



INDEPENDENT SCHOOLS INSPECTORATE

HEATHERTON HOUSE SCHOOL STANDARD INSPECTION

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Heatherton House School

Full Name of School	Heatherton House School		
DfE Number	825/6021		
Registered Charity Number	310630		
Address	Heatherton House School 10 Copperkins Lane Chesham Bois Amersham Buckinghamshire HP6 5QB		
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Email Address	office@heathertonhouse.co.uk		
Headmaster	Mr Peter Rushforth		
Chairman of Governors	Mr David Bracey		
Age Range	3 to 11		
Total Number of Pupils	143		
Gender of Pupils	Girls		
Numbers by Age	3-5 (EYFS):	41	5-11: 102
Number of Day Pupils	Total:	143	
Head of EYFS Setting	Mrs Denise Evans		
EYFS Gender	Girls		
Inspection dates	10 May 2011 to 11 May 2011 08 June 2011 to 10 June 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 Heatherton House is an independent preparatory and pre-preparatory day school for girls aged three to eleven, located in Chesham Bois on the outskirts of Amersham, Buckinghamshire. The school will celebrate its centenary in 2012. The school aims to be a family community, believing that the best education is based on a strong partnership between children, parents and teachers. It aspires to be an excellent small school, valuing each individual and believing that each girl should be enabled to achieve her full potential. Whilst the school is predominantly Christian, other faiths are respected and valued. As a charitable trust, the school has a governing body consisting of eight governors, two of whom are elected parent governors. Others are businessmen or educationalists from different independent schools. Since the previous inspection, the school no longer accommodates any boys, and from summer 2011 has discontinued provision for pupils younger than three years.
- 1.2 Currently, 143 pupils attend the school, including 41 in the Early Years Foundation Stage (EYFS), which consists of Nursery provision and a Reception class, both of which are located in the centre of the school building. Admission to the school is entirely non-selective, and the ability profile is above the national average, with around a quarter of pupils having an ability that is far above average, and only a few pupils having below average ability. The school has identified 33 pupils with learning difficulties and/or disabilities, of whom 29 receive specialist support. One pupil has a statement of special educational needs, and English is not the first language for two pupils, although linguistic support is not necessary. Pupils come from a variety of economic and social backgrounds, almost solely from families with a professional or business background. The ethnicity of the majority is white British, although some pupils have overseas antecedents. Most live in the Amersham area or in surrounding villages.
- 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 An exemplary attitude to learning is a major factor enabling the excellence of the pupils' achievements. The pupils approach every task with a cheerful enthusiasm, and good teaching further contributes to their success, although occasionally, the most able pupils are not immediately challenged from the start of every lesson. Pupils are successful beyond the classroom, with significant successes in national competitions, for example with individual and team swimming events. Extra-curricular activities contribute well to school life, but the after-school programme of activities is not as successful as those held at other times. The excellent curriculum, enhanced by trips and visitors contributes much to the school's success.
- 2.2 The pupils' personal development is excellent, with pupils often showing maturity beyond their years in the way that they look after each other and any visitors. All relationships within the school are very positive, and all adults are excellent role models. Safeguarding the welfare of the pupils is of paramount concern to all staff. All requisite procedures and policies to ensure the welfare, health and safety of pupils are in place, and implemented well.
- 2.3 The governors provide excellent oversight of the school, and have planned very carefully for an imminent fundamental change. Good leadership and management enable day-to-day school life to proceed calmly and efficiently. In their pre-inspection questionnaire responses, most parents are highly supportive of all that the school does for their daughters, and inspection evidence refutes the view of a few parents that the school does not give enough information to parents about the pupils' progress. A recommendation of the previous report regarding the curricular responsibilities held by senior staff has been fully met, but some work remains to be done with regard to a previous recommendation on the quality of marking.

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 greater consistency in marking across all subject areas and year groups, building on existing good practice to give more frequent advice for future improvement.
 2. Use the existing information about the most able pupils to ensure that they are challenged from the outset in every lesson.
 3. Broaden the after-school activities programme, and reassess the timing of activities.
 4. Ensure that the excellent standard of EYFS provision is continued as staff take on new responsibilities.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The overall quality of the pupils' achievement is excellent, in accordance with the aim to provide education of the highest quality for girls aged three to eleven. Pupils speak confidently, and are careful listeners both to their teachers and to each other. Their reading skills are highly developed and they write imaginatively. Logical and independent thought is often evident, for example when older pupils used their knowledge of friction from science lessons to choose suitable materials for the soles of shoes they were to make in design and technology (DT) lessons. High standards of creativity are seen in musical performance and in the many fine displays around the school of artefacts from DT and art lessons. Skills in mathematics are well-developed, and put to good use in other subject areas, for example when younger pupils used bar graphs on computers to record their long-jump results. Although outdoor space at the school is limited, pupils are physically fit, due partly to frequent physical education (PE) lessons and their weekly swimming sessions at a local pool. Nearly all pupils transfer to their first choice of senior school. Many go on to local maintained grammar schools, where entry is highly-selective. Others go to a range of senior independent schools, some achieving scholarships or exhibitions. The pupils' significant achievements include success in a diverse range of national and local competitions. Of particular note are individual and team swimming successes, individual speech and drama and music examinations, and dance competitions involving large numbers of pupils.
- 3.2 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 ages seven and eleven have been far above the national average for maintained primary schools. Overall, results of standardised tests of attainment in English, reading, spelling and mathematics are higher than national norms. Progress to age eleven is above the average for pupils of similar abilities, and is recorded effectively in special 'moderated work' exercise books. Another indication of progress over time was seen when looking with pupils at their work from previous years stored in their personal computer files. Staff use a variety of systems to carefully track pupils' progress. , in some of the lessons observed, short-term progress for a few of the more able pupils was impeded due to their participation in whole-class activities.
- 3.3 The pupils' attitudes to learning are exemplary. They evidently enjoy their lessons and gain great satisfaction from what they do. In response to the pre-inspection questionnaire, the vast majority of pupils indicated how much they like being at this school. Pupils work well on their own, in pairs and in small groups, as seen for example in a music lesson, where a class was divided into five groups to work successfully in different locations on structured compositions. Pupils take initiative, and make many decisions themselves about how to organise their work effectively.

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

- 3.4 The school's aim is to offer a rich and varied curriculum, and this is met excellently. All the requisite areas of learning are included, based on the National Curriculum with the addition of personal social and health education (PSHE) and religious studies. It is enhanced by the inclusion of thinking skills from Year 1 and French from Year 2. Curriculum planning is thorough and supported by detailed policy documents, enabling continuity of education and progress. Links between subjects are well developed, as was evident in Year 1, where a science topic was incorporated into an English lesson about labels for parts of the body, and achievement was good in both subject areas. The curriculum is suitable for pupils of all ages, but on occasions more able pupils in some subject areas are not consistently offered motivating challenges. The needs of pupils with additional learning requirements are clearly identified. Meticulously-kept records enable relevant information to be shared effectively and work planned accordingly. Guidance is given to teachers and teaching assistants, and provision carefully tailored to these pupils' individual needs.
- 3.5 A good programme of extra-curricular activities supports the curriculum, and caters well for pupils with interests in musical, sporting and creative pursuits. However, some older pupils and their parents commented that there were insufficient activities for them. The inspectors shared this viewpoint, partly because places are sometimes limited. In addition, the programming of some clubs for restricted times during the year means that not all pupils can participate as fully as they would like. For those pupils who do not particularly enjoy sport or dance, options are very limited for activities after school, although other opportunities do exist before school or at lunchtime, particularly with a range of excellent music activities.
- 3.6 Frequent trips and visits extend the formal curriculum most effectively and provide excellent links with the local and wider community. Opportunities are provided for all age groups and these make very good use of local sites and facilities, such as Chesham Bois pond. Residential visits are organised for Years 5 and 6 and help to develop social skills and confidence. During the final inspection visit, all pupils in Year 5 were in Yorkshire, and regular emails from them were shared with the rest of the school, which illustrated the success of the trip.
- 3.7 Visitors to the school provide further curricular enrichment. Pupils in Year 1 explored a local fire engine with fascination, and Year 6 pupils were enthralled by a discussion with a television journalist. A church youth worker intrigued pupils with escapology during an assembly on the theme of freedom. Pupils act as radio disc jockeys when taking part in a local charity fundraising event each Christmas. Charities further afield are also supported. A member of staff has been an aid worker in Haiti, and members of the School Council were observed discussing very sensibly what form further fund-raising might take for this cause. The school's Leavers' programme is particularly effective. It replaces the normal curriculum for the final half-term of Year 6, and includes first aid and cycling training, visiting speakers, an extended independent history research project, sculptural art, a play, a week's residential trip abroad and the chance to host a three-course meal the pupils have planned and prepared, including choosing and inviting the adult guests.

3.(c) The contribution of teaching

- 3.8 The overall quality of teaching is good, promoting the pupils' progress, and supporting the school's aim to promote independent learning through teaching, thinking and learning skills. A strength is the extent to which the teachers know their pupils as individuals, establishing an outstanding collaborative working atmosphere, and a good awareness of different learning needs. Some teaching enables excellent progress by identifying the individual learning styles of pupils. A group of older pupils, constructing computer-controlled robots, discussed differences in their own learning styles to deploy each group member to best effect. Well-planned lessons meet the needs of nearly all pupils of differing abilities, enabling them to acquire new knowledge, make progress, increase their understanding and develop their skills. In general, teaching assistants are effectively deployed to work with individuals or groups, particularly to ensure that less able pupils are able to achieve the learning objectives in mathematical and literacy work. Particularly effective use of teaching support was seen in lessons in art and DT lessons.
- 3.9 The most successful teaching is epitomised by subject expertise, clearly-defined learning objectives, varied teaching methods and successful use of open-ended questions which promote independent thinking. Praise is used to develop confidence and to encourage involvement and progress. Such teaching has brisk pace, fully motivating the pupils and encouraging them to contribute openly and with assurance. A successful science lesson for older pupils included much opportunity for investigation and discovery, and led to high levels of achievement and learning about the conditions needed for plant growth. Elsewhere, less successful achievement results when pupils are given fewer opportunities to be actively involved in independent or group activities, and when too much time is spent listening to introductory activities in large groups. Sometimes more able pupils are not challenged from the onset of the lesson. Good use is made of a range of excellent resources, and attractive classroom displays enhance the teaching environment to encourage learning. Interactive whiteboards are used alongside traditional resources as effective teaching tools and they stimulate and engage the pupils' interest.
- 3.10 The school has made significant progress since the recommendation of the previous inspection to improve the quality of marking. An effective marking policy is now in place. All work is carefully marked, and some good examples of peer review and self-assessment were seen. Most teachers adhere to the school's guidelines and comments are very positive. In the best examples, constructive comments are appreciated by the pupils, when they guide further learning and progress rather than just giving praise. The use of comments to identify both the strengths and weaknesses of work is not yet fully embedded in all subjects or in all year groups. Some pupils said that they thought they were making progress, but were not sure, or only knew for certain when their parents discussed their reports with them. Excellent examples of target-setting were seen in mathematics and science where pupils are given clear expectations for learning and work subsequently evaluated against these targets.
- 3.11 Teachers make good use of comprehensive assessment data which is disseminated to all staff through the school's data systems. Regular informal staff discussion of the pupils' performance helps to ensure that progress is monitored, so that assessment can inform planning.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils develop excellent personal qualities, fulfilling the aim of the school to nurture the development of good relationships where individuals are valued. They have confidence and are highly articulate. They understand their own strengths and weaknesses, have self-respect and the determination to achieve their full potential. The spiritual development of the pupils throughout the school is excellent. Quiet reflection was observed during assemblies and at lunchtime, where pupils lead prayers of thanks for food. The high level of spirituality permeates every daily activity. For example, one main corridor displayed pictures by Year 5 pupils, completed to a high standard and meticulously displayed alongside the clear objectives for the work and the pupils' own evaluations. Other pupils had been given the opportunity to comment on the pictures by leaving notes in a box. The box was overflowing with positive and perceptive praise and appreciation. Mature reflection on the needs of others was seen in a highly-poignant and complex dance routine.
- 4.2 Moral awareness is excellent. Pupils have a strong sense of right and wrong. They show genuine concern for others and know that fairness is important. Behaviour within and outside the classrooms is consistently of a very high standard. Good manners and polite action are evident throughout the school. Themes for assemblies reinforce moral values, such as sharing and the importance of friendship and co-operation, and this is reflected in classroom activities. Ecological matters are important to the pupils, and their efforts played a major part in enabling the school to achieve a bronze national ecology award. A group of pupils had created life-sized scarecrow characters from 'Alice in Wonderland' entirely from recycled materials for a competition.
- 4.3 Pupils demonstrate excellent social awareness and feel that they are a valued part of a caring school. The strong feeling of a family community is evident with a definite partnership between the pupils, parents and staff based on trust, respect and honesty. Pupils demonstrate pride in the achievements of members of the community, as seen during the giving out of spelling certificates during an assembly. Older pupils show consideration for younger pupils. Responsibilities as sports and house captains, playground buddies, road safety officers or school councillors are enjoyed, and these further enhance their personal development. The efforts of the gardening club are appreciated by the school when the produce they have grown is served as part of lunch.
- 4.4 The pupils' cultural development is excellent. Pupils display a strong appreciation of their own traditions, and show respect for other cultures and faiths. They demonstrate understanding of how people of different cultures think, feel, create, behave and live. This was seen in the display of work on Aboriginal art by pupils in Year 3 and by knowledge of apartheid and reflective consideration of historical facts demonstrated during an assembly about freedom.

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

- 4.5 Support and guidance for the pupils is excellent, in accordance with the school's aim to create a relaxed and friendly atmosphere with its foundations in trust, respect and honesty. 'Excellence books' help celebrate all that is achieved and to create a sense of pride and responsibility.
- 4.6 All the staff, including the highly efficient office and maintenance staff are excellent role models. In their questionnaires, several pupils mentioned how helpful the staff are. The caring ethos of the school is at once apparent, for example in lunch, which is an unrushed and pleasant social occasion, where pupils often choose to sit and chat at the table after the meal, while ensuring without any prompting by staff that every need of any visitor is met. If anything ever happens to cause momentary distress to a pupil, others will immediately take suitable action. A worry box and friendship bench have been provided. The box is rarely used, groups of friends regularly use the bench, and the pupils are alert to notice if anyone ever sits there alone, and if so will take immediate action to befriend such a pupil.
- 4.7 The procedures for promoting good behaviour and guarding against harassment and bullying are highly effective. Pupils say that bullying is almost unheard of, and on any rare occasions of minor lapses in acceptable behaviour, staff act immediately and calmly, taking due account of any related difficulty or disability. The safeguarding arrangements have regard to all guidance. Clear procedures are in place and all staff are fully trained in child protection. Safeguarding the welfare of the pupils is always given due prominence. When pupils are about to use any potentially hazardous equipment, they are constantly reminded of the possible risks, for example when using a hot iron in DT lessons or scissors in art lessons.
- 4.8 All necessary measures are taken to reduce risk from fire and other hazards, and meticulous records are kept. Arrangements to ensure health and safety are effective and include provision for pupils who are ill, injured or have learning difficulties and/or disabilities. The school has the required plan to improve educational access for pupils with special educational needs or disabilities. The admission and attendance registers are properly maintained, and correctly archived for the previous three years.
- 4.9 Pupils are encouraged to be healthy through developing sensible eating habits and taking regular exercise. Any snacks brought from home must be healthy and nutritious, and school lunches provide a balanced diet of wholesome food, with plenty of fresh fruit and vegetables. PE is an important part of the curriculum, and exercise is encouraged in the frequent breaks to the school day.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governing body provides excellent oversight of the school in line with the aim to fulfil its mission by nurturing the development of good relationships and partnerships with all stakeholders. The majority of governors are past or present parents of pupils at the school, and clearly they all know the school community very well. Staff speak well of the governors' interest in school life and their frequent formal and informal visits.
- 5.2 The governors discharge highly effectively their responsibilities for educational standards, financial planning and investment in staff, accommodation and resources. Much of this is achieved through the operation of a clearly-defined system of committees. All parts of the school have a very high standard of decoration and are kept scrupulously clean.
- 5.3 The governing body has a good insight into the working of the school. Governors are effective in exercising their monitoring role, and provide support, challenge and stimulus for growth and improvement. At the time of the inspection visits, an announcement was imminent of a fundamental change to the school's future operation, including governance. Planning towards this change had considered every option carefully, and the well-being of all in the school community was at the heart of the decision-making process.
- 5.4 The governing body is effective in carrying out its responsibilities for child protection, welfare, health and safety throughout the school, endorsing all policies and ensuring that the required single central register of staff appointments is correctly maintained.

5.(b) The quality of leadership and management

- 5.5 At all levels of responsibility, the overall quality of leadership and management of the school is good, with many examples of excellent practice. This all contributes to the aim of the school to provide education of the highest quality. The headmaster and senior management team organise efficiently the smooth day-to-day running of the school, with the individual members working very effectively together as a team. The management structure is clearly defined, and most delegated responsibilities are discharged well, particularly those for the safeguarding of pupils. All statutory policies are in place, although some are lengthy tomes rather than concise guides to everyday practice.
- 5.6 Those with leadership and management responsibilities provide much clear educational direction, which is reflected in the excellent quality of the pupils' education and the high standard of their personal development. Many aspects of leadership and management are effective in self-evaluation, setting priorities in planning and ensuring that they are achieved. The previous inspection made a recommendation to review the allocation of curricular responsibilities held by senior staff so that they are not overloaded by their duties. Inspection findings showed that this has been met fully, with much evidence of the coordinators of core subjects having time and opportunities to monitor effectively their subjects throughout the school. However, although a comprehensive system to identify pupils with particular gifts and talents is in place, and staff are fully aware from wide-ranging training how

to nurture these pupils, monitoring does not currently ensure that in all teaching they are challenged from the outset.

- 4.10 Management at all levels is successful in securing, supporting, developing and motivating sufficient high-quality staff and ensuring they are suitably trained for their roles in meeting the needs of all children, safeguarding, welfare, health and safety. The school has thorough arrangements for checking the suitability of staff, volunteers and governors.

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

- 5.7 The school has an excellent partnership with parents and carers, in accordance with the aim to work closely with parents at all stages and welcome their involvement in school life. This makes a valuable contribution to the pupils' learning and personal development. Parents' responses to the pre-inspection questionnaire and discussions with parents during the inspection visits indicated that they are justly very supportive of the school. In the questionnaire, a small number of parents commented that they were dissatisfied with the information given about their child's progress. Inspection evidence, including discussion with parents, refutes this. Comprehensive written reports are provided once a year with interim reports sent before the two parents' evenings held during the year. This enables parents to be fully prepared for discussion prior to the parents' evenings. Parents were overwhelmingly positive about the quality of school communication, finding electronic messages particularly useful. All the requisite information is made available to parents and prospective parents.
- 5.8 Parents take many opportunities to be involved in school activities, including taking part in school trips, hearing readers and offering their expertise when appropriate to enhance the curriculum with talks or other events. The school handles the concerns of parents carefully and sensitively. Close communication between home and school and a genuine open-door policy ensure that any difficulties are resolved informally and speedily. The required formal complaints procedure is in place, but no formal complaints have been received during the past academic year.
- 5.9 The parent-teacher association thrives. 'Form Reps' help with communication between the school and parents, and the informal welcoming of any new parents. Recent fund-raising projects have resulted in the acquisition of further playground equipment including two new playhouses, which the pupils were delighted to discover when they returned from the half-term holiday, and which were further enhanced by the gardening club during the inspection visit by the planting of flowers in window boxes.

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 outstanding. It provides a happy, safe and secure environment in which all children make progress, enabling them to reach their potential as independent learners. The individual needs of children are met by practitioners who are highly committed to their welfare. Staff constantly seek ways to improve the high quality of the provision by reflecting on best practice. The previous EYFS Ofsted inspection in 2005 made no recommendations.

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

6.2 Leadership and management are outstanding. Effective welfare policies and procedures ensure that children are safeguarded, enabling them to feel secure and happy. Strong links with the local authority contribute significantly to effective learning and development. Relationships with parents are excellent, and they are very supportive as confirmed by the questionnaire responses and subsequent conversations. Regular meetings and self-evaluation result in clear vision and effective planning for changes in staff and their responsibilities. Rigorous implementation of policies and procedures to eliminate discrimination and the recognition of the unique personality of each child enable staff to fulfil the needs of all. The learning environment is enhanced by excellent use of high-quality indoor and outdoor resources and suitably qualified and well-deployed staff.

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

6.3 The quality of provision is outstanding. Practitioners' comprehensive knowledge of the children together with detailed planning for collective and individual needs enable staff to provide stimulating learning opportunities, where children are suitably challenged. Those identified as needing extra help are suitably supported. The extensive partially-covered outdoor area, with an ample range of high-quality equipment covering all areas of the curriculum is a valuable enhancement to the indoor rooms. Strong, trusting relationships enable children to take risks and test ideas, so that they become confident, independent learners. A very good balance is achieved between adult-led activities and those chosen by the children themselves. High priority is given to promoting health and welfare. Regular checks of indoor and outdoor equipment create a safe environment, and risk assessments for visits are carried out conscientiously with particular regard to adult-child ratios.

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

- 6.4 Outcomes are excellent. Most children make good, and some make rapid progress towards the Early Learning Goals, achieving well in relation to their starting points. By the end of the EYFS most have achieved high standards in every curriculum area. Children are articulate, with reading skills progressing effectively. They write simple sentences using capital letters, full stops and well-formed letters. Numeracy skills are developed well. Children count accurately, can recognise three-dimensional shapes and do simple calculations. ICT skills are excellent. In computer work, children are competent with mouse techniques and use digital cameras, programmable toys and interactive whiteboards confidently. Personal development is excellent. Children behave well, make a positive contribution by taking responsibility for small tasks and have strong relationships with adults and each other. They understand the importance of healthy eating and regular exercise. The calm, purposeful environment helps them feel secure and to develop skills for the future.

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 chairman 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 David Bunkell

Mrs Philippa Foster

Mrs Vivien Sergeant

Mrs Valerie Goode

Reporting Inspector

Former Head, IAPS school

Former Head, GDST junior school

Early Years Co-ordinating Inspector