of pupils, within a very happy, caring and inclusive environment, with the staff providing excellent support and guidance.
- 2.3 Governance is excellent; the board has clear oversight of the school and successfully discharges its legal obligations and responsibility for educational standards, financial planning, and investment in staff, accommodation and resources. The leadership and management of the school are excellent. Clear sighted self-evaluation has taken place in consultation with the whole staff, and the resulting consensus has been used as the focus for successful whole-school development planning. Subject co-ordinators conduct thorough reviews of planning and, for example, the quality of marking. Their work in other aspects is limited by the time they have available. The excellent links with parents noted at the time of the previous inspection have been maintained and further developed. The responses to the parental pre-inspection questionnaire show that parents are highly supportive of the school; a number of parents commented on how much their children enjoy going to school.

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 subject co-ordinators have sufficient time to carry out their roles in monitoring their subject areas, particularly with regard to provision for more able pupils.
 2. Include responsibility for monitoring the work of the setting, particularly assessment, and the planning of teaching, in developing the role of the EYFS co-ordinator.

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 overall achievement of the pupils is excellent, and fully in line with the aims of the school to enable them to flourish by capturing their natural enthusiasms. From the earliest years, pupils are very well grounded in knowledge and skills. They are articulate and eager to offer and explain their ideas, listen well and read with increasing fluency and enthusiasm. Pupils write effectively and skilfully, both factually and creatively. Pupils of a wide range of abilities express their ideas vividly in response to a variety of stimuli, such as in history where they responded with empathy to the lives of people in the past, for example the experience of Londoners during the Great Fire. They respond logically to well-structured tasks encouraging independent thought. Pupils of all ages apply their mathematical skills confidently. For example, younger pupils created bar graphs to show their measurements of weather. By the time pupils have reached Year 6, they are highly competent in science in planning, carrying out and evaluating experiments. Pupils are competent users of ICT. Those in Year 1 used ICT successfully to test their ability to give accurate instructions and could clearly explain where the instructions were not clear, before correcting the errors. The support provided for pupils with LDD and the carefully planned challenge for more able pupils ensure high achievement for these pupils.
- 3.2 Pupils are successful in a range of music and drama examinations, many achieving merit and distinction. They are encouraged to perform and participate successfully in local arts festivals, events and services. Pupils greatly enjoy their physical education and games lessons, and are enthusiastic participants in varied games activities after school. Teams participate successfully in local sports events, winning football and athletics competitions. Pupils gain places at their chosen senior schools, including highly selective independent schools, some with scholarships.
- 3.3 The following analysis uses the national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are available. Results in national tests at the age of 11 have been far above the national average for maintained primary schools and this standard was maintained in 2010. This level of attainment, combined with the work seen in classrooms, during discussions and in pupils' books, shows that pupils of all ability levels make excellent progress during their time at the school. This shows significant improvement since the previous inspection.
- 3.4 Pupils have extremely positive attitudes to learning; they start lessons with enthusiasm and settle quickly to their work. Very occasionally their focus lapses when tasks lack variety but they respond positively to a gentle reminder. They ask searching questions, research their ideas at home and are inquisitive about the world and their place in it. In response to pre-inspection questionnaires, pupils were overwhelmingly of the view that they find their work interesting and that teachers support their learning. A number said that they love their school.

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

- 3.5 The school provides an excellent curriculum that is both broad and balanced, and that is in line with the aim to provide an exciting challenge. The curriculum is devised to develop every aspect of learning. It gives the pupils experiences in linguistic, mathematical, scientific and technological aspects; the provision of human, social, aesthetic and creative activities is a significant strength of the school. A thinking skills programme and the emphasis on critical and creative thought successfully stimulate pupils to be independent learners who question the world around them. The timetable includes a programme called Mind, Body and Creativity that has been devised for pupils in Years 5 and 6 and combines experience of team building, philosophy and yoga with music workshops; this successfully encourages individual development. A further programme leads to the Fairstead House School Award, giving older pupils opportunities to take responsibility, to be active citizens, to be aware of health issues and to make a contribution to the wider community.
- 3.6 The curriculum is planned to ensure that all pupils make the progress of which they are capable, as they move through the school, including those with LDD and, when necessary, with EAL. Pupils receive well-targeted one-to-one support, and individual education plans ensure that they work effectively towards their targets and their success is carefully monitored. The planned curriculum includes many enrichment activities and challenges for the more able pupils and extension work is included in many lessons. Able pupils make excellent progress throughout the school, although the success of this planned provision is not yet monitored as effectively as the provision for those with LDD to ensure that all pupils are benefiting. Transition from one class to another was also very well supported in the 'moving up' afternoon that took place during the inspection; teachers had thoughtfully planned activities to reassure pupils about the changes and to give them a flavour of life in the next year group. The atmosphere in classrooms was positive, with pupils confidently introducing themselves to their new teacher. The school prepares pupils well for the move to their senior schools through the variety of experiences offered.
- 3.7 An excellent personal, social, health and citizenship education (PSHCE) programme reflects the school's aims and ethos. Cross-curricular learning opportunities have been integrated into schemes of work. Themed cross-curricular days, for example a recent and exciting Mexican day, add considerably to the pupils' learning. Numerous visits to local sites, theatres and museums provide further enhancement and residential trips for Years 5 and 6 help to develop their independence.
- 3.8 Pupils take part in a very wide range of extra-curricular activities. They greatly enjoy their clubs, which include numerous musical activities, sports, arts, such as pottery, and many others. Displays around the school show both the range of activities offered and the delight of the pupils participating in them. Visiting speakers raise the pupils' awareness of the world beyond school. For example, a talk by an organiser of a charity for children in India inspired the pupils to raise funds to sponsor a child. The school also supports local causes, such as a project for the homeless and a racing charity. The school has close links with the local community, including with a primary school and with sports providers. Two members of the school council are involved in a local schools council, and links with the local church are strengthened by visits from the clergy.

3.(c) The contribution of teaching

- 3.9 Teaching is highly effective in promoting the pupils' progress and fully supports the aims of the school. Excellent teaching is underpinned by very high quality planning, based on a detailed knowledge of the pupils' abilities and needs, and on strong and very supportive relationships, in particular the enthusiasm and kindliness shown by staff to pupils. The best teaching is characterised by excellent pace, with careful timing, varied tasks, that included the challenge to think individually and to work co-operatively, and great encouragement. Specialist support for pupils with LDD is skillfully and unobtrusively deployed in the classroom, and in many lessons extension tasks are prepared to challenge lively minds and foster independence, ensuring that the most able continue to move forward. Very occasionally, planning lacks this variety of tasks and sharp pace. The generous use of praise and the reward system of stickers, stamps, house points and headmaster's awards are employed to motivate pupils and to reward success: as a result, there is very little misbehaviour.
- 3.10 Teaching makes very good use of varied resources. In particular, the interactive whiteboards are used successfully to provide continuity and challenge in prepared schemes such as that used in French lessons, giving pupils experience of French as a spoken language. The interactive whiteboards are also used to gain access to a wide range of appropriate materials available through the internet. There has been significant improvement in the availability and use of varied resources since the previous inspection, meeting the recommendation of that report. Cross-curricular themes and references are used to develop the pupils' understanding of the world and of other cultures.
- 3.11 Marking is thoughtfully undertaken, providing useful guidance or specific targets on how to improve. In some books pupils had responded with interest to a question posed by the teacher within the marking. Assessment is now very well used throughout the school, meeting the recommendation of the previous inspection. A wide variety of very carefully planned assessments is recorded by class teachers and used in a number of ways, ranging from a lesson planned to revisit a topic that has not been fully understood to monitoring of the pupils' progress through the year and through the school. The information is passed on to the pupils' next teacher to support successful transition.

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 the pupils' personal development is outstanding. Pupils are confident, friendly and courteous; they are very proud of and highly committed to their school. Pupils who had joined the school commented on the way in which new members of the community are made to feel welcomed and relaxed, and this is a strength of the school.
- 4.2 The pupils' spiritual awareness is excellent and the school successfully fulfils its aim to help pupils to acquire personal beliefs and values. School assemblies encourage pupils to start the day on a positive and thoughtful note. Pupils develop self-confidence and self-esteem through the many opportunities they have to take part in the life of the school, including performing in assemblies. They know that they will be listened to and treated with respect by pupils and staff alike. In religious education lessons, pupils learn about other religions and to respect the values of different faiths; their work showed understanding of these values.
- 4.3 Pupils have developed a strong moral code to which to adhere in school. They have clear ideas of right and wrong, reflected in the 'golden rules' they have helped to devise, resulting in the positive atmosphere around the school and in their excellent behaviour. Pupils are taught about responsibility for the environment and an outcome of this is the 'eco club', whose members monitor recycling in the school and look after the school environment, including a newly created 'eco-garden' where they develop gardening skills and ecological awareness.
- 4.4 The pupils' social awareness is excellent. The excellent PSHCE programme encourages discussions of values and friendships, helping pupils to understand how they can solve problems themselves. Pupils benefit greatly from the wealth of opportunities to take responsibility, including the roles of head boy and head girl. The development of a house system, with 'family' groups of pupils from all year groups, and Year 6 pupils acting as leaders, has been a major success, providing a strong sense of responsibility for the well-being of younger pupils. Pupils train for the role of play leader at breaks and lunch time, to ensure that no-one is feeling left out or lonely. The school council meets regularly to discuss various topics and it has been able to introduce changes, for example in the lunch menu. From responses to the pupils' questionnaire, it was clear that the pupils feel they are making a real contribution to the life of the school and that their views are listened to.
- 4.5 Pupils have a strong cultural awareness and within the cultural diversity of the school, they appreciate the need for understanding of the beliefs of others. Many cross-curricular themes support this understanding, introducing festivals and cultures from across the world; during the Mexican day, pupils learned about food, clothes and music. Pupils gain an understanding of wider cultural themes through the many opportunities to take part in musical and artistic activities. Their exciting artwork can be seen around the school. Further enrichment comes from the theatre trips, and the visits to many different museums develop the pupils' knowledge and understanding of world cultures.

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

- 4.6 The school has excellent arrangements to promote the welfare, health and safety of the pupils, within a very happy, caring and inclusive environment. This enhances their strong personal development. The excellent pastoral care and guidance which staff provide for them are fully supported by clear policies and highly effective procedures. The pupils feel very secure in this environment. They report that they enjoy coming to school, feel cared for and know that if they have concerns there are adults who will help them to deal with them.
- 4.7 The wide range of rewards for good work and behaviour is well understood by all members of the school community. Form teachers oversee both academic and personal progress, and discussion of progress and any concerns takes place at weekly meetings of staff to ensure the well-being of all pupils. This excellent pastoral care is further supported by considerable informal discussion in the close community of the school.
- 4.8 The school has highly effective policies and procedures to promote good behaviour, to guard against harassment and bullying, and to deal constructively with the very rare examples of unacceptable behaviour. In work about bullying in PSHCE, pupils learn both to think about how to behave and how to get help if they need it. The school's safeguarding policy fully meets regulatory requirements and is implemented successfully; all staff have received appropriate safeguarding training. All necessary measures have been taken to reduce risk from fire and other hazards. Arrangements for health and safety are excellent and the medical room makes comfortable provision for pupils who are ill. The school has planned carefully to meet the requirements of the Special Educational Needs and Disability Act, and the plan to improve educational access for pupils with disabilities has been implemented in the most recent buildings. The school has fully met the recommendations from the previous report in relation to safeguarding and to traffic.
- 4.9 From the EYFS onwards pupils learn about healthy eating, and are encouraged to make healthy choices and to bring fruit for snacks. Pupils have access to drinking water during lessons. Each day, pupils in Year 1 discuss the healthy food in the lunch menu and those in Year 2 have created a display of healthy menus for their parents. Pupils take exercise both in and out of doors in lessons and free time; outdoor play at break times and games clubs are heartily enjoyed. The admission and attendance registers are suitably maintained and correctly stored for the required previous three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is excellent. The board has clear oversight, which is fully in line with the aims of the school. The members of the board, many of them parents of past or present pupils, are very committed to the school. They have a wide and appropriate range of expertise that is maximised to the benefit of the school through the development of a number of committees to deal with specific aspects. The board is well informed both by reports from the headmaster and through regular governor visits to the school. Recent visits have been made to look at provision for science, ICT and sport, and to meet pupils and understand their views. Reports from governors following visits to review aspects of the school give a very clear picture of its strengths.
- 5.2 Careful financial planning and prudent management have enabled the development of significant new buildings, including the performing arts centre that provides excellent specialised facilities for music and drama, fully supporting the school's planned development in these creative areas. A central area of the main school building has recently been redeveloped to provide excellent ICT facilities for all pupils to further support learning. Investment in the school has included the successful recruitment of highly qualified and enthusiastic teaching and support staff.
- 5.3 The governors work closely with the senior management team to provide both support and challenge. They are involved in the process of development planning and review the school development plan annually. Policies are reviewed appropriately and a member of the board is trained in safe recruitment. Governors receive regular updates from the health and safety committee and review the fire risk assessment regularly, and are effective in discharging their responsibilities in these areas. The board makes a full annual review of safeguarding policies and procedures, and receives a report on any safeguarding issues in the school from the governor with responsibility for child protection.

5.(b) The quality of leadership and management

- 5.4 The leadership and management of the school are excellent and support the pupils' high levels of achievement and personal development. In the last two years, following the appointment of the new headmaster, the senior management team has undertaken a re-evaluation of the aims and ethos of the school and has used the resulting consensus as the focus for whole-school development planning that has involved all staff. As a result, all staff are fully supportive of the aims of the school, with a great sense of being part of the team and of involvement in the planning. The vision is clear and all are working hard to realise it. The management of the school is characterised by great attention to detail, with careful planning, including realistic timescales that are achievable by the small staff team involved. The senior management team has developed comprehensive policies that are regularly reviewed and very well implemented, with the result that pupils are successfully safeguarded and that health and safety standards are high.
- 5.5 In many areas developments build on the previous strong foundations. For example, the well-established review of subject planning by co-ordinators is undertaken on a two-year programme. A very detailed study is made into the work

and views of all teachers of the subject, followed by a full written evaluation. A subject plan is then prepared to implement improvements that are budgeted for. These reviews have contributed much to the improvements in teaching and learning since the previous inspection. Book scrutinies by subject co-ordinators monitor the quality of teaching and of learning in their subject areas, and identify strengths and areas needing development. All teaching staff have a role as subject co-ordinator, though their fulfilment of the role is constrained by lack of time.

- 5.6 Work to create a comprehensive system to track pupil progress is underway and is already bringing together existing assessment information in a useful way. Standardised testing has been introduced to allow further analysis. Staged work has begun in order to fully computerise this information to make it readily available to all staff.
- 5.7 Management has been very successful in recruiting new staff and has a well-planned scheme of in-house training to support planned development; appraisal is used to identify the training needs of individuals in order to benefit pupils. All staff have received appropriate training to ensure that pupils are safeguarded and that health and safety measures are properly implemented. The school has thorough arrangements for checking the suitability of staff, including volunteers, supply staff and governors.

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

- 5.8 The excellent links with parents noted at the time of the previous inspection have been maintained and further developed. The responses to the parental questionnaire show that parents are highly supportive of the school; a number of parents commented on how much their children enjoy going to school. Aspects which they particularly appreciate include the worthwhile attitudes and values promoted and the ease with which they can communicate with the school. Parents applaud the timely responses they receive, the easily available information about the school, the high quality of pastoral care, the help for pupils with LDD and the provision for gifted or talented pupils. Inspectors agree with these views. Whilst the majority of parents are pleased with their children's progress, a small number commented that they would like more regular reports. Inspectors judge that parents receive appropriate information about progress. Parents receive informative termly reports followed by invitations to termly meetings with staff; in addition, form teachers are available at the end of the day, as is the headmaster, and by email.
- 5.9 The many opportunities for parents to be involved in the life of the school include attending the annual general meeting of the trust. At this meeting formal reports on the progress made by the school are presented by the chair of governors, the headmaster and the bursar. The very active parents' association offers many opportunities both for social contacts and for fund raising activities to support the school. Lectures for parents are organised by the school on current topics such as internet safety, school development plans, the Leadership Award Scheme and methods of assessment. Parents are invited to annual curriculum information evenings and to regular form assemblies, followed by coffee with senior staff. Parents contribute to the pupils' experience by giving talks about their religion or culture. A fair is held to inform parents and help with the choice of their children's next school.
- 5.10 The school has developed a highly effective and up-to-date communication network for parents, including email contact, developing a mobile telephone application and

creating an extensive website for current information, with calendars and photographs of recent events. The website includes all required information about the school for parents of current and prospective pupils. The school has a clear complaints procedure that is published to parents. Parental concerns are dealt with carefully, following the school's procedures.

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 setting is highly effective in meeting the needs of the children and provides good support as required. Excellent teaching and a nurturing and stimulating environment ensure that all children achieve high standards in their learning and development. The children's welfare is effectively promoted and thorough safeguarding procedures are in place. Detailed knowledge of the children ensures that all receive the best start to their education. The recent self-evaluation reveals a clear vision for future developments and the capacity for sustained improvement.

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

6.2 Leadership and management are good overall, with some outstanding features. Teachers successfully implement policies that promote equality and eliminate discrimination, creating a safe and secure environment, including comprehensive risk assessments. The setting works effectively with a wide range of outside agencies. Self-evaluation is rigorous and leads to improvement. Thorough daily teacher observations and assessments contribute to detailed and informative EYFS Profiles. The EYFS co-ordinator currently does not have responsibility for monitoring procedures or planning although regular meetings are held. As recommended at the previous inspection, parents' observations of what children do at home are now integrated into assessments. Relationships with parents are excellent, as indicated in the pre-inspection questionnaire. Good quality resources are easily accessed by children.

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

6.3 The quality of the provision is good, with some excellent features. Children are happy, and feel valued and secure. Relationships between children and adults are very positive and a strong feature of the setting. Facilities are excellent and children use the new ICT suite, performing arts centre and school library every week. Children have direct access to the outside learning environment, and good opportunities are provided for them to initiate their own learning through play and investigation out of doors. The timetable provides a good balance and coverage of the Early Learning Goals. Teachers manage children's behaviour sensitively, rewarding good work and behaviour with verbal praise and reward stickers. The recommendation from the previous inspection to continue to improve planning has been achieved in most areas of the curriculum and remains a target.

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

- 6.4 Achievement and progress are outstanding in relation to children's starting points and capabilities. Children are articulate and participate enthusiastically in speaking and listening activities. They listen attentively to stories, with those in the Nursery demonstrating that they can predict what might happen next. In Reception, children were able to discuss characters in stories; they read words confidently and develop independent writing skills. Younger children could count the days in the week and in Reception, children competently worked with numbers up to twenty. Children know how to stay safe and contribute to risk assessments of activities. They have good personal hygiene, washing their hands before eating. They are aware of the healthy food and drink choices and spoke very positively about school meals. Children are encouraged to be independent and in Reception they are given jobs to carry out in class. Children are extremely well prepared for the next stage of their education.

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 Gwen Caddock

Reporting Inspector

Mr Tony Blackhurst

Former Head, IAPS school

Mr John Preston

Head of Department, IAPS school

Miss Mary Regan

Early Years Co-ordinating Inspector