INDEPENDENT SCHOOLS INSPECTORATE

FOREST SCHOOL

INTEGRATED INSPECTION

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Forest School

Full Name of School	**Forest School**
DfE Number	**358/6008**
EYFS Number	**EY377806**
Registered Charity Number	**N/A**
Address	**Forest School** **Moss Lane** **Timperley** **Altrincham** **Cheshire** **WA15 6LJ**
Telephone Number	**0161 980 4075**
Fax Number	**0161 903 9275**
Email Address	**headteacher@forestschool.co.uk**
Headmaster	**Mr Rick Hyde**
Proprietors	**Forest School Limited**
Age Range	**2 to 11**
Total Number of Pupils	**192**
Gender of Pupils	**Mixed**
Numbers by Age	0-2 (EYFS): **3** 5-11: **124** 3-5 (EYFS): **65**
Head of EYFS Setting	**Mrs Heather Wardle**
EYFS Gender	**Mixed**
Inspection dates	**21 May 2012 to 24 May 2012**

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PREFACE

This inspection report follows the *ISI schedule,* which occupies a period of four continuous days in the school. The previous ISI inspection was in May 2008.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State 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, which replace those first introduced on 1 September 2003, can be viewed through the following link: www.legislation.gov.uk. Search for Independent School Standards Regulations and enter date 2010, to find Schedule 1, Parts 1-7.

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

(i) The Equality Act 2010 (including race, gender, special educational needs and/or disabilities).
(ii) The School Standards and Framework Act 1998, banning 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 31 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, although inspectors 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.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

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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 one of the directors, 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 Elizabeth Coley	Reporting Inspector
Mrs Pam Simmonds	Team Inspector (Former Headmistress, ISA school)
Miss Louise Savage	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

1.1 Forest School is a co-educational, non-denominational preparatory school for pupils from the ages of two to eleven. It was founded in 1924 in the suburb of Timperley in Altrincham, south Manchester. The main building is a converted Victorian house and other buildings have been added over the years to provide further facilities. The school is administered by Forest School Limited, which has two directors who have owned the school for over twenty-five years. Since the previous inspection, the senior leadership has been restructured, so that the headmaster now runs the school separately from another school that is also owned by the directors, and a deputy head has been appointed. The school has been accredited with awards for its promotion of a healthy lifestyle, quality of primary education, arts provision, ecological pursuits and provision for gifted and talented pupils.

1.2 At the time of the inspection, there were 192 pupils on the roll, of whom 68 were in the Early Years Foundation Stage (EYFS). Of these, three were under the age of three. There were 46 pupils in Years 1 and 2, and 78 pupils were in Years 3 to 6. There are almost equal numbers of boys and girls. Eleven pupils have been identified as having special educational needs and/or disabilities (SEND), and none has a statement of special educational needs. Four pupils use English as an additional language (EAL), and one child in the EYFS is at an early stage of acquiring the language. Pupils come from a wide range of cultural backgrounds and a few come from minority ethnic groups. Most pupils come from professional or business families and live within a ten-mile radius of the school. The ability profile of the school is above the national average; almost all pupils are of at least above average ability, with a good proportion having ability that is well above average.

1.3 The school seeks for all pupils to become confident, secure, caring individuals who achieve personal success and develop a love of learning within a warm, welcoming, safe and secure environment. It aims to provide a broad, balanced and enriching curriculum, through enabling the continuous professional development of all staff. It seeks to encourage, value and extend every pupil's contribution to the school, ensuring that each one achieves his or her full potential and strives for self-improvement, by recognising and celebrating the success of everyone. It strives to build strong, collaborative partnerships with families and the local community.

1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the EYFS and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Nursery	Nursery (ages 2 to 3)
Kindergarten	Nursery (ages 3 to 4)
Reception	Reception (ages 4 to 5)

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2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

2.1 Pupils achieve well and make good progress in their learning, in line with the aims of the school. They develop strong literacy, numeracy, and information and communication technology (ICT) skills across different subjects, and the school prepares them extremely well for the next stage of their education. The broad curriculum, including an outstanding range of extra-curricular activities, trips and visits, and links with the local community, supports their learning well, although the provision for those pupils with SEND is not consistently focused to ensure that they always achieve as well as they can. Teaching is effective overall; teachers demonstrate strong subject knowledge and use a good range of resources. In a few lessons, tasks are not sufficiently matched to the range of abilities, as at the time of the previous inspection. However, since that time, assessment procedures have led to more rigorous analysis of pupils' performance and enabled generally effective target setting. Pupils' excellent attitudes to their learning, their exemplary behaviour and their positive relationships with each other and with staff all play a significant part in contributing to their good quality educational experiences.

2.2 The personal development of pupils is excellent; they attain personal, social and moral values and so are able to make a positive contribution to the school community and become confident and caring individuals, in line with the school's aims. A true strength, and an expectation within the school, is the understanding and support the older pupils give to the younger ones. All pupils show great consideration for those less fortunate than themselves in their strong involvement in charitable fund raising. The outstanding pastoral care shown by the staff supports pupils' spiritual, moral, social and cultural awareness exceptionally well. The quality of the arrangements for welfare, health and safety is also excellent and supports all pupils, whatever their personal or educational needs, extremely well. The safeguarding of pupils in particular is rigorous.

2.3 Good governance, leadership and management enable the school's aims to be broadly met and the directors have effective oversight of the school. Since the previous inspection, they have made better provision for practical subjects and middle management processes have improved significantly. The strong commitment and effective leadership of senior managers enable a clear vision to be promoted. However, the current development plan is not sufficiently focused on the key priorities for the school over the next three years. Links with parents and carers are excellent; almost all parents are overwhelmingly positive about the education and care provided for their children. Overall, significant progress has been made in all aspects of the school's provision since the previous inspection because of the effectiveness of the headmaster and senior leaders.

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2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is available through the link described in the Preface)

2.4 The school meets 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. Reassess the provision for pupils with SEND to ensure that they always achieve as well as they can.
2. Ensure that tasks within the classroom are always matched to the needs of pupils of all abilities.
3. Revise the school development plan so that it is focused on the key priorities over the next three years.
4. In the EYFS, include targets for further improvement in reports to parents.

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3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

3.1 The standards of pupils' achievements and the quality of their learning are good.

3.2 These high levels of attainment are in line with the aims of the school for pupils to develop a love of learning and to enable them to achieve their potential. Good foundations are being laid for their future education as pupils develop effectively their knowledge, skills and understanding in a wide range of subjects and activities.

3.3 Pupils are articulate; they express themselves confidently and clearly both orally and in writing, using subject-specific vocabulary as appropriate. They listen attentively to each other and to their teachers, and they read fluently. It was not possible to see the library in action during the inspection, but other evidence shows that it is appropriately used by pupils to develop a love of reading. The school has been focusing on writing skills recently and good examples of extended writing were seen in subjects such as history and geography. Pupils apply critical thinking strategies effectively when reasoning, as for example in justifying their opinions for and against a particular argument. Pupils also make good progress in the development of their numeracy skills, applying mathematical concepts effectively across different subjects, for example drawing charts in science. Pupils' skills in ICT are good, and evidence was seen of their work in word processing, multi-media presentations, and paint and graphic images. Creativity abounds in stimulating displays around the school which reveal strong skills in art and design, and physical skills are also developed well.

3.4 Achievements, both individual and team, in other areas have a significant impact on pupils' personal development, particularly their self-confidence. Almost all pupils gain a place at their first choice of senior school. Pupils are successful in acting, poetry and prose, in instrumental music examinations, where many gain merits and distinctions, and in the Primary Maths Challenge and the Independent Schools Association essay writing competition. In sport, the school participates in national swimming and cross-country finals and is also highly successful in football, Tag Rugby and athletics. All pupils take part in dramatic productions each year in the local theatre and many participate with success in music festivals.

3.5 The school no longer enters pupils for national tests at the age of 11, although it did so up to and including 2010. The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of 11 have been excellent in relation to the national average for maintained primary schools, and in 2009 the mathematics results were exceptional. Performance in English and science is not as consistently strong as in mathematics. This level of attainment indicates that overall, pupils make good progress relative to the average for pupils of similar ability. Inspection judgements, as assessed in lesson observation, pupils' written work and curriculum interviews with them, confirm these levels of progress.

3.6 The progress made by those pupils with SEND in many lessons is good because they are provided with relevant and helpful practical resources or tasks, which are used effectively to extend their knowledge and skills, or because they receive individual support from the teacher or the teaching assistant. However, this is not always the case and occasionally all pupils are expected to carry out the same task irrespective of their ability. In many lessons, those pupils who are more able make

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good progress, but in a few, the extension task is provided after the main task. In such cases, the amount of progress made is limited.

3.7 Pupils' attitudes to their work and study are excellent and these support their achievements very effectively. Their exemplary behaviour and the extremely good relationships they enjoy amongst themselves and with the staff also enable high quality learning. They concentrate well, are self-motivated and persevere at a given task, but on occasion the pace of the lesson slows, pupils lose focus and their progress is then not as rapid. The presentation of pupils' written work is neat and reveals the pride they have and the care they take. They are given some opportunities to work in pairs and groups, which they approach with enthusiasm and enjoyment. Pupils arrive promptly to lessons and generally settle quickly and quietly to their work.

3.(b) The contribution of curricular and extra-curricular provision

3.8 The contribution of curricular and extra-curricular provision is good.

3.9 The programme of study effectively covers all the requisite areas of learning and makes a good contribution to pupils' achievement, in line with the school's aim to provide a broad, balanced and enriching curriculum. The school provides an environment that supports the pupils' learning, achievement and personal development well. Some aspects of the curriculum are presented through cross-curricular themes.

3.10 Pupils throughout the school are taught all National Curriculum subjects, together with French, religious education (RE) and personal, social and health education (PSHE). Verbal and non-verbal reasoning activities are introduced from Year 2. Since the previous inspection, the school has made better provision for practical subjects by making adaptations to the music room to accommodate these. The curriculum is tailored to the requirements of examinations for entry to local selective schools, for which pupils are very well prepared. Pupils benefit from the expertise of specialist staff in music, ICT, French, physical education (PE) and games. The curriculum is enriched by a range of educational visits, including trips to geographical and historical sites, theatres, local places of worship and the Manchester Museum. Years 5 and 6 have the opportunity to participate in language based trips to France and a residential activity week in Shropshire.

3.11 Suitable schemes of work have been written and in most subjects they are based on national or commercial material. Curriculum planning is variable in quality; the best plans show how work will be matched to the needs of the pupils across the ability range and how learning and achievement will be assessed, but this is not yet consistent across all age groups and curriculum areas. The PSHE programme covers a comprehensive range of topics of concern to pupils, and allows them to develop their personal opinions and understanding of a wide range of issues that affect their lives. It reflects the aims and ethos of the school very well.

3.12 The provision for pupils with SEND is inconsistent; these pupils are given individual education plans but the targets within these plans are not sufficiently sharp. Pupils are supported within the classroom by their teachers and in the youngest classes by teaching assistants. In many lessons, but not all, this works well. Those pupils who are identified as able, gifted and talented benefit from extra challenges in the classroom in some, but not all, subjects. They also have the opportunity to take part

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in events outside school, and enrichment activities in mathematics are arranged together with a local secondary school.

3.13 The provision of extra-curricular activities is excellent. There is a wide variety of clubs, including music, sport, and hobbies and interests such as sewing, cookery, toy construction bricks and dance. Pupils also compete against other schools and in local and national tournaments in a wide range of sports. They learn a wide variety of musical instruments and are also prepared for poetry and prose examinations. Excellent links with the local community encourage pupils to become responsible citizens, and local services and groups, such as the police, the Muslim Association of Britain and a premiership football club visit the school to support the curriculum. Every year the school performs for three nights at the local theatre; recent productions have included *Oliver*, *Wind in the Willows* and *Pinafore Pirates*. The choir sings at a number of local venues, including Manchester Cathedral.

3.(c) The contribution of teaching

3.14 The quality of teaching is good.

3.15 This makes an effective contribution to the achievement and learning of the pupils by enabling their good progress and it supports the aims of the school. In the best lessons, high quality lesson planning and strong subject knowledge enable pupils to benefit from the expertise and enthusiasm of their teachers, and an interactive teaching style allows pupils to apply themselves independently. Teachers cover a wide variety of activities within the lesson and use a good quality and quantity of resources well. A brisk pace encourages all pupils to be focused on the activity in hand, apply themselves with concentration and effort, and behave exceptionally well. In the few less successful lessons, interactions between staff and pupils or amongst pupils themselves are limited and so the pace slows and pupils lose focus. Occasionally, teachers or teaching assistants support those pupils with SEND effectively, or appropriate resources are used that enable these pupils to engage well with the learning task. For example, lower attaining pupils were given word banks of adjectives and adverbs to enable them to develop their understanding of describing an object and creating a character by supporting their choice of vocabulary. In a small but significant minority of lessons, all pupils are given the same task, and so the varying needs of pupils, including the more able, are not sufficiently well met, and progress is less rapid for all.

3.16 The marking of pupils' work is undertaken regularly, and comments are encouraging and reinforce what pupils can do. Some marking is helpful in providing pupils with pointers on how they can improve. Pupils say that they find these helpful. Since the previous inspection, good progress has been made in assessment and target setting. In some classes and subjects, pupils are given targets that are derived from whole-school, class and individual goals. The assessment of pupils' work is effective, with the use of standardised testing in verbal and non-verbal reasoning, English and mathematics, and annual spelling and reading tests; the results are analysed appropriately. This helps staff to identify those who are able, gifted and talented, as well as those who may need extra support with their learning. Some monitoring of the progress of individual pupils throughout their time at the school is carried out using National Curriculum levels of attainment, particularly in English and mathematics. Many pupils feel that they have made good progress since they joined the school because of the quality of teaching, and inspectors agree with this positive view.

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4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

4.1 The spiritual, moral, social and cultural development of the pupils is excellent.

4.2 This is in accordance with the school's aims and is a strength of the school. Pupils contribute exceptionally well to the atmosphere of tolerance and consideration for others which characterises the life of the school. They are confident and show respect for themselves and their peers. They demonstrate a strong sense of reflection on non-material aspects of life when taking part in assemblies and PSHE lessons. They reflect very well on spiritual issues and say the school prayer with meaning in assemblies. Older pupils act as excellent role models for younger children, following the example set by the staff.

4.3 A clear sense of right and wrong is apparent in pupils' treatment of each other and their respect for school rules. They have an excellent understanding of moral values, which they discuss with their teachers during PSHE and RE lessons. Pupils contribute their opinions and views very well when they have the opportunity to discuss topics such as having a conscience and telling the truth. They participate with confidence in class assemblies, which are often based on moral themes. Their behaviour in all aspects of school life is outstanding.

4.4 Pupils show a high level of social development, which is evident from the youngest age. They relish responsibility, taking on roles such as head boy or girl, house captain, games captain, class monitor, librarian or school council representative, and so contribute to the school community. A suggestion from the school council was adopted with the introduction of a 'friendship stop' in the playground to help pupils who could not find anyone with whom to play. Pupils understand very well their responsibility for others and run a variety of charity fund-raising events, such as cake sales, class activities and the Young Enterprise stalls run by those in Year 6. They have a strong awareness of British institutions and services, and welcome visits from the local police and fire officers.

4.5 Pupils' cultural awareness is extremely well developed. They have a good understanding of the festivals of major world religions, and relationships are harmonious between pupils from the different cultures and faiths represented within the school. They learn about life in other countries through research topics. Pupils in Year 6 have a strong awareness of economic differences across the world. When studying world trade, they had a feast at which the food was shared out unevenly to illustrate differences in living standards between people in Europe or North America and those in developing countries.

4.6 Throughout the school, the pupils' personal development is excellent in relation to their age. As a result, they are extremely well prepared for the next stage of their education and for the opportunities that await them when they eventually leave school. This was demonstrated by the house captains, who spoke confidently about the Queen's Diamond Jubilee in front of members of their house and took responsibility for many aspects of running the house meetings. Pupils have an extremely high standard of personal development by the time they leave the school at the end of Year 6.

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4.(b) The contribution of arrangements for pastoral care

4.7 The contribution of the school's arrangements for pastoral care is excellent.

4.8 Pupils receive excellent support and guidance from staff, which helps them to take full advantage of the opportunities offered by the school, in accordance with its aim to encourage, value and extend every pupil's contribution. Class teachers are responsible for the welfare and academic progress of their pupils, and relationships between staff and pupils and amongst pupils themselves are exceptional. An excellent example of the supportive relationship between older and younger pupils is the 'buddy' scheme, where Year 6 pupils are paired up with children in the Reception class and meet with them regularly to organise activities. They also accompany them in hymn practice and on their school outing. The daily contact between pupils and their teachers means that pupils are given the individual attention they require pastorally. In conversation, pupils say that they feel safe and well cared for, and inspectors agree with this view. Teachers help them to resolve concerns and they know to whom to go for help.

4.9 Pupils are encouraged to eat healthily and the school provides a nutritious menu at lunchtimes, including daily fresh fruit. Pupils understand that a diet containing excessive sugar, salt or fat is not healthy. They have the opportunity to take part in a wide variety of sporting activities and all have regular PE and games lessons.

4.10 The school is very effective in promoting exemplary behaviour, for which pupils are rewarded with verbal praise, house points and awards in assembly. Sanctions are in place but are rarely used. The anti-bullying policy is well publicised, and pupils consider that bullying is rare and that any incident would be dealt with immediately. Pupils are confident about speaking to any member of staff or a member of the school council if they have a difficulty or when they are concerned that another pupil may be unhappy. They also have the option to put a note in the 'secrets' box to alert senior management. The school has a good plan to improve educational access for pupils with SEND.

4.11 Excellent methods are used to seek the views of pupils through the house system and regular school council meetings, and pupils confirm that some of their recommendations have been implemented. For example, new playground equipment has been purchased and a fruit stall has been introduced at morning break on Wednesdays. In the pupils' pre-inspection questionnaire, they expressed strong contentment with all aspects of school life and no areas of concern were raised by a significant number of pupils.

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

4.12 The arrangements for the welfare, health and safety of pupils are excellent.

4.13 These fully support the school's aims and the pupils' exceptionally strong personal development. The safeguarding of pupils is excellent, with all recruitment procedures suitably carried out. All staff, including those in visiting and ancillary capacities, are appropriately trained for their responsibilities in this area of welfare, and the policy is rigorously implemented. Cordial and helpful links exist with the local safeguarding children board. Health and safety policies and procedures are strong and risk assessments are undertaken in all areas of school life, including external visits. Staff implement all procedures conscientiously and refer any health and safety concerns to the headmaster, who ensures that they are quickly resolved. Measures are taken to reduce the risk of fire and other hazards; a fire risk assessment has been carried out and regular fire drills are held. Fire procedures are clearly stated around the school.

4.14 A large number of staff have first-aid qualifications, and appropriate facilities are available for those pupils who may be unwell during the school day. Accurate records are kept of any accidents and of the administration of medicines. The school ensures that the arrangements for the welfare of those pupils who have particular medical needs or special educational needs and/or disabilities are carefully monitored. The admission and attendance registers are completed accurately, suitably maintained and stored for three years.

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5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

5.1 The quality of governance is good.

5.2 The governance arrangements for the school support its development well, in line with the school's aims. The two directors of the limited company, supported by a financial consultant, maintain effective oversight of finance and premises. Since the previous inspection, they have made well-considered provision for using the school's current accommodation to best effect by adapting the music room so that it is also now available for practical subjects. They ensure that suitable human and material resources are available to meet educational needs. One of the directors has a deep knowledge of the day-to-day life and work of the school by attending regularly and keeping in close touch with the headmaster and staff. Parents also know her well as she is present at major events at the school, and takes a keen interest in the academic progress of the pupils.

5.3 Executive meetings are held termly and they cover the work of this school and the other local school also administered by the directors. The headmaster keeps the directors well informed about school issues each month. One of the directors has undertaken training recently in safeguarding. The directors have a general awareness of their legal responsibilities, particularly those for health and safety, and safeguarding, and these are undertaken as required. However, they delegate the responsibility for compliance with the regulations to the headmaster and they do not monitor or evaluate sufficiently closely how well the school is meeting them. They provide advice and support for future growth and improvement, and they take an appropriate interest in the school development plan.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

5.4 Leadership and management are good.

5.5 These fulfil the school's aims of encouraging the pupils to achieve personal success and develop a love of learning, whilst also striving for self-improvement. The effective senior leadership of the school, together with a strong, dedicated group of staff, supports pupils' excellent personal development and good academic achievement so that they are able to make a positive contribution to their school community and equip themselves extremely well for later life. Effective policies and procedures are implemented successfully; they cover all areas of school life and they are reviewed and monitored on a regular basis. Since the previous inspection, good progress has been made in allocating time within the school timetable for middle and senior managers to monitor teaching and learning by checking planning, scrutinising pupils' books and observing lessons, and this is undertaken regularly. As a result, senior leaders in the school have a well-informed and accurate view of the school's performance. Whilst senior leadership has a vision for the future improvement of the school, this is not set out clearly in the current one-year school development plan. The large number of objectives hinders the ease with which everyone on the staff is able to contribute in a meaningful way to the fulfilment of the plan, and there is insufficient focus on raising the quality of teaching, learning and

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achievement of all pupils still further. Subject policies and schemes of work are suitable overall.

5.6 Staff deployment is appropriate and generally provides good support within the classroom for the pupils' needs. An appraisal system operates annually and it is linked effectively to the provision of training, both in-house and externally; professional development is a regular feature and successfully fulfils one of the school's aims. The safeguarding, welfare, health and safety of the pupils are high priorities, with all staff trained as appropriate for their responsibilities in these areas. Pupils' progress and welfare are raised in all staff meetings and in addition a great deal of informal discussion takes place. The recruitment of staff is carefully carried out, and all checks, including those with the Criminal Records Bureau, are recorded accurately on the single central register. The accommodation is used to best effect, with imaginative and highly creative displays of work around the buildings which value and celebrate pupils' achievements. Very good use is made of excellent external facilities for swimming and other sports. The responses of the pupils to their pre-inspection questionnaire indicate that they are very happy and proud of their school.

5.7 In accordance with the school's aims, its relationship with parents is excellent and constructive, and parents are extremely satisfied with the provision for their children and with the many opportunities for communication with the school. In the pre-inspection questionnaire, parents indicated overwhelmingly positive views about all aspects of school life and no concern was raised by a significant number of parents. They particularly commended the fact that the school is well led and managed, that they are encouraged to be involved and that their children are very well looked after by the school. A clear complaints policy is available to parents on the website, and any concerns are handled swiftly and sensitively, while careful records are kept of the issues arising.

5.8 A thriving parents' association involves parents with the school through a variety of social events for all the family. These range from carol singing in the school grounds to the summer fair. Parents new to the school are extremely well supported by a programme of meetings held to welcome them. Parents of current and prospective pupils are provided with the required and relevant information about the school, which is available on the website. Several parents help with special events or clubs, come into school to speak to pupils about their professions or backgrounds and support in the classroom. Reports on the progress of their children are sent to parents each term and a full report is issued once a year, which is detailed and comprehensive; in English and mathematics, comments contain targets for further development.

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

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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 Early Years Foundation Stage is outstanding. Children's needs are very strongly met and all are individually valued. The curriculum is carefully planned and rigorously monitored to support every child. Safeguarding procedures are highly effective and children are cared for exceptionally well. The strong capacity for sustained improvement is shown in the setting's progress since the last Ofsted inspection whereby the issues raised, concerning opportunities and arrangements for rest or sleep and the promotion of personal, social and emotional development at lunchtime, have been resolved.

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

6.2 Leadership and management of the EYFS are outstanding. A director is effectively involved in the work of the setting through a keen and knowledgeable interest in its development and progress. All records, policies and procedures for the safe and efficient management of the setting are implemented rigorously, where applicable. Staff are recruited effectively in accordance with requirements, and are experienced and well qualified; they form an exceedingly strong team. Self-evaluation is rigorous and has a direct and positive impact on maintaining high standards. Staff constantly seek ways to improve the provision by clearly identifying targets for further development. Equality and diversity are promoted strongly and fully embraced by all. Very good use is made of a wide range of high quality and imaginative resources. Staff have excellent access to continuing professional development. There is a very effective partnership with parents based on mutual trust and confidence in the school, and overall, parents are very reassured by the attention to detail and knowledge of their children's needs. Staff keep parents extremely well informed, although whilst reports are of a high quality and link carefully to areas of learning, they do not include targets for future progress. The school works very closely with outside agencies to meet very effectively the needs of any individual requiring extended support.

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

6.3 The quality of the provision is outstanding. In all year groups, the indoor and outdoor environments are used to their full potential, and children develop their imagination and acquire problem-solving skills through an excellent range of activities, carefully planned to promote active and child-initiated learning by building on children's individual interests and abilities. Expert observation and meticulous monitoring lead effectively to the identification of individual targets in all areas of learning, including for those children with additional learning or developmental needs. The setting is strongly committed to supporting children with EAL through working closely with parents, and all staff in contact with the children take great care to identify achievable targets. Relationships throughout the setting are excellent and children are given unobtrusive support by their key person and all other staff, who promote the children's welfare with great vigilance. Adults provide the youngest children in particular with safe and secure routines to enable them to settle happily. Provision for all children's health, safety and well-being is excellent. Regular checks of equipment ensure safe environments in which to learn and play, and risk assessments are comprehensive.

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

6.4 The outcomes for children are outstanding. By the end of Reception, all children meet the Early Learning Goals and a significant proportion exceed them, making strong progress in their basic skills in numeracy, literacy and personal development. The youngest children demonstrate an eager readiness to join in group activities and to articulate their feelings. Some older Nursery children confidently read simple text to a captivated audience and can recognise and order numbers up to ten. Those in Reception think critically, asking thoughtful questions to further their understanding, as evidenced in a discussion on the effects of exercise on the body. They accurately use simple punctuation in their independent writing, and in ICT they show expert mouse control as they click and drag. All children work and behave in a safe and considerate manner, for example when walking around the school site, and have an excellent understanding of what it means to lead a healthy lifestyle. They form very positive friendships and negotiate fair rules in their play for everyone's safety and enjoyment.

Compliance with statutory requirements for children under three

6.5 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.

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