



INDEPENDENT SCHOOLS INSPECTORATE

FOREST PARK SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Forest Park School

Full Name of School	Forest Park School
DfE Number	358/6005
Registered Charity Number	N/A
Address	Forest Park School 27 Oakfield Sale Cheshire M33 6NB
Telephone Number	0161 973 4835
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Email Address	school@forestparkschool.co.uk
Headteacher	Mrs Helen Gee
Proprietors	Mr Robert Askew and Mrs Stella Askew
Age Range	3 to 11
Total Number of Pupils	122
Gender of Pupils	Mixed (65 boys; 57 girls)
Numbers by Age	0-2 (EYFS): 0 5-11: 96 3-5 (EYFS): 26
Head of EYFS Setting	Mrs Linda Richardson
EYFS Gender	(Mixed)
Inspection dates	11 Oct 2011 to 12 Oct 2011 09 Nov 2011 to 11 Nov 2011

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in September 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 Forest Park School is a co-educational school with single-form entry, for pupils aged three to eleven years, set in a large Victorian house. It is a limited company, with headquarters in Surrey. Forest Park was founded in 1989. The proprietors, who are also joint principals, appoint a headteacher to run the school. The majority of pupils are from the surrounding locality, however a small number travel from other areas surrounding the city of Manchester. At the time of the inspection there were 122 pupils on the roll, 65 boys and 57 girls, of whom 26 children were in the Early Years Foundation Stage (EYFS). The school has no pupils with statements of special educational needs. It has identified two pupils as having special educational needs and/or disabilities (SEND), who require support with their learning. For many of the pupils and parents, this is their first experience of independent education, and parental professions vary. The school is socially and culturally diverse. Just under a half of pupils experience a language other than English at home, and a small number of pupils have English as an additional language (EAL). Pupils come from south and east Asian, African-Caribbean, European and white British backgrounds. Pupils are offered places regardless of ability and the ability profile of the school is above the national average, with some variations between year groups.
- 1.2 The mission statement of the school is for all pupils to become confident, secure, caring individuals who achieve personal success and develop a love of learning. The motto of the school is 'I can and I will'. It also aims to provide a warm welcoming, safe and secure environment for all pupils, and to encourage, value and extend every pupil's contribution, ensuring that each achieves highly and strives for self-improvement. It sets out to provide a broad, balanced, enriching curriculum and to recognise and celebrate success in everyone. It seeks to build strong, collaborative partnerships with families and the local community, whilst encouraging and enabling the continuous professional development of all staff.
- 1.3 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 Forest Park successfully fulfils its aims. Pupils' overall achievements are good, as is their progress in academic and extra-curricular activities. Their achievements are supported by the high standard of their behaviour, their outstanding attitudes to learning and their commitment to developing their knowledge, understanding and skills across all subjects. The school provides a good curriculum that covers all the required areas of learning. This supports the aim to ensure that each pupil achieves highly and strives for self-improvement. Effective teaching overall enables most pupils to satisfy their high levels of curiosity and to develop their strong literacy and numeracy skills. The recommendations of the previous inspection have been largely addressed but a small number of examples of cursory marking remain, providing little or no advice as to how a pupil can improve performance.
- 2.2 The pupils' personal development is excellent: they demonstrate extremely good manners, are courteous and tolerant, and respect each other and their views. The school's aims of providing a warm, welcoming, safe and secure environment where success in everyone is recognised and celebrated are thereby fulfilled. Pupils' spiritual awareness is excellent and is strengthened through celebration of the diversity of family backgrounds. Pupils are much involved in helping to create a good moral and social climate in school. Examples of multi-cultural activity abound, through newsletters, the visits programme, assemblies and parental involvement. The staff, who know their pupils well, and provide effective support and guidance for them. Effective procedures are in place for safeguarding, promoting good behaviour and guarding against bullying. Pupils enjoy positive relationships with, and are supportive of, each other. A small number of the pupils who responded to the pre-inspection questionnaire stated they do not feel that all pupils are treated equally and that there is no-one they could talk to if they had a concern. During the course of the inspection, through formal and informal discussion with pupils, inspectors did not find any evidence to support these views. Every pupil who responded to the questionnaire felt that teachers help them to learn.
- 2.3 Governance, leadership and management are good, ensuring that the school's aims are fulfilled. The proprietors are well informed about the challenges and successes of school life and are appropriately involved in the strategic development plan for the future. The strong leadership, supported by the senior team, provides a clear vision and educational direction for the school, of which the staff are fully aware and all contribute to. The recently increased importance placed on the role of subject co-ordinators is not yet fully developed but the change is already having a positive impact on the academic standards achieved by the pupils. Parents are generally very supportive and positive about the educational experience provided by the school, with almost all being pleased with the progress that their children make. A small number do not feel that the level of support offered within the classroom to those pupils with EAL or SEND is fully effective. Inspection evidence does not support 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. Develop the role of subject co-ordinators to include accountability for standards in their subjects.
2. Embed securely the systems for monitoring the quality of teaching and learning at all levels of management.
3. Increase the breadth of information about policies within the EYFS parents' handbook.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and their learning, attitudes and skills is good. Pupils are well educated in accordance with the school's aim for all to become confident, secure, caring individuals who achieve personal success and develop a love of learning. They develop their understanding, knowledge and skills well in all subject areas and in their extra-curricular activities. The pupils are articulate and they apply themselves most effectively to their work. Their literacy and numeracy skills are good and these are applied in many areas of academic life. Pupils demonstrate good skills in information and communication technology (ICT) and use them well within different subject areas. Opportunities to develop fully their independent learning skills are restricted in some lessons, owing to the style of teaching.
- 3.2 The pupils have developed effective physical skills both individually and in team activities. In 2011, pupils qualified for the national final of the Independent Schools Association swimming competition to represent the north of England. During the inspection pupils represented the school in a mathematics competition, reaching the regional finals. The school choir was selected as one of four in the UK to perform in a world renowned concert.
- 3.3 The school does not enter pupils for national tests at the ages of seven or eleven although they do take and mark them internally, and the trend in the last two years is well above the national average. Results in standardised tests of attainment in reading and mathematics also indicate that the pupils' achievements in these subjects are above national norms. These results, together with the evidence seen from lessons, the pupils' work and interviews with them, show that pupils, including those who are able, gifted and talented, or who have EAL or SEND, make good progress. Forest Park is a feeder school to a wide selection of senior schools in the maintained and independent sectors, including secondary modern, grammar and faith schools, and specialist colleges. In 2010, over 80 per cent of Year 6 pupils successfully passed grammar school entrance examinations across the maintained and independent sectors, and in 2011 a small number of pupils were awarded academic scholarships to local independent senior schools.
- 3.4 The pupils' attitudes to learning are excellent, strongly supporting their achievements, and they are fully involved in a wide range of extra-curricular activities. The high quality relationships that the pupils share with each other and with their teachers have a very positive impact on their learning. They concentrate well and show great application and perseverance in lessons when the tasks set require this. The presentation of their work is consistently good. Pupils take pride in their achievements and behave exceptionally well.

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

- 3.5 The school provides a good curriculum that is broad and balanced, covers all the required areas of learning and meets the needs of pupils. This supports the school's aim to ensure that each pupil achieves highly and strives for self-improvement. The curriculum is carefully planned by the subject co-ordinators and overseen by the director of studies and headteacher. Monitoring of the curriculum has been introduced, and lesson observations, book audits and writing moderations have taken place.
- 3.6 The needs of pupils of all ages, including those with EAL, are met. A wide range of support is provided in lessons to enable pupils to achieve their potential. Throughout the school, all pupils have individual targets for literacy and numeracy. Extra help is given when regular monitoring identifies a concern and the pupil is placed on an intervention programme. Extension for the more able is provided as early morning work or during special activity days. Extension work in mathematics in Years 5 and 6 is rigorous and pupils work at an extremely high level.
- 3.7 The recommendation from the previous inspection regarding personal, social and health education (PSHE) has been addressed and this is now a strength of the school. Pupils receive a secure grounding in English, mathematics and science. They are prepared for entrance examinations to senior independent schools and grammar schools, but also have access to the broad curriculum offered throughout the school. Music features strongly in the curriculum and pupils are given the opportunity to learn a variety of musical instruments. The choirs for younger pupils are well established and meet on a regular basis to practise for events in school and in the local community. Cross-curricular learning has been adopted for humanities. Although history and geography are taught as discrete subjects, they are also embedded in other curriculum areas, for example art, design technology and religious education (RE). Themed weeks and days provide pupils with a different aspect to the curriculum. They concentrate pupils' minds on particular subjects and this contributes effectively to their knowledge and understanding.
- 3.8 An extensive programme of residential and non-residential field trips and visits enriches the curriculum and aids pupils' learning. For example, pupils in Years 5 and 6 have the opportunity to embark on a residential trip to France or Shropshire, while pupils in Years 3 and 4 enjoy a residential visit to Castleton. In Years 1 and 2 visits take place, for example to a science museum. The curriculum is also effectively supported by numerous links to the community, including sharing and receiving expertise with local maintained schools.

3.(c) The contribution of teaching

- 3.9 The overall quality of the teaching is good, and on many occasions, excellent. The quality of the teaching contributes to the fact that pupils make good progress and give of their best. Teaching is effective in supporting the aim to encourage, value and extend every pupil's contribution to the school, ensuring that each achieves highly and strives for self-improvement. However, little evidence was seen of teachers setting different tasks to meet the individual needs of pupils in the classroom. The quality of displays in the classrooms for Years 1 and 2 is good.
- 3.10 Teachers have strong subject knowledge and this enables most pupils to make continuous progress throughout their time in the school. Teaching generally encourages them to apply themselves to all tasks with concentration and perseverance, and this is supported by high standards of behaviour. In the best lessons, detailed planning allows teachers to use a variety of stimulating teaching methods, and combined with a warm and encouraging atmosphere to keep pupils interested, behaviour is exemplary. These lessons are conducted at a brisk pace, with activities that have been well planned for all pupils and opportunities for them to interact extremely well with each other and with the teacher. In the less successful lessons, time is not managed well and fewer opportunities are provided for pupils to interact and discuss their own ideas.
- 3.11 Good systems are in place for tracking the pupils' progress and effective procedures have been established for identifying those who are experiencing difficulties. The recommendations of the previous inspection regarding the marking of work have been largely addressed but examples of cursory marking remain, giving little or no advice as to how a pupil can improve performance. The feedback from pupils in interviews indicates that oral explanations from the teachers do help them to improve their work and understand where they have gone wrong.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent. Pupils show a well-developed spiritual awareness. They are given the opportunity to think deeply, and reflect in RE and PSHE lessons on their own values and beliefs. To underline this, the school has developed links with the local church where they hold services for Harvest Festival and Speech Day. Teachers are encouraged to digress appropriately if a spiritual opportunity occurs, and this is done with care. Empathy and emotional responses to the plights of others are promoted through assemblies.
- 4.2 Pupils develop a strong moral outlook and can distinguish between right and wrong. They respect the school rules, think they are fair and understand the need for them. They are very involved in creating a good moral and social climate in the school. For example, the school council has discussed aspects of the school development plan and the behaviour policy. An anti-bullying council has been established to enable pupils' views to be heard. Pupils are friendly and supportive of each other and their behaviour is rewarded with house points. Regular, well-planned house meetings celebrate success, good behaviour and courtesy.
- 4.3 Pupils show strong social skills. They are confident, courteous and kind to each other, to members of staff and to visitors in the school. Pupils are involved in charitable work, not just in raising funds, but in understanding the plights of those less fortunate than themselves. They are happy to come to school, where the nurturing ethos helps them to develop as individuals. They take responsibility seriously and are proud to be selected for the prized roles of head boy and head girl, senior prefects, sport captains, and members of the school council or anti-bullying council. They are excellent ambassadors for the school.
- 4.4 Pupils have an excellent appreciation of, and respect for, their own and other cultures, which is strengthened by the recognition and celebration of diversity in others. Cultural differences are recognised in whole-school events through PSHE and RE, and this is further enriched by an interesting range of visits, often from parents. For example, a parent came into the school to discuss Diwali, and an Asian dancing assembly helped pupils to understand the importance of dance within Asian cultures. Pupils learn about festivals and religious celebrations such as Chinese New Year, Eid, Shrove Tuesday, Easter and Christmas.

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

- 4.5 The quality of the provision for the welfare, health and safety of pupils is excellent. The pastoral care of pupils is excellent, fostering their personal development and academic achievement extremely well. It therefore fulfils the aim of the school to provide a warm, welcoming, safe and secure environment for all pupils. Procedures for promoting good behaviour and guarding against bullying are effective. The safeguarding and anti-bullying policies are in place and thorough, and all staff have been suitably trained for their responsibilities in safeguarding and welfare, health and safety. Pupils are confident that any bullying will be dealt with and they know that they can approach their peers in the anti-bullying council or a teacher if they have concerns. There is a strong sense of community throughout the school. Pupils say that they are well cared for, feel safe and are happy. Before- and after-school care effectively caters for the needs of the pupils.
- 4.6 Pupils enjoy positive relationships with, and are supportive of, each other and their teachers. Pupils are polite and well mannered; they play and work well together. The house points rewarded for good work and behaviour are understood by staff and pupils, and effectively promote self-esteem and confidence. All pupils have school lunches, and they learn about healthy eating and the importance of exercise in PSHE, physical education (PE) and science lessons.
- 4.7 Health and safety policies and procedures are good. Measures are taken to reduce the risk of fire and other hazards, and regular fire drills are carried out. A strong and established culture of risk assessment covers all areas of school life, both on and off site. An accessibility plan has been written which is designed to improve the educational provision for those with disabilities. The admission and attendance registers are appropriately maintained and stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is good. The proprietors oversee the work of the school well, enabling its aims to be largely fulfilled in terms of pupils' academic achievements and personal development. The proprietors have a good understanding of the working of the school. They work very closely with the headteacher, who provides regular monthly reports to keep them informed and a good insight into the day-to-day operation of the school, and its successes and challenges. These reports are followed up either with a meeting or a telephone call to discuss the details.
- 5.2 A straightforward, well-established process for development planning and for setting priorities, involving all staff, leads to a clear understanding by all of the educational direction and aspirations of the school. The monthly report from the headteacher to the proprietors includes an update on the development plan. Policies are reviewed regularly by the proprietors through liaison with the headteacher. The headteacher is usually appraised annually by the proprietors. The process for recruiting staff is rigorous. The proprietors regularly visit the school for meetings but also to attend a number of formal occasions such as the carol service and Speech Day, and they are well known by both staff and pupils.

5.(b) The quality of leadership and management

- 5.3 Leadership and management at all levels, including the EYFS, are good and are effective in fulfilling the school's aim to provide a warm, welcoming, safe environment for all pupils, and to encourage and enable the professional development of all staff. Strong leadership has a clear vision for the future development of the school that is shared by all, of ensuring that pupils achieve well and become competent learners. The recently upgraded systems for the monitoring of teaching and learning are starting to have a positive effect on the quality of these aspects of provision.
- 5.4 The role of subject co-ordinators has recently been modified to allow them to take more responsibility for standards achieved in their subject areas. This currently involves writing action plans and monitoring the quality of teaching and learning through lesson observations and book scrutiny. This is a relatively new process and has not yet been embedded with sufficient rigour. At present, the subject co-ordinators do not manage their own subject budgets to aid delivery of their targets, although it is part of the school development plan to have this in place in the next academic year.
- 5.5 All staff implement appropriately the policies and procedures that cover most aspects of school life. Staff are well qualified and deployed effectively, making a significant contribution to pupils' learning and welfare. The changes made in the management of provision for learning support have refined systems for identifying pupils with SEND, and the intervention programme is now providing support outside the classroom for such pupils, and those who are gifted and talented.
- 5.6 An effective appraisal system is in place involving all staff on a yearly basis, and satisfactory opportunities are provided for staff to participate in in-service training, which is linked to the outcomes of appraisal and to the school development plan. Thorough systems are in place for the induction of new staff and appropriate

systems are in place to support newly qualified teachers, all of whom also have some curriculum responsibility. The school has well-established and thorough arrangements for checking the suitability of staff and the central register is well maintained.

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

- 5.7 Links with parents are excellent and support the achievement and personal development of pupils well. The weekly newsletters, comprehensive website and parent workshops keep parents well informed about school life. End-of-year, termly and half-termly reports are issued, as well as a weekly review sheet about each pupil, on which parents and pupils can write a comment.
- 5.8 In consideration of the good proportion of parents whose working hours are longer than the school day, wrap-around care before and after school has been introduced. School holiday classes, both for those needing learning support and for those preparing for examinations, are offered. A high proportion of parents responded to the pre-inspection questionnaire and were positive about most aspects of school life. They were particularly happy with the progress that their children make at school and the pastoral support provided. However, some felt that the school does not handle concerns well. Inspection findings did not support this view: the school has a suitable complaints procedure and deals with concerns appropriately. Some parents were not happy with the school's provision for pupils with EAL or SEND. Inspection evidence does not support these views.
- 5.9 Parents are invited to share their expertise in support of the curriculum. For example, a parent teaches recorder, and another gave a performing arts workshop. Grandparents Day is well attended, during which pupils show their grandparents around and serve them tea. The supportive Parents Association organises social events such as a Halloween party, and the Christmas Fayre and Summer Fete. The fund-raising events organised by the Parents Association are closely linked to the school development plan and help contribute to the cost of resources listed in the plan.
- 5.10 Parents of prospective pupils are provided with an extensive range of relevant information before they join the school. They are sent newsletters, cards and invitations to help them feel part of the school. In the EYFS, parent workshops and visitor days take place prior to children joining the school. Transition meetings are held at the beginning of the year for parents of pupils moving from one stage of learning to the next.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 The overall effectiveness of the EYFS is good. It is successful in meeting its aims to provide education in a warm, welcoming, secure environment where children are encouraged to develop values and contribute to school life, and where collaborative partnerships are built with families and the community. The needs of the children are met. Children enjoy school and make positive progress in their learning and development. The setting gives appropriate attention to self-evaluation. Its development plan includes clear targets for development. Since the previous inspection, improvements include enhanced communication links with parents, greater consistency in systems of assessment, and changes to the learning environments, both indoors and out.

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

6.2 Leadership and management are good. Policies and procedures for the promotion of equality and elimination of discrimination are effective. There are secure measures for safeguarding each child, including the vetting of all staff. All staff have completed relevant child protection and welfare training, with risk assessments thoroughly carried out. Staff are well qualified and suitably deployed; there is an excellent commitment to equality and diversity. Very good relationships exist with parents, who are highly supportive of the setting and expressed their appreciation of the care provided by the staff. Parents receive good information on children's progress, although information for key policies within the parents' handbook is limited. Strong links with external agencies exist for training, monitoring and support services, ensuring that children receive an acceptable standard of education overall. The EYFS co-ordinator, through secure self-evaluation, has a clear vision of priorities for improvement, which are included in the school's development plan. The use of resources, both indoors and outside, is good, and they support children's learning appropriately.

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

6.3 The quality of provision is good overall. Staff support the children effectively through recently improved systems of observational assessments, assisting in the identification of next steps in learning. However, more able children have insufficient planned opportunities to be extended. Specialist teaching for ICT and PE greatly enhances the provision. There is a good balance of adult-led and child-initiated activities, both indoors and outside, although resources are not always sufficiently organised to promote stimulating opportunities of exploration and challenge. Staff are vigilant in their care for children and behaviour is managed well. A strong emphasis is placed upon keeping children safe and promoting their health and well-being, including provision for special dietary needs, which makes a considerable contribution to the children's welfare.

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

- 6.4 The outcomes for children within the EYFS are good. Children progress well in relation to their starting points and capabilities, and the majority achieve the Early Learning Goals by the end of the Reception year. Children clearly enjoy their time in the setting. In the best practice they are active, enthusiastic learners, who confidently make choices between activities. Children demonstrate a high degree of independence and inquisitiveness, for example finding worms in the outside area and asking questions about their habitats and body movements. Standards of behaviour are generally good and children show respect for the needs of their friends. They listen and respond positively to adults, although on occasions activities that are less well organised affect their concentration and application. Children have a good understanding of how to keep safe, holding on to stair rails appropriately and handling scissors correctly. Children's understanding of leading a healthy lifestyle is well promoted. They recognise that hand gels can prevent the spread of germs, and the benefit of physical exercise on the heart. From an early age, children demonstrate good skills in literacy. They can identify the initial sounds of words and know how to construct sentences. In numeracy activities, children can name two-dimensional shapes and count to ten and beyond competently, whilst in ICT, the youngest children can confidently move the cursor and carry out simple manoeuvres. Role play, PSHE activities and visitors to the setting help them to develop an understanding of the wider world and skills for the future.

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 proprietors, 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

Mr Adrian Palmer

Mr Richard Walden

Mrs Loraine Guest

Mrs Sue Bennett

Reporting Inspector

Headmaster, ISA school

Head, IAPS school

Early Years Co-ordinating Inspector