



INDEPENDENT SCHOOLS INSPECTORATE

ROKEBY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Rokeby School

Full Name of School	Rokeby School		
DfE Number	314/6005		
Registered Charity Number	312653		
Address	Rokeby School George Road Kingston Upon Thames Surrey KT2 7PB		
Telephone Number	020 8942 2247		
Fax Number	020 8942 5707		
Email Address	hmsec@rokebyschool.co.uk		
Head	Mr Jason Peck		
Chair of Governors	Mr Charles Carter		
Age Range	4 to 13		
Total Number of Pupils	377		
Gender of Pupils	Boys		
Numbers by Age	4-5 (EYFS):	44	5-11: 260
	11-13:	73	
Number of Day Pupils	Total:	377	
EYFS Gender	Boys		
Inspection dates	12 Oct 2010 to 13 Oct 2010		
	08 Nov 2010 to 10 Nov 2010		

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 October 2004.

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 Rokeby School is a preparatory school for 375 boys aged from 4 to 13, situated in the London suburb of Kingston. Forty-three boys are in the Early Years Foundation Stage (EYFS). The school started under private ownership in Wimbledon in 1877. In 1965 a group of parents set up the school as an educational trust in its present premises. Numerous additions have been made over the years, including sports fields some ten minutes from the school.
- 1.2 The school takes its pupils from Kingston and the surrounding area and the mixed cultures of the area are represented in the school. Most boys come from professional and business families. The ability profile of the school is above the national average. Four boys at present are receiving help with English as an additional language (EAL). Twelve boys are receiving support for mostly mild learning difficulties and/or disabilities (LDD), and no pupil has a statement of special educational needs.
- 1.3 The school seeks to enable each boy to achieve well by ensuring a firm grasp of core skills, concepts and knowledge, while at the same seeking to achieve high standards where boys have particular strengths. It aims to develop independence, self-discipline, motivation, confidence, kindness and inter-personal skills. Each boy is helped to develop respect for himself, for others and for the environment. The school also strives to create a continuous experience of learning at all levels.
- 1.4 Since the last inspection in October 2004 the deputy head was appointed headmaster, in 2007. Staff responsibilities have been reorganised. Links with the local community have been further developed. The sports ground and playground areas have been improved, and the dining room and library have been increased in size.
- 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 The quality of boys' achievements and their learning, attitudes and skills are excellent. Literacy skills are very high and numeracy skills are good. Boys at all ages show excellent attitudes to learning. Behaviour is of a very high standard. The school provides a good curriculum that is broad and balanced. It is very well suited to the abilities and needs of the boys. The range and number of extra-curricular activities are excellent. Links with the community are enterprising and valuable in raising the boys' social awareness. The quality of teaching is predominantly good with a few examples of excellent and of satisfactory teaching. Questioning of boys is skilled, with a good balance of open questions. Assessment and marking of boys' work are regular and thorough, but not always used well to plan the next stage of learning, so that planning for slower and faster learners and the provision of extension work for the most able are inconsistent.
- 2.2 The boys display good personal development. Their spiritual, moral, social and cultural development is well advanced. The boys talk deeply and confidently about abstract issues and they have a very strong moral awareness. The positive relationships in the school are outstanding. The arrangements for the safeguarding, welfare, health and safety of boys are good.
- 2.3 Governance of the school is good. Management and leadership are good at all levels. Since the arrival of the new senior management team, all policies have been revised and monitoring of teaching has been established. Assessment of the boys' work is being further refined. The school development plan has been written and is a strong tool for taking the school forward. All regulatory requirements are met and almost all of the recommendations from the last inspection have been addressed. The quality of links with parents, carers and guardians is good. The school works conscientiously to maintain good links with its parents and provides good information, frequently and regularly. Most of the responses to the pre-inspection questionnaire were positive, praising particularly the range of subjects and extra-curricular activities provided, but there were some criticisms of areas including the information received about their children's progress, the opportunities to be involved with the school, the handling of parental concerns and the provision for boys with LDD. Inspection findings do not support all of these criticisms, but agree that parents could be more involved with the school and more information given on the progress of those boys with LDD. Inspectors also note that it is difficult for parents to come into the school to talk to staff during non-lesson times, and consequently informal contact between parents and teachers is limited.

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. Use assessment more consistently to plan to meet the needs of all pupils in the class, including supporting those with LDD and extending the more able.
2. Improve informal contact with parents so that they are more familiar with the workings of the school.
3. Organise information from assessment so that it is more accessible for staff and teachers can respond more readily to parents' requests for information.
4. In order to make greater use of the outdoor area for the EYFS, provide a covered area for inclement weather.
5. Improve the facilities for information and communications technology (ICT) in the EYFS classroom.

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 boys' achievements and their learning, attitudes and skills are excellent, and meet well the school's aims for their academic and personal development. Literacy skills are excellent and from an early age the boys show good competence in spelling and grammar. They write fluently and effectively for a variety of purposes. Speaking and listening skills are good and, beginning with the younger boys in the pre-prep, the boys speak with authority, a wide vocabulary for their age and a confidence that what they say will be respected and valued by their teachers.
- 3.2 Boys' number skills are good and their mental arithmetic skills are used well across the curriculum. Older boys work confidently solving complex mathematical problems with good knowledge and understanding of algebra and geometry. Similarly, boys enjoy working in science and develop good investigative skills. In these and many other lessons boys have opportunity to extend their well-developed skills of logical and independent thinking. Skills in ICT are good and are used productively in other subjects.
- 3.3 In English, art and drama, examples of boys' creativity are numerous and impressive. Boys write stories and poetry in a wide variety of styles, with much that is imaginative and resourceful. For example, boys in Year 8 were writing stories purporting to be the memories of animals in captivity. The responses were imaginative and interesting. The most able in the class were able to use alliterative language that brought colour and empathy to their work. In art, boys produce some fine examples that make striking displays around the school. Considerable artistic and design skills are evident from all age ranges. Boys regularly achieve success in speech and drama and musical instrument grade examinations. In the past few years the school has achieved notable success in gaining music scholarships to several senior schools.
- 3.4 The development of physical skills is strong and boys make good use of the many opportunities offered. Individuals and teams representing the school at sports and games achieve high standards at local, county, national and occasionally international levels. Teams in football, rugby and cricket have a good record of success.
- 3.5 Relationships with teachers and between boys in lessons are supportive and mutually respectful, which encourages fast progress. Attainment cannot be measured in relation to average performance against national tests but, on the evidence available, it is judged to be far above national age-related expectations. The boys follow a wide curriculum and, on leaving school, many proceed to highly regarded independent senior schools, with a good proportion gaining academic and other scholarships. Last year five boys gained scholarships to senior schools. Inspection evidence confirms the judgement that standards frequently exceed expectations of age and ability.
- 3.6 Boys at all ages show excellent attitudes to learning. Behaviour is always of a very high standard and boys arrive at lessons with a willingness to learn. They work well individually, in small groups and as a whole class, and welcome opportunities to take

initiatives. Homework is completed diligently. Boys with EAL at present in the school have good English skills and have no difficulty in accessing the curriculum. Boys with LDD are carefully nurtured in their lessons and make good progress.

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

- 3.7 The curriculum is good with many outstanding features and it provides good coverage of the requisite areas of learning. Extra-curricular provision is excellent. Taken together, the experiences provided for the boys support the aims of the school to ensure a firm grasp of core skills, concepts and knowledge, while at the same time seeking to achieve high standards where boys have particular strengths. The curriculum is very well suited to the abilities and needs of the boys.
- 3.8 In Years 1 to 3, boys are class-based with a form tutor for most of the day. They receive specialist teaching in music from Reception. From Year 3 specialist teaching increases; from Year 5 Latin is introduced and boys are set in English and mathematics. In Year 7 the two forms are split into three, one being a scholarship set. This group also takes Ancient Greek. Opportunities for arts in the curriculum are somewhat constrained in older years; in Year 7 art, design and technology, music and drama are taught in rotation, and in Year 8 boys currently choose two out of the four arts subjects.
- 3.9 The boys enjoy a generous allocation of sport and a range of physical education activities in the weekly timetable. The main games are football, rugby, and cricket, supplemented by cross-country and athletics. The school attempts to allow all boys in Years 1 to 8 to represent the school at football, rugby and cricket.
- 3.10 The range and number of extra-curricular activities throughout the school week are excellent, having improved considerably since the last inspection. A wealth of opportunities is now available to the boys of all ages, which is much appreciated by them. Lunchtime activities include clubs based on curriculum subjects, competitive games such as chess, the arts, hobbies and extension opportunities in the school's computer suite. In addition, boys have access to the spacious and well-stocked library, with networked computers.
- 3.11 Links with the community are enterprising and valuable in raising the boys' social awareness. Since the last inspection the school has developed links with two local maintained primary schools in several projects that involve pupils from both schools. Teachers and boys go out to the schools to work with pupils and there are plans to extend these activities further. Other community links include visitors to the classroom, such as the imam from the local Mosque, laying of wreaths at the local war memorial, trips to local businesses, use of the school's artificial turf by local groups, Fulham Football Club and Surrey Elite football courses run at the school and pensioners invited to school events and a tea party.
- 3.12 The curriculum is carefully planned at all stages to promote the boys' progress as they move up the school. Each subject department produces and monitors its own subject plans under the supervision of the director of studies. This process has improved since the last inspection and now provides a good framework to support boys' achievements. Taken together, the curricular and extra-curricular provision enables boys to reach high standards across a wide range of subjects and activities. The boys, including those with LDD and EAL, are very well catered for and achieve much success at common entrance and scholarship level.

3.(c) The contribution of teaching

- 3.13 The quality of teaching is predominantly good, with a few examples of excellent and of satisfactory teaching. Teaching is effective in promoting the boys' progress and it supports the aims of the school well. Teachers employ a good range of methods that are appropriate for their pupils and the content of the lesson. Questioning of boys is skilled, with a good balance of open questions that prompt boys to think deeply. Consequently, boys feel successful in their learning and are almost always enthusiastic learners. The boys are interested in their work and remain focused throughout, particularly on those numerous occasions when they have good opportunities to work independently at challenging tasks.
- 3.14 Teachers plan the content, strategies and timings of their lessons thoroughly. They have good knowledge of their subjects and teach with authority. The methods that they use engender the boys' progress well and time is managed effectively. The pace of lessons is usually judged well. Planning for the slower and faster learners in each group is sometimes insufficient, and this was noted for improvement in the last inspection report. Even so, teachers are sensitive to the needs and enthusiasms of their boys and they understand their needs. In particular, those with LDD are supported effectively in lessons and in withdrawal lessons, where they work to their individual education plans and make good progress. Teachers prepare their lessons with a perceptive view of the questions that will be asked and the difficulties that the boys will encounter. However, provision of extension work for the most able is lacking in many lessons, or is insufficiently challenging.
- 3.15 The management of behaviour is excellent. It is managed with friendship and good humour so that the boys are willing partners in learning. Teachers give the impression that they like the boys, who respond positively both in class and around the school. The school is well equipped with learning resources; they are well organised and of good quality, quantity and range. Teachers make good use of them.
- 3.16 Assessment is regular and thorough; it identifies strengths and weaknesses in the boys' progress and highlights areas for improvement. Nationally standardised tests and progress data are used to evaluate the overall performance of the boys, and help management to be aware of the strengths in the school's provision. Marking is accurate and up to date. It gives the boys and their parents areas for improvement. Even so, the use of information from marking and assessment to plan the next stage of learning is inconsistent.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The boys display good features of personal development. Their spiritual, moral, social and cultural development is well advanced and reflects the values of the school.
- 4.2 Boys have good spiritual awareness. They talk deeply and confidently about abstract issues and explore their thoughts and feelings through drama and poetry. In lessons they reflect on the emotions of people involved in war. Boys respect the values and beliefs of their own and other religions, and value the friendship of their fellow pupils from cultures other than their own.
- 4.3 Boys have a very strong moral awareness and clearly develop a sense of right and wrong. They demonstrate a strong sense of fairness. The school's rules and sanctions help boys to understand the importance of these and how to make moral decisions. Staff provide good role models for the boys to follow.
- 4.4 Boys' social awareness is highly developed. They clearly understand their role within the school community and almost all develop leadership skills at the top of the school through positions of responsibility, such as prefects, assistant prefects and house captains. The pairing of individuals from different year groups strongly develops their sense of co-operation and tolerance. Boys respond positively when encouraged to think of others as well as themselves. They actively support several charities.
- 4.5 Boys' cultural development is strong. The school celebrates the diversity and range of its many heritages and of the society around it. The boys from all cultural backgrounds are encouraged to share their knowledge and experiences with their peers. Through a broad involvement in the arts the boys develop a good awareness of their own cultural heritage. Boys have opportunities to take part in school productions.
- 4.6 In their questionnaire responses, boys raised concern about the school's effectiveness at listening and responding to their views and some did not consider that all teachers were fair. The inspectors consider that the school listens and responds well to pupils' queries and that generally teachers are fair, but they recognise that responses will not always be fully consistent.
- 4.7 The personal, social and health education (PSHE) curriculum reinforces many aspects of the boys' personal development with a well-structured programme.

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

- 4.8 The arrangements for the welfare, health and safety of boys are good and support the school's aims well. Some aspects of the provision, such as the positive relationships that many staff form with their pupils, are outstanding. Staff know their pupils well; the boys appreciate the staff's contribution to their care and support and express delight at the level of mutual respect shown in staff-pupil relationships. This high quality is consistently evident and is reflected in the excellent relationships among the boys themselves.
- 4.9 Procedures for promoting good behaviour and dealing with misdemeanours are highly effective. The boys know who they can turn to if they have a problem, and

systems such as the homework diary in the prep and the 'Yellow Message Books' in pre-prep provide a well-used and useful communication channel between school and home.

- 4.10 In the pre-prep department, the class teachers are responsible for the boys' care. Clearly defined and highly effective systems include weekly target-setting generated by the boys, which ensures that any concerns are speedily addressed on either an individual or a corporate basis. In Years 3 to 8, the form teachers are also firstly responsible for the boys care. They work with year heads, who meet frequently. The rewards systems are highly developed and strongly encourage good behaviour and a positive work ethic. Sanctions are rarely used.
- 4.11 Procedures to deal with harassment and bullying are effective, well understood and properly operated. Firm attitudes to counter bullying are strongly promoted whenever appropriate and particularly in the regular PSHE lessons. The boys report that little bullying takes place, and that the school deals with this effectively when instances occur.
- 4.12 Robust measures are in place to protect boys' health and well-being. All staff have been provided with formal training in first-aid. Boys who become ill at school are well cared for in the sick bay situated within the main office. All necessary measures are taken to reduce risk from fire, and fire escape practices are held regularly. There is a comprehensive crisis management plan, which came into operation effectively in a power cut during the inspection.
- 4.13 Safeguarding policies and procedures are appropriate and fully in line with requirements. The policies receive regular, effective review by the senior child protection officer. All staff attend up-to-date child protection training and are well aware of their responsibilities. Staff are carefully checked before recruitment and fully inducted into the school's community in a comprehensive induction programme.
- 4.14 The school has a suitable plan to improve access for those with disabilities and special needs. The admission and attendance registers are properly maintained and stored so that both comply fully with current legislation.
- 4.15 Healthy eating and exercise are strongly promoted. School lunches are nutritious and of very good quality. Special dietary requirements are catered for. All boys have frequent opportunities for sport and recreation.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance of the school is good. The governors provide effective oversight of the school in line with its aims and discharge their responsibilities for educational standards, financial planning and investment in staff, accommodation and resources.
- 5.2 The governing body has a good insight into the working of the school, and is effective in exercising its monitoring role, and providing support, challenge and stimulus for growth and improvement. Governors receive regular reports from post-holders to keep themselves updated on routines and initiatives in the school. They have good contact with staff; many are parents or former parents.
- 5.3 The governing body are effective in discharging their responsibilities for child protection, welfare, health and safety throughout the school.

5.(b) The quality of leadership and management

- 5.4 Management and leadership are good at all levels. Managers have a clear vision of the direction and ethos of the school, and work consistently and effectively to implement the school's policies and fulfil its aims. This is reflected in the high quality of education provided and the good personal development of the boys. In recent months, since the establishment of the new senior management team, a number of significant developments have been introduced, or are in the process of change. All policies have been revised and many written or rewritten, and their implementation has begun. A rigorous monitoring of teaching has been established and managers are now well aware of the strengths of the teaching force and the areas that need improvement. The system for appraising staff has been introduced. Assessment of the pupils' work is being further refined and, following a recommendation from the last inspection, boys' books are scrutinised regularly by some heads of department.
- 5.5 The new school development plan is a strong tool for taking the school forward; it is comprehensive and thorough. Information from lesson monitoring, from assessments and from scrutiny of boys' work are fed into the school development plan and into plans for continuing professional development, but the process is not formalised. In-service training for all staff is a regular feature and the school is generous in its support for teachers to take part in in-service courses. Support for newly qualified teachers is good, and is linked with other independent schools in the area and with a local university.
- 5.6 Links with parents are generally good, but there are a number of concerns expressed by parents and the school is looking to enter into a closer dialogue with its parents, who are generally very supportive of the school.
- 5.7 Management successfully recruits a well-qualified staff, some of whom have served the school for many years. The staff are highly committed to the school and its pupils, and are effective in supporting the caring ethos of the school. All are suitably trained for their roles in safeguarding, welfare, health and safety. Suitable arrangements exist for checking the suitability of staff prior to appointment, as is the case for temporary staff, volunteers and governors. Such checks are recorded on a single central register as is required.

- 5.8 Of the four recommendations made at the last inspection, three have been fully implemented and the fourth has been partially addressed. The main heads of department now regularly monitor teaching and boys' workbooks, provision for staffing in the pre-prep is good and individual education plans are drawn up for boys with LDD. Not all teachers, however, consistently plan to vary the activities and materials for the different needs of boys in the class.
- 5.9 The school has sufficient, well-organised resources. The decoration and maintenance of the attractive buildings and grounds are good, and boys enjoy the learning environment. The administrative, maintenance and domestic staff make a valuable contribution to the life of the school and to the boys' welfare.

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

- 5.10 The quality of links with parents, carers and guardians is good and supports the aims of the school. The school works conscientiously to maintain good links with its parents.
- 5.11 Good information is provided for parents in the parents' handbook and they are kept fully informed of current events through regular newsletters, email and the website. There are two parents' evenings each year to discuss boys' work. Two reports each year summarise boys' achievements and areas for improvement. From Reception, individual targets are also sent to parents. Parents can communicate by email with teachers to discuss their children, or they can make an appointment for a meeting. The school aims for parental enquiries to be addressed within 48 hours, but does not always meet this deadline. The formal complaints procedure is thorough and provides clear procedures and timescales for the resolution of concerns.
- 5.12 Parents attend specific events, such as musical and drama productions and evening information sessions on topics such as internet safety. A parents' association strongly supports the school by arranging social events such as fireworks displays, quiz nights, boys' discos and summer fairs, as well as fundraising for charity and the school.
- 5.13 The responses to the parents' pre-inspection questionnaire demonstrate that parents are keen to be involved in the life and work of the school. They are particularly complimentary about the range of subjects provided, they believe that the school enables their child to make progress and that it promotes worthwhile attitudes and views. Parents are also very pleased with the range of extra-curricular activities. Some parents expressed concern that they do not receive enough information about their children's progress, and about the quality of pastoral care. A minority are critical of the quality of governance and of the way their concerns have been dealt with. Some are unhappy with the provision for boys with LDD.
- 5.14 Inspectors consider that the school generally provides good information about the progress of pupils and that pastoral care is good. Inspectors also consider that governance is good. Concerns are handled well, if sometimes a little late. The inspectors agree that more opportunities could be provided for parents to be involved with the school and more information given on the progress of those boys with LDD. Inspectors note that it is difficult for parents to come into the school to talk to staff during non-lesson times and consequently informal contact between parents and teachers is limited.

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 This is a good setting that meets the needs of children well by providing a rich, stimulating environment in which they can learn and develop. They benefit from valuable first-hand experiences that provide a firm foundation for all aspects of the curriculum. Staff work effectively to improve the setting; they have an accurate understanding of the strengths and weaknesses of the provision. The setting has maintained the good standards of the last inspection and the recommendations have been implemented.

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

6.2 Leadership and management are good overall, with many outstanding features. Adults are highly committed to safeguarding the children's welfare. Safe recruitment procedures ensure that adults are suitable and appropriately qualified, and all policies and procedures, including daily risk assessments, are implemented efficiently. Valuable expertise and support are given by outside agencies. Strong links have been forged with parents. In responses to the pre-inspection questionnaire and in conversation parents confirm that they are delighted with the school's provision and the progress their children make. Entry to the setting is by ballot, which, together with the consistent implementation of relevant policies, ensures that all children are treated equally. Regular meetings enable managers to evaluate the provision and identify priorities for improvement to fulfil their clear vision for the future. Effective use is made of a wide range of good quality resources, and staff benefit from regular training.

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

6.3 The quality of provision is good, with some outstanding features, and supports children's learning and personal development well. Adults plan challenging activities that give scope for independent learning. Activities that are matched to individual needs with help provided when necessary. A good balance is achieved between adult-led activities and those chosen by the children. They frequently work and play outside, but the lack of a covered area is a constraint. Whilst boys have a weekly ICT lesson in the prep school there is no computer in the classroom for the children to use. Adults carefully safeguard children's welfare. Children are supported effectively by their key person, who promotes their health and well-being, encouraging them to lead active lives and observe good hygiene routines.

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

6.4 Outcomes are good and children achieve well. They have a positive attitude to their learning, responding well to the high expectations of the staff and demonstrating enjoyment through eager participation and perseverance. The boys have good basic skills in numeracy, literacy and ICT. They enjoy listening to stories, and are very articulate, offering their answers and ideas confidently. Children's personal

development is excellent and they feel safe and secure. They are well behaved, share and take turns, interacting confidently with each other and adults. Teachers ensure that the children understand how to stay safe and lead a healthy lifestyle.

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 Ayerst

Mr David Williams

Mrs Teresa Dunbar

Mrs Valerie Goode

Reporting Inspector

Headteacher, IAPS school

Headteacher, IAPS school

Co-ordinating Inspector, Early Years