



INDEPENDENT SCHOOLS INSPECTORATE

RUSSELL HOUSE SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Russell House School

Full Name of School	Russell House School
DfE Number	886/6039
EYFS Number	EY357258
Address	Russell House School Station Road Otford Sevenoaks Kent TN14 5QU
Telephone Number	01959 522 352
Fax Number	01959 524 913
Email Address	head@russellhouse.kent.sch.uk
Headmistress	Mrs Alison Cooke
Proprietor	Dr Yvonne Lindsay
Age Range	2 to 11
Total Number of Pupils	187
Gender of Pupils	Mixed (95 boys; 92 girls)
Numbers by Age	0-2 (EYFS): 14 5-11: 116 3-5 (EYFS): 57
Number of Day Pupils	187
Head of EYFS Setting	Caroline Chaffe
EYFS Gender	Mixed
Inspection date/EYFS	18 May 2010 to 19 May 2010
Final (team) visit	21 Jun 2010 to 23 Jun 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 May 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 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard 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 does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL AND ACTION POINTS	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommended action	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and their learning, attitudes and skills	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(a) The quality of governance	9
(b) The quality of leadership and management	9
(c) The quality of links with parents, carers and guardians	10
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	11
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	11
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	11
(c) The quality of the provision in the Early Years Foundation Stage	11
(d) Outcomes for children in the Early Years Foundation Stage	12
INSPECTION EVIDENCE	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Russell House is a proprietorial preparatory school for boys and girls from two to eleven years. It was established in Otford, Kent in 1938. Since then it has changed hands several times. The current head, who was previously one of the deputy heads, has been in post for five years. The previous head purchased the school when the roll was seventy-six and began the process of regeneration. The roll is now one hundred and eighty-seven. Of these, fifty-seven children are in the Early Years Foundation Stage (EYFS). The original building has been extended over many years, and to the rear of the site are extensive grounds with woodland and tarmac playing areas and a large playing field.
- 1.2 The aims of the school are to provide high quality inspirational education in a happy environment which enables each pupil to achieve his or her full potential. The school strives to encourage each pupil to achieve beyond expectations and to be fully prepared for the next stage of education. It aims to foster motivation, intellectual curiosity and self-confidence, balanced with consideration for others, enabling pupils to embrace life's diverse challenges.
- 1.3 The ability profile of the pupils is above the national average. Many proceed to local independent or grammar schools when they leave at age eleven. Twenty-seven pupils have been identified by the school as having learning difficulties and/or disabilities (LDD) and all of these receive specialist help. No pupil has English as an additional language. The majority of pupils are British and have parents who work as professionals either locally or in London.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Robins	Nursery
Nursery	Nursery
Transition	Nursery
Form 1	Reception

Preparatory Department

School	NC name
Form 2	Year 1
Form 3	Year 2
Form 4	Year 3
Form 5	Year 4
Form 6	Year 5
Form 7	Year 6

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 From the EYFS onwards pupils of all abilities are successful in their learning and personal development. The school successfully meets its aim for each pupil to be fully prepared for the next stage of education and to foster motivation, intellectual curiosity and self-confidence. In their academic studies the pupils make good progress towards achieving the school's ambitious aim of ensuring that each pupil achieves beyond expectations and fulfils his or her potential. Pupils achieve well in all subjects and make good progress in relation to their above average ability. They are particularly successful in music and art. Teaching is good overall, but marking and the use of information and communication technology (ICT) are uneven across all subjects. The effective curriculum enables pupils to reach high standards but there is an imbalance at the expense of the humanities. The overall success of the pupils is promoted by their own very positive attitudes to learning and by a good range of extra-curricular experiences.
- 2.2 The pupils' personal qualities are outstanding and all of the staff, both teaching and support staff, are fully committed to the pupils' personal development. Pupils are confident and self-aware, and are highly sensitive to the needs of others, both within and outside the school. They raise large amounts of money for charity. The excellent examples set by the staff and their pastoral care of the pupils result in the happy atmosphere which pervades the school.
- 2.3 The ethos of the school is promoted successfully by the headmistress and by the proprietor. Both are fully committed to the school and its future development, which is clearly set out in the school development plan. They are assisted by a panel of governor advisors who have no legal responsibilities but take an active interest in the school and act as critical friends to the senior leaders. Since the previous inspection much work has been done to ensure that the school is fully compliant with the regulations and current legislation. Some progress has been made in re-defining management roles within the school, but the roles of subject co-ordinators are not yet fully developed in terms of monitoring and planning. In responses to the pre-inspection questionnaires, parents showed overwhelming support for the school and the opportunities it offers their children. However, some parents felt that they do not receive enough written information about their children's progress. Inspection findings agree with these views but do not support the view of a few parents who felt that learning support for pupils with LDD is ineffective.

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 2003, as subsequently amended.
- 2.5 The school's registered provision for childcare met the requirements of the Early Years Foundation Stage and the Childcare Act 2006 and no action was required.

(ii) Recommended action

- 2.6 The school is advised to make the following improvements.
1. Revise the curriculum to include more time for study of the humanities and provide greater opportunities for book-based independent research.
 2. Develop the roles of subject co-ordinators to improve the planning and monitoring of teaching and assessment.
 3. Increase opportunities in the EYFS for children to develop their investigative and problem-solving skills and become active, inquisitive learners.
 4. In the EYFS, strengthen links between observation and daily planning, including more rigorous self-evaluation, to ensure an age-appropriate balance of indoor, outdoor, adult- and child-led activities.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Standards are above the national average, and thus, in relation to their ability on entry, pupils make good progress over time. Pupils are well educated in accordance with the school's aim to prepare them well for the next stage of their education. This maintains the findings of the previous inspection. When they leave at age eleven pupils successfully gain places to highly competitive independent or state schools, sometimes with awards. They demonstrate suitable knowledge, understanding and skills in curricular and extra-curricular activities. Pupils are competent and motivated learners who display enthusiasm and sustained concentration. Their behaviour in lessons is exemplary.
- 3.2 Speaking and listening skills are well developed. At a young age pupils are able readers. They write fluently in factual and imaginative contexts. This was seen in the work of younger pupils writing about a magic shell, and in older pupils' poetry on personification. Pupils with LDD make good progress and achieve well both in individual lessons and in class.
- 3.3 Pupils have a firm grasp of mathematics, and progress is enhanced for the more able pupils by the additional challenges posed, such as those which enhance their problem solving and investigative skills. The less able mathematicians benefit from extra workshops. Able mathematicians were proud to be finalists in a national mathematics competition. In science, pupils devise fair tests and have a logical approach to problems and explanations, such as when older pupils discussed, in a considered way, the water consumption of plants.
- 3.4 ICT is used regularly for research, as seen in the work of older pupils on deserts. However, pupils do not benefit from its use as a research tool in all subjects. Pupils appreciate and make good use of the opportunity to use the ICT suite during break times. Book-based research skills are under-developed because the library lacks sufficient non-fiction material. Pupils' achievement in the humanities is not at the same high level as in other subjects, as time allocated for this area of the curriculum is limited.
- 3.5 Pupils are very creative as seen by work in design and technology (DT) and art. Beautiful art work created by the pupils is displayed in all areas of the school for others to enjoy. Younger pupils enjoyed making pneumatic tipper trucks in DT and were able to explain how they worked. Music is a particular strength of the school. Pupils achieve well in external examinations and some go on to gain music scholarships. Music is enjoyed by both boys and girls; the ensemble 'String Power' is a boys-only string group whose members thoroughly enjoy rehearsing together, as do those of the girls-only group and the mixed orchestra. Singing is excellent and the forthcoming school production of 'The Pirates of Penzance' was in rehearsal during the inspection. Outstanding individual and group performances can be heard frequently around the school. Pupils also enjoy great success in speech and drama examinations.
- 3.6 A range of sports is played by both boys and girls, and good levels of success in competitions are achieved through specialist coaching, particularly in tennis. Some pupils have been selected to play for the county in football and swimmers have reached a national final.

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

- 3.7 The curriculum and the resources which support it are effective in enabling the pupils to attain high standards in many subjects. It enables the school to fulfil its aim to prepare pupils well for the next stage of their education. The curriculum covers the requisite areas of learning, and is suitable for all ages, abilities and needs of the pupils. However, teaching time allocated to subjects is uneven and leads to curriculum imbalance at the expense of the humanities. The volume of work produced by pupils in these subjects in most year groups is very small and so limits opportunities for pupils to delve into history or learn about other parts of the world or various faiths in any detail. Effective support is provided both within and outside the classroom for pupils with LDD. Many pupils take advantage of the wide range of instrumental music teaching available. Ballet is an optional curriculum subject which is much enjoyed by many of the girls and some boys. Pupils are entered for external examinations in music and ballet and also speech and drama and enjoy these opportunities to measure their success. A carefully planned programme of personal, social health and citizenship education enhances the pupils' understanding of relationships and how their actions can affect others.
- 3.8 The curriculum is enriched by many educational day visits for all pupils and by residential visits for two year groups. Locations visited recently include Penshurst Place and Hever Castle. Each year pupils in Year 4 spend two nights at a nearby outdoor learning centre, and Year 6 pupils stay in the Brecon Beacons as part of the well organised leavers' programme. This programme also includes a visit to a citizenship event which develops the pupils' knowledge and understanding of various public institutions and organisations, already provided for in earlier years. It also highlights the dangers they may face as they move towards their teenage years. An accelerated reading programme and a thinking skills programme provide additional opportunities for pupils to enjoy and benefit from the wealth of experiences within the curriculum.
- 3.9 Pupils are offered a good selection of extra-curricular activities, which range from Spanish to gymnastics. The activities are well structured and all pupils take part in one or more of them. Careful records are kept of their participation and activities are included in reports to parents. Links with the local community are strong, with good relationships with the local church and a school for pupils with special needs. Grandparents who live locally are invited to tea each year and those pupils who do not have grandparents nearby are asked to invite other members of the local community instead. All of these links enhance pupils' understanding of the immediate locality.

3.(c) The contribution of teaching

- 3.10 Teaching is good overall but lacks consistency between year groups and within subjects. It is effective in promoting pupils' progress and supports the aim of the school to promote self confidence and prepare pupils for life's challenges. This maintains the findings of the previous inspection.
- 3.11 In much teaching the needs of the pupils are fully understood and lessons move at a brisk pace, with independent thought being encouraged and investigative skills being promoted. However, other lessons do not totally capture the pupils' interest and, whilst attainment and progress are satisfactory, the over-reliance on simplistic worksheets or repetitive tasks does not always fully extend the pupils. In the most successful lessons, teaching employs a variety of methods, including skilled question and answer sessions, and use of the interactive whiteboard or ICT to enhance the learning and achievement of the pupils. This is especially true in maths, science and English lessons for older pupils. Some lessons do not start on time, limiting opportunities for teaching and learning.
- 3.12 Teachers' subject knowledge is good, and the high quality resources provided by the school are generally well used. For those pupils with LDD, individual education plans are written by the class teachers in close collaboration with the learning support teachers. These plans are reviewed monthly by the headmistress.
- 3.13 Marking and assessment is satisfactory overall. However, in some subjects little evidence was seen of assessment being used to inform planning. Marking is inconsistent although all work is acknowledged. The best marking offers helpful suggestions for future improvement alongside praise for what has been achieved. However, some marking is perfunctory, with just a tick or single word comment at the end of every piece of work. Targets for development or to challenge pupils are not regularly written in the pupils' workbooks.
- 3.14 Some teachers make good use of the internet to enable pupils to develop independent research skills. The non-fiction section of the library is small in comparison with the good level of fiction stock and the library is not often used by teachers as a resource.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The personal development of all pupils, from the EYFS onwards, is excellent. This results in quietly confident, articulate pupils who care for each other and for their school. The school is highly successful in its aim to foster self-confidence, balanced with consideration for others, enabling pupils to embrace life's diverse challenges. This maintains the findings of the previous inspection.
- 4.2 Pupils have a well-developed sense of the spiritual. They become increasingly self-aware with age and many are confident and outgoing. They are proud of their achievements and talk about them with pride. The beautiful setting of the school and encouragement to appreciate the wonders of nature, as heard in the 'Butterfly Song', foster a reflective attitude. Prayers and hymns are regularly included in assemblies, allowing further opportunities for reflection.
- 4.3 The pupils' moral awareness is high. Pupils show great understanding of right and wrong and are aware of how their behaviour can affect others. Behaviour both in class and around the school is exemplary. Sanctions are understood but seldom used. Older pupils are well aware of moral issues in their own country and the world generally, and discuss them intelligently. Year 6 pupils spoke about drug awareness in a sensible way. Pupils show enthusiastic commitment to raising money for charity and helping disabled children at a special school.
- 4.4 The social development of pupils is excellent. They are thoroughly responsible and tolerant. All pupils in Year 6 are prefects; they take great care of the younger children and are unfailingly helpful, taking their responsibilities seriously. They were most discreet as they helped younger children who arrived after the start of the choir practice to find their seats. Mixed age groups sit together at lunch and this creates a family atmosphere. Pupils benefit from the excellent relationships within the school. They gain an increasing knowledge of public institutions and services in England.
- 4.5 The pupils' cultural awareness is strongly developed. They come to understand Western European cultural heritage through literature, art and music. They learn a little about other cultures in subjects such as geography and religious studies. Older pupils constructed animation presentations about creation stories from around the world with great enthusiasm. The school endeavours to value cultural diversity by supporting a school in Africa and teaching the pupils about the life of the children who attend it.

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

- 4.6 The arrangements for welfare, health and safety are excellent. Pastoral care is outstanding and this is recognised by both pupils and parents. Form teachers have responsibility for their pupils who appreciate their kindness and accessibility. Individual problems are quickly recognised and rectified. Relationships between staff and pupils are friendly and respectful and pupils feel that they are part of one large family where everyone knows each other. This fulfils the school's aim to develop consideration for others.
- 4.7 Rewards and sanctions are well understood by pupils who really prize their house points. They feel that they are treated fairly and that unacceptable behaviour is dealt with promptly. The anti-bullying policy is clear and comprehensive. Pupils say that bullying rarely occurs but is dealt with promptly if it does.
- 4.8 The safeguarding policy contains all necessary elements and the safeguarding officers and all staff have the necessary training. The safe recruitment of staff is meticulous. All fire procedures and measures to reduce risk are in place, and fire practices are held regularly. Sole responsibility for all matters to do with health and safety rests with the proprietor and these duties are discharged most effectively. Regularly reviewed risk assessments are in place for all areas of the school and for trips. The premises are well maintained and clean. Lifts are in place in all buildings, and the disability access plan is thorough and meets legal requirements. The first aid policy and procedures are clear and appropriate and there is a comfortable room for children who are unwell. Medical records are correctly kept. Healthy eating is promoted and the lunches are balanced and nutritious. Space for play is ample and allows all pupils to have sufficient opportunities for regular exercise either as part of the curriculum or during recreation.
- 4.9 The admission and attendance registers are completed correctly and stored appropriately.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is excellent. The school is very well overseen by the proprietor, who is assisted by a board of governor advisors who give strong support to the school. Governance is particularly effective in ensuring that all welfare, health and safety requirements are met. The proprietor and governor advisors ensure that a high level of staffing and resources is maintained and this enables the school to fulfil its aim to provide high quality education in a happy environment.
- 5.2 The proprietor, until recently also the bursar, plays an active part in the day-to-day life of the school. Governance is well informed and retains overall responsibility for accounting, budgeting, managing the premises and health and safety, although much of the day-to-day work in these areas is devolved to the newly appointed bursar. Close liaison with senior management ensures the welfare of the pupils and good oversight.
- 5.3 The governor advisors meet regularly and offer helpful advice as critical friends of the school. One governor offers financial advice and all governors take an active role in reviewing the legally required policies and the school development plan. Accurate minutes of the meetings are kept.

5.(b) The quality of leadership and management

- 5.4 The leadership and management of the school are good overall. The headmistress and members of the senior management team have a clear vision for the future educational direction of the school. This vision includes strengthening of the middle management roles to support curriculum development and improve academic rigour. The previous inspection report recommended a review of the roles and responsibilities of the deputy head. Some changes have been made to the role and further changes in the allocation of time allowance to fulfil responsibilities are planned.
- 5.5 The success of the leadership and management is reflected in the achievements of the pupils and their excellent level of personal development. School development planning is clearly defined with measurable objectives closely linked to improving the academic rigour and promoting subject development.
- 5.6 Subject co-ordinator roles are currently under-developed, with some subjects having limited regular monitoring of assessment, planning or teaching. Lesson observation is developing, but communication between members of staff teaching the same subject is infrequent and teaching styles lack consistency. The school's leaders have begun a process of staff appraisal, which is intended to identify opportunities for subject-specific professional development for staff.
- 5.7 Processes for staff recruitment are rigorous and in line with current legislation, and the central register of appointments is up to date and accurate.
- 5.8 All staff are trained in safeguarding, and the school has taken advantage of outside providers to give the staff training in new initiatives, such as the personal development programme in use from Years 1 to 5.

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

- 5.9 The school's links with parents, carers and guardians are excellent. The school has developed a very effective, close and co-operative partnership with parents. In their responses to the pre-inspection questionnaire, parents indicated that they are very pleased with the learning opportunities, the pastoral care and the extra-curricular opportunities which the school provides. Prospective and current parents are able to access all required information via the useful website. A regular news magazine is produced, and keeps parents informed of future events and past successes. Parents are welcomed to school events such as matches, concerts and plays, and many parents assist with outings or the weekly swimming sessions.
- 5.10 Some parents indicated in their responses to the questionnaire that they did not feel that they receive enough written information about their child's progress. Inspection findings agree with this view. Currently two formal opportunities for discussion with parents and one written report are offered each year. This arrangement is under review by the school's senior management. Most reports give clear indications of what has been achieved, but some do not include assessment of effort or targets for future improvement. Their format is also under review. A small number of parents felt that the provision of extra help for pupils with LDD is not satisfactory. Inspection evidence does not concur with this view.
- 5.11 The parents' association is a flourishing organisation which arranges many social events and raises money both for the school and for charity. Each form has a parent representative on the association committee, which meets regularly and is attended by the headmistress and the proprietor.
- 5.12 Parental concerns are dealt with quickly and effectively, and any that are received in writing are dealt with sensitively. A suitable policy to deal with complaints is in place, and is available to anyone making a serious complaint which cannot be resolved informally.

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 provision is good. The outstanding quality of relationships throughout the EYFS, together with the deep knowledge staff have of each child, ensures that children's needs are well met. Excellent communication with parents underpins a true partnership in learning. Children achieve highly in many areas of the curriculum as a result of friendly, motivating interactions with staff. Children thrive in a safe environment where the highest priority is given to their welfare. Staff have a strong commitment to improving practice. They identify appropriate areas for development, but self-evaluation is over-optimistic. Well-established links with the local authority and other providers support professional development well. Since the previous ISI and Ofsted inspections, the EYFS setting has addressed all the areas for improvement.

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

6.2 Leadership and management are good. Children's well-being is strongly underpinned by stringent safeguarding policies. Parents speak very highly of the provision, and fully appreciate the outstanding links between home and school. Staff strive to achieve the ambitious EYFS vision, where children's well-being is central to promoting academic success. The monitoring of planning lacks rigour. The informal approach used in reviewing everyday practice does not ensure that sufficient attention is paid to the individual learning needs of children. Inclusion is integral to practice; staff evaluate children's experiences through excellent use of the home-school books. The organisation of rooms and displays varies in quality. At best, they challenge, stimulate and support learning well. Generous resourcing and staffing exists, with good potential to review and improve their use. The extensive school grounds and dedicated play area are excellent resources, but are underused as learning environments.

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

6.3 The quality of the provision is good. Staff develop firm foundations for learning by encouraging excellent social and communication skills, and developing strong bonds with children. They take every opportunity to reinforce children's understanding of safety. Imaginative specialist teaching prompts high levels of achievement. Insufficient planning for outdoor provision means that adults do not capitalise on the powerful learning potential the outside offers. Planning for child-initiated learning is developing, with good initiatives to prompt older children's independence. Thorough assessment systems identify any need for additional support. Staff make insightful observations of children's achievements, note next steps and track progress effectively. However, the loose links between written observations and daily plans do not guarantee that activities consistently challenge children at the right level. A key strength of the EYFS is class transition. Excellent processes for familiarisation ensure that children and their parents make a seamless move to their next phase.

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

- 6.4 Outcomes for children are good overall. Children reach exceptional levels of achievement across all learning areas, and by the end of the EYFS the majority of children are working confidently on the National Curriculum. Children are articulate, confident and enthusiastic learners who enjoy their time in the EYFS. They learn about safe boundaries for play outdoors, are helped to understand the benefits of exercise, and develop good habits in hygiene and healthy eating. They are less able to demonstrate their investigation and problem-solving skills and develop their own theories, because time, planning and resources to encourage deep involvement are limited. Children are polite and caring and develop strong friendships as a result of the nurturing, family school ethos.

Complaints since the Last Inspection

- 6.5 Since the last inspection there have been no complaints made to Ofsted that required any action to meet national requirements.

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

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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Penny Horsman	Reporting Inspector
Mr Philip Lough	Head, IAPS School
Ms Patricia Griffin	Deputy Head, IAPS School
Mrs Jo Blank	Early Years Lead Inspector
Mrs Jill Lance	Early Years Team Inspector (IAPS School)