



INDEPENDENT SCHOOLS INSPECTORATE

GREENACRE SCHOOL FOR GIRLS

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Greenacre School for Girls

Full Name of School	Greenacre School for Girls			
DfE Number	936/6001			
Registered Charity Number	312034			
Address	Greenacre School for Girls Sutton Lane Banstead Surrey SM7 3RA			
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Head	Mrs Lindsay Redding			
Chair of Governors	Mr Peter Staddon			
Age Range	3 to 18			
Total Number of Pupils	373			
Gender of Pupils	Girls			
Numbers by Age	3-5 (EYFS):	25	5-11:	76
	11-18:	272		
Number of Day Pupils	Total:	373		
Head of EYFS Setting	Mrs Ruth Hart			
EYFS Gender	Girls			
Inspection dates	15 Feb 2011 to 16 Feb 2011 16 Mar 2011 to 18 Mar 2011			

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in February 2005.

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

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

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

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

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

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

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

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

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Greenacre School for Girls was established in 1933 by its founders, Sabine Pasley and Patricia Wagstaffe. A rural location in Banstead was chosen which would also give access to the cultural opportunities of London. The school has a close link with the local All Saints' Church. All sections of the school are on the same site, with the Early Years Foundation Stage (EYFS) and junior school having separate facilities. The school is governed by a Council comprising ten members. A number of the governors are parents of current or former pupils, or former pupils themselves.
- 1.2 Reflecting the original vision of the founders, the school aims to establish an educational environment offering variety, challenge and opportunity in order to meet the specific needs of girls. The school further aims to be secure, well structured and supportive, so that girls may learn to prepare for and understand the wider world, and feel happy and confident in themselves and their relationships. Since the previous inspection, there has been a significant restructuring of the school's leadership and management; a sixth-form centre and new play areas for the junior and infant departments have been created; and provision for information and communication technology (ICT) has been expanded.
- 1.3 At the time of the inspection there were 373 pupils on roll. Of these, 25 were in the EYFS, 76 in Years 1 to 6, 226 in Years 7 to 11, and 46 in the sixth form. Entry to the school is by assessment. The ability profile of the junior school is above the national average with a fairly wide spread of abilities represented. The ability profile of the senior school upon entry in Year 7 is above the national average; by Year 10 and in the sixth form the profile is more in line with the national average. Pupils take national tests at ages seven and eleven and are entered for examinations at GCSE and A level. Pupils come from a variety of backgrounds which reflect the local community.
- 1.4 There are six pupils for whom English is an additional language (EAL) and who do not require additional support. Two pupils have statements of special educational needs (SEN). The school has identified 54 pupils who have learning difficulties and/or disabilities (LDD) and who are supported in the School Action category.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils reach good levels of achievement, reflecting the school's aims. They are articulate and motivated, enjoy working independently when given the opportunity and show mutual respect. They benefit from the range of the curriculum and the extra-curricular opportunities of the Enrichment Zone, although their active involvement in ICT is limited. Most take part readily in varied music, drama and sporting activities. Pupils with LDD or SEN are well provided for in the junior school but less consistently so in the senior school. Pupils are involved in service activities of benefit to the local community. The overall quality of teaching is good, although not all lessons reflect the good or excellent practice seen in some subjects. Generally pupils feel well supported by their teachers. However, appropriate challenges for the most able pupils are not systematically provided.
- 2.2 Pupils' personal development is excellent, particularly socially and morally. They show a good understanding of right and wrong, a genuine concern for each other's welfare, and an awareness of environmental issues. They contribute to a school community where there is little if any bullying, confident that it would always be satisfactorily dealt with. Older pupils take care to look after younger pupils, relationships which are fostered by the house system and by the nature of the prefects' responsibilities. Pupils are able to take up leadership roles effectively. Welfare, health and safety arrangements are good, contributing to the safeguarding and care of pupils, who feel safe. The buddy system complements the readiness with which pupils would feel able to talk to any member of staff if a difficulty arose. Secure recruitment checks are in place for newly appointed staff. Pupils' responses to the pre-inspection questionnaire, while generally positive, reflected some dissatisfaction with lunches and with the perceived inconsistency with which they feel some sanctions are imposed, though inspectors found no evidence to support the former.
- 2.3 Governance contributes much to the school's strategic development and governors are very supportive. Leadership and management are good. Appropriate policies are in place and generally monitored well, except that, because of unbalanced responsibilities, senior staff conduct only limited academic monitoring of staff and pupils. The school's inclusive ethos is reflected in pupils' behaviour and their consideration for those of different backgrounds. Parents are very supportive, as shown by their overwhelmingly positive responses to the questionnaire and the good communication. The school has responded well to the recommendations of the previous inspection, although the library has changed little.

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 consistency of provision in the senior school for pupils with LDD or SEN so that the good practice in evidence in some areas is more widely reflected across the curriculum.
2. Extend the range of appropriate challenges for the most able pupils.
3. Strengthen the systematic use of ICT by pupils in lessons.
4. Review the structure of the senior management team to ensure that appropriate time is available for monitoring and for developing the academic side of the school.
5. Develop a consistent approach to assessment in the EYFS.
6. Ensure that planning within the EYFS accurately reflects children's individual interests, needs and abilities.

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 pupils' achievements and of their learning, attitudes and skills is good. Pupils are well educated, broadly in accordance with the school's aims, particularly regarding the commitment they show towards their studies.
- 3.2 Pupils display good knowledge, skills and understanding. They are articulate and able to express themselves clearly both orally and in writing. They reason and argue coherently, contribute thoughtfully in discussions and are supportive and respectful of others, qualities seen especially in a lively Year 8 Spanish lesson. Pupils relish opportunities to work independently whenever possible. They take great pride in the presentation of their work, which is neat and well ordered. They showed great maturity and exceptional ingenuity in a Year 8 personal, social and health education (PSHE) lesson, and were able to thrive when provided with creative, imaginative and engaging lessons.
- 3.3 The following analysis uses national data from the years 2007 to 2009. These are the most recent three years for which comparative statistics are currently available. Results at GCSE and A level have been above the average for girls in maintained schools, and at A level similar to the average for girls in maintained selective schools. At A level in 2010 almost 60 per cent of grades were A* to B, whilst at GCSE level around a third of grades were A* or A. All sixth-formers proceed to higher education at university or art college. Results in national tests at the age of 7 have been far above the national average for maintained primary schools, and at the age of 11 they have been above the national average. This level of attainment indicates that the pupils' level of progress throughout the school is good and, in some cases, exceptional for pupils of similar ability, as confirmed by nationally standardised measures of progress and as seen in their work in lessons and over time.
- 3.4 Since the previous inspection the school has introduced an enrichment programme for pupils in Years 7 to 9 in the senior school, which has been very successful in providing pupils with opportunities to learn and achieve in new environments. In the older years, the variety and quality of extra-curricular opportunities available to the pupils is more limited.
- 3.5 Although most classrooms have appropriate ICT equipment which helps to foster good learning habits, in the lessons observed where it was used regularly to support teaching, little use of ICT was made by the pupils to consolidate and extend their learning. The libraries for the senior and junior schools are functional but do not provide a stimulating learning resource area for the pupils to undertake independent learning.
- 3.6 Pupils are successful in a number of activities including music, sport and drama. In particular, several musical ensembles were observed in rehearsal reflecting an eclectic range of musical styles of different periods and from around the world. The quality of textiles creations on display around the school is outstanding. Pupils are able to develop their individual talents, leading them to gain greater self-esteem and self-confidence. Many achieve well in graded music examinations out of school. The Duke of Edinburgh's Award (D of E) scheme provides opportunities for pupils to develop their self-reliance and maturity and is very popular among the girls, with 53 preparing for the bronze award and 17 for the silver and gold.

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

- 3.7 The contribution of the curricular and extra-curricular provision is good and broadly supports the school's aims. The curriculum is broad and balanced in both the junior and senior schools, and offers pupils a wide range of subjects covering linguistic, mathematical, scientific, human and social, physical, aesthetic and creative areas of study. The experience available in technological subjects is more limited in respect of the school's aim of preparing pupils for the challenges of the wider world.
- 3.8 The curriculum is suitable for all ages in the school, although more able pupils in many subject areas are not offered consistently motivating challenges. Pupils with SEN or LDD are clearly identified and relevant information is shared appropriately, but provision for these pupils is not consistent across the curriculum. Frequently in the junior school, although less so in the senior school, examples were seen of good practice in adapting work and tasks to suit the abilities of the pupils.
- 3.9 The curriculum is supported by a good range of extra-curricular activities. In Years 7 and 8 all pupils have an hour a day to enjoy a wide range of activities in the Enrichment Zone and in Year 9 this opportunity exists on three days of the week. Activities aimed at these age groups include, for example, spelling bee, science clubs, samba, headdress and mask-making, and the school newspaper. Activities for the older age groups are available at lunchtime and after school but are necessarily more limited because of the demands of examination courses. The Model United Nations debating team participated in a weekend conference with teams from sixteen other schools, at which the pupils benefitted greatly from developing their confidence as public speakers and improving their social and political awareness. A very popular cookery club runs at lunchtime and a D of E first aid course is provided after school.
- 3.10 Several musical ensembles and choirs, as well as the orchestra, are enthusiastically supported both before and after school. Drama plays an important role throughout the school. In February 2011 pupils from Years 7 to 9 performed 'Young Scarlett Hood (...and the Desperately Wicked Wolves)' and three evenings of performance in March for specific year groups allowed individual pupils to showcase their talents in varied programmes.
- 3.11 Pupils participate in sporting competitions with other schools. Netball is played at a high level and teams achieve regular success in local competitions. Rounders is the other main sport and provision has recently been enhanced by the introduction of hockey.
- 3.12 The pupils benefit from links with older people in the community organised by the houses. Pupils visit residential homes or invite residents to events at the school, and provide entertainment at festivals such as Harvest and Christmas, enhancing their understanding of the needs of the elderly and vulnerable. Sixth-form pupils help to organise fund-raising events for charities, many of which have a local connection.

3.(c) The contribution of teaching

- 3.13 The overall quality of teaching is good, and at times it is outstanding, particularly in the junior school. At its best, the most successful and effective teaching is stimulating, enthusiastic, creative and imaginative. In these lessons pupils are encouraged to explore ideas, to draw on their previous work, to think critically and to extend the boundaries of their enquiry. Pupils respond especially well to lessons with a lively pace, high expectations and the opportunity for independent work and differentiated tasks to suit all abilities. In the less successful lessons observed, the learning environment was markedly different. The pace of those lessons was often slower and the level of challenge and the variety and suitability of tasks set did not always provide pupils with sufficiently demanding work to reflect their ability.
- 3.14 Teachers display very good subject knowledge and mastery of their material. In general, lessons are well planned and provide a variety of tasks and approaches to enable the pupils to make progress. The best lessons inspire the pupils to extend their knowledge and understanding beyond the practical needs of the examinations, which supports the school's aim of enabling girls to realise their full academic potential. In the less ambitious lessons, over-reliance on an expositional style of teaching and a limited range of teaching strategies restrict pupils' creativity and independent endeavour.
- 3.15 Classrooms and subjects are generally well resourced, especially in the Da Vinci Centre where the learning areas are spacious, light and engaging. Some of the older classrooms are less attractive. The libraries for both junior and senior schools are adequate but do not encourage pupils to use them actively to support and extend their learning. There has been little development of the library in the senior school since the last inspection. The provision of ICT equipment throughout the school is good. Where interactive whiteboards are used skilfully within lessons they capture pupils' interest and facilitate a better understanding of the subject. However, pupils rarely use ICT individually to enhance their learning and interest.
- 3.16 Staff provide useful oral feedback to pupils in lessons about their work and ways in which to make progress. In contrast, the quality of marking is inconsistent and generally does not reflect the aims of the school's policy or contribute significantly to pupils' progress. The most valuable and effective marking is regular, specific and offers clear advice on how work can be improved. Most marking tends to be sporadic, cursory and superficial with few substantial suggestions or comments on gaps in pupils' knowledge and understanding and how to address these. Tracking of pupils' progress is inconsistent.
- 3.17 Through the work of the learning support department, in the junior school but only in the early years of the senior school, the identification and support of pupils with specific learning needs are assiduously undertaken, and the needs of pupils with statements of special educational needs are met. A study skills programme has been introduced to address the needs of less able pupils. Extensive information is made available to teachers, which includes practical suggestions on how other colleagues provide for the learning of these pupils throughout the school. However, teachers in the senior school in particular do not currently utilise this information to provide appropriate tasks and activities to support the learning of all of their pupils. Provision of opportunities and challenges for the most able pupils is not systematic.

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 excellent, reflecting the high priority placed by the school's aims on values of tolerance and mutual support. Pupils show genuine concern for each other and an awareness of the needs of other communities as well as their own. Relationships between older and younger pupils are fostered in particular by the involvement of the sixth form in the house-based rewards system, and by the buddy system offering support, especially to new pupils.
- 4.2 Pupils' spiritual development is good. They are encouraged to engage with a variety of creative and aesthetic activities. Their imagination and curiosity are also reflected in other subject areas; for example, the Year 8 biology club questioned why sheep keep warm even in the rain, leading to an investigation of the properties of wetsuits. Displays of pupils' art and textiles work and the GCSE and A-level photographic exhibitions are striking and attractive. Drama lessons encourage pupils to express their response to different emotions, as with Year 7 drama pieces in the style of silent movies. In the sixth form, A-level geography pupils sensitively described their response to the spread of HIV/Aids and to recent earthquakes. Religious studies (RS) lessons provide an introduction to world religions and pupils discuss different belief systems to further their understanding. They describe the school as a caring and friendly environment.
- 4.3 Pupils' moral development is excellent. Through the PSHE programme in Year 7, pupils debate issues of right and wrong, equality and responsibility. Ethical issues are discussed in RS. The Eco group promotes a responsible attitude to resources and the environment. Pupils understand the need to treat one another fairly and are all aware of the anti-bullying policy. Pupils agreed that they could identify a member of staff they could turn to if they had a personal difficulty.
- 4.4 Pupils' social development is excellent. They show courtesy, consideration and kindness and the atmosphere is one of respect and a sense of shared values. Pupils readily accept responsibility. The junior school has prefects and a head girl and deputy, and all of Year 6 fill roles of leadership and responsibility. All classes have form representatives who attend school council although a small number of senior pupils felt that their views were not responded to. A buddy system, operated by the sixth form, provides a link between the older and younger pupils, helping with form activities, collecting the Gloria merit awards and, at best, providing a valuable listening ear. The house system also encourages co-operative learning and activity across the school. The sixth-form prefects assist with charity fund-raising and house activities, and have established links with a local boys' school. Some enrichment activities are jointly undertaken, including a popular biennial trip to the United States.
- 4.5 Pupils' cultural development is good. They readily accept other cultures and celebrate the differences in music, art and drama. Pupils learn about other faiths and are encouraged to value diversity. Chinese New Year was an inspiring theme in many creative subjects. Pupils are encouraged to understand their own history through interactive experiences such as the visit by a theatre company to explore life as an evacuee during the Second World War, and the Suffragette movement was vividly brought to life by a former teacher of the school.

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

- 4.6 The contribution to pupils' personal development of arrangements for welfare, health and safety is good. Staff provide effective support and guidance for the pupils in accordance with the school's aims, successfully ensuring that pupils feel well supported and confident in their relationships. Overall, relationships between staff and pupils and among the pupils themselves are good, showing mutual respect. In questionnaires and discussion, pupils referred readily to the fact that they felt safe and cared for. In both the junior and senior school, pupils generally felt that they could happily speak to a teacher if they had any problems or anxieties.
- 4.7 Pupils also spoke warmly about the friendliness that characterises the community, although they perceive inconsistencies in the imposition of sanctions. Pupils have a clear understanding of what behaviour is expected of them and contribute to a sense of calmness, especially in the junior school.
- 4.8 The buddy system works particularly well in the junior school. The extent to which the seniors interact with and know younger children is variable, but the prefects record individual achievements and award medals in assemblies. Reception children greeted the 'Reception Prefect' warmly and clearly related to her well. The school council established this year is greatly valued by the junior pupils, but has a lower profile and only limited effectiveness in the senior school.
- 4.9 The school has effective policies and procedures for promoting good behaviour and guarding against harassment and bullying with a sound anti-bullying policy familiar to all. Pupils are adamant that if such incidents occur they are mostly dealt with appropriately. They feel safe.
- 4.10 Arrangements for pupils' safeguarding are secure. The school places a high priority on the safety of the pupils. All necessary measures are taken to reduce risk from fire and other hazards; regular and unscheduled fire practices are held termly. Thorough risk assessments and safety procedures are undertaken prior to a school visit. The school is improving access for those with disabilities.
- 4.11 Pupils are encouraged to eat healthily and to take regular exercise as part of a healthy lifestyle, although provision for sport and other physical activity is currently not part of the sixth form curriculum. Some criticism of the lunches by pupils was not founded as they benefit from a wide and varied choice of healthy food.
- 4.12 Attendance registration procedures have recently been strengthened and are implemented effectively, parental checks being made regarding any unexplained absence. The electronic registration system has manual back-up. The admission and attendance registers are properly maintained and stored for three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good, enabling it to make an effective contribution to the aims and the development of the school and to the maintenance of education standards. The structure of the governing body supports governors' oversight of the school, with separate committees being responsible for matters such as finance, human resources, buildings and strategic planning and development. Detailed minutes are kept of their meetings. In addition, the chair of the board meets regularly with the head. The governing body reflects a variety of relevant and helpful professional backgrounds such as the law, accountancy, surveying, human resources, insurance and education. Evidence of governors' successful facilities planning in recent years is to be seen in the recent conversion of a house to become the sixth-form centre and in the Da Vinci science and creative arts centre. Governors also visit the school at least annually and support the aims of providing a secure environment where girls can acquire the necessary skills for future life and develop an enthusiasm for study.
- 5.2 In order to inform their work more fully, governors receive occasional presentations on aspects of the life of the school from members of the teaching staff, although this does not adequately cover academic monitoring. Governors are kept informed of school policies, have sight of and authorise overseas school visits, and have had adequate training in child protection and safeguarding matters to meet their legal responsibilities. Individual governors take responsibility for specific areas such as health and safety. Arrangements for carrying out recruitment checks on new staff and recording these meet regulatory requirements.

5.(b) The quality of leadership and management

- 5.3 The quality of leadership and management is good, and contributes considerably towards the realisation of the aims of the school. Senior staff are given delegated responsibility for specific academic and pastoral areas. A new senior management structure has recently been implemented. Although this has clarified a number of roles, an excessive concentration of over-arching responsibilities for both pastoral and academic oversight within the role of the deputy head has made it difficult for the school to give sufficient attention to academic monitoring, educational standards, tracking of pupils' progress and curriculum development. A comprehensive range of policies is in place, although their implementation is not consistent.
- 5.4 The school is successful in its aim of instilling an inclusive ethos where each pupil feels valued. Its educational direction is clearly articulated by the head, who has effectively encouraged a greater focus on pupils' individual achievements. The needs of most pupils are met in lessons, although insufficient attention is given at times to the requirements of some pupils with LDD or SEN and to the provision of appropriately stimulating challenges for the more able.
- 5.5 Staff clearly support the aims and ethos of the school. An appraisal system is in place, implemented in the first instance by members of the senior management team, though as yet this lacks sufficient rigour for it to contribute significantly to enhancing further the quality of teaching. In areas of middle management, only

limited opportunities have been taken to benefit from professional development. Appropriate training in safeguarding and first aid has been undertaken. Staff are encouraged to contribute their wider interests to the extra-curricular programme. Although in the past the required recruitment checks on newly appointed staff have not always been consistently carried out, this failing had already been identified and rectified before the inspection and comprehensive and effective checking and recording systems are now in place.

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

- 5.6 The quality of the school's links with parents, carers and guardians is excellent. In accordance with its aims, the school maintains excellent relationships with parents, who are very happy with the educational provision for their children. The responses of parents to a pre-inspection questionnaire, which covered all aspects of pastoral care, academic provision and achievement, behaviour and communication, were overwhelmingly positive. Parents were particularly appreciative of the attitudes and values promoted by the school, the range of subjects on offer, and the help and guidance given to their children. They also felt that they were given ample and useful information about their children's progress. In almost every area considered in the questionnaire, 90% or more of the responses were positive.
- 5.7 All required information is sent to parents of both prospective and current pupils. Publications include a very informative weekly newsletter which goes out to all parents and an attractive, high-quality half-termly digest named 'Gasp!' which includes reports and photographs of major school events and keeps parents fully up-to-date with news and forthcoming events.
- 5.8 An active parents' association organises a variety of social and fund-raising events which contribute not only to the development of resources for the school, but also to the strong sense of community.
- 5.9 Parents attend many school functions including musical, dramatic and sporting occasions throughout the year. They assist in interview practice for senior pupils and by providing opportunities for work experience. There are annual parents' meetings for the discussion of children's progress with individual teachers in both the junior and senior schools. Regular reports contain informative summaries of work covered by pupils as well as helpful advice and comments on how further progress might be made. Parents are generally satisfied with the amount of homework given to their children.
- 5.10 Parents feel that any issues they may raise are handled well. The school's complaints procedure meets regulatory requirements.

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 with some outstanding features. Knowledgeable, experienced staff create a supportive, challenging environment where every girl has the opportunity to realise her full potential. Progress is good for all girls, and their welfare needs are very well met through the consistent implementation of effective policies. Partnerships with parents, other professionals and Surrey County Council Early Years Team are strong, adding considerably to the overall effectiveness of the setting. Improvements since the last inspection include relocating the Reception class to the ground floor, allowing easier access to the outside area. Staff are well supported by senior managers and governors, and have a clear and ambitious vision for future development; as a result, the capacity for improvement is excellent.

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

6.2 Leadership and management are good. Current procedures for recording details of staff recruitment checks are rigorous, ensuring the suitability of staff and the safeguarding of children. Adequate risk assessments, including daily checks and separate assessments for outings, identify and remove hazards. Excellent collaboration exists between home and school, and parents are very happy with all aspects of the provision, commenting on the ease with which children settle and the rapid progress they make. Effective monitoring, including staff observations, identifies priorities for development, which are outlined clearly in the junior development plan. Equality of opportunity is promoted effectively and the environment reflects the diversity of the children, their families, and the wider community. Excellent use of resources, including training, enhances outdoor provision and experiences.

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

6.3 Provision is good, with some outstanding features. Richly resourced, well-planned classrooms, and an excellent outdoor area, provide good opportunities for learning across all areas of the curriculum through an excellent balance of adult-led and child-initiated activities. Supportive staff extend and develop children's ideas, although teacher-directed activities do not always recognise children's different abilities. Children's progress is closely monitored through regular observations and good, but inconsistent, assessment procedures. Well-established routines and good role modelling emphasise hygiene practices, staying safe and being healthy. A small number of Reception, and occasionally Nursery, children attend after-school club where they engage in a range of freely chosen, appropriate activities provided by caring staff. Overall children's welfare needs are very well met.

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

- 6.4 Outcomes for children are good. Girls are enthusiastic, independent learners, particularly when engaged in practical, self-initiated activities. They make good, and sometimes outstanding, progress, working securely within the early learning goals by the end of the Foundation Stage. Good teaching of phonics helps older children to make phonically plausible attempts at reading and writing short sentences. Girls count confidently to twenty as they perform a 'number dance', and access computers independently, beginning to use them with confidence. They work happily on their own, co-operate well and readily share resources, usually responding positively to the expectations of the adults who care for them. Girls understand the importance of exercise, staying healthy and keeping safe, using outdoor play equipment with appropriate care and joining in enthusiastically with regular physical education (PE) lessons.

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

Mr John Dunston	Reporting Inspector
Mr Paul Cozens	Deputy Head, IAPS school
Mrs Alison Cooke	Head, IAPS school
Mrs Julie Eldridge	Head, GSA school
Dr Christopher Enos	Assistant Head, GSA school
Mr Christopher Manville	Early Years Co-ordinating Inspector