



INDEPENDENT SCHOOLS INSPECTORATE

ST WINEFRIDE'S SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St Winefride's School

Full Name of School	St Winefride's School
DfE Number	893/6012
Registered Charity Number	1037597
Address	St Winefride's School Belmont Shrewsbury SY1 1TE
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Email Address	stwinefrides@btconnect.com
Head	Sister Mary Felicity
Chair of Trustees	Miss Joan Neale
Age Range	3 to 11
Total Number of Pupils	171
Gender of Pupils	Mixed (76 boys; 95 girls)
Numbers by Age	3-5 (EYFS): 47 5-11: 124
EYFS Gender	Mixed
Inspection dates	10 May 2011 to 11 May 2011 08 Jun 2011 to 10 Jun 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 November 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 St Winefride's School is a co-educational Roman Catholic school for pupils aged from three to eleven years. It was founded in 1868 by the Sisters of Mercy. It is located close to the town centre of Shrewsbury and adjacent to a Sisters of Mercy convent, to which it is closely linked. It became a charitable trust in 1993, and is governed by a board of four trustees. The head, a member of the Sisters of Mercy congregation, has been in post since 1984.
- 1.2 The school's motto is "Soli Deo", meaning "to God alone". Its four aims are: to educate the whole pupil in a caring and Christian atmosphere; to encourage pupils to achieve their full potential, mentally, physically, socially and morally; to emphasise kindness and mutual respect; and to promote an awareness of the religious beliefs and needs of others and so to enable pupils to become responsible citizens and an asset to any community.
- 1.3 The school is not selective. Consequently, the academic range of its pupils is wide and varies from year to year. Pupils' average ability is above that of all maintained primary schools. Of the 171 pupils, 47 are in the two classes that form the Early Years Foundation Stage (EYFS). The vast majority of the 30 nursery age children attend part-time.
- 1.4 Pupils come from a wide local area. Most pupils are of white British heritage. Other ethnicities are represented, and very few pupils are at an early stage of speaking English as an additional language (EAL). Three pupils have statements of special educational needs (SEN) and the school has identified a further ten pupils as having learning difficulties and/or disabilities (LDD).
- 1.5 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.

1.6 *Early Years Foundation Stage*

School	NC name
Kindergarten	Nursery
Infant 1	Reception

Infant and Junior Department

School	NC name
Infant 2	Year 1
Infant 3	Year 2
Junior 1	Year 3
Junior 2	Year 4
Junior 3	Year 5
Junior 4	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The pupils are well educated and develop excellent personal skills, in successful response to the school's aims to educate the whole pupil in a caring and Christian atmosphere. From the EYFS and throughout the school, pupils make good progress and achieve well. Their success is rooted in good teaching and the pupils' own enthusiasm, excellent behaviour, high quality relationships and very positive attitudes. The curriculum also contributes well to pupils' success. It is enriched by a popular range of extra-curricular activities, including Spanish and gymnastics. Pupils with EAL, with statements of SEN or with LDD, and those who are more able, or gifted and talented, do well overall, but make variable progress because some class lessons are not sufficiently tailored to their needs. Teachers' marking and their use of information about pupils' learning have improved but are inconsistent. Pupils develop excellent skills in literacy and numeracy, and good facility with information and communication technology (ICT). When required, they can think for themselves and carry out research.
- 2.2 The pupils' personal development is excellent and is underpinned by exceptional pastoral care, successfully fulfilling the school's aims to encourage pupils to achieve their full potential, socially and morally. Staff emphasise kindness and mutual respect; and promote an awareness of the religious beliefs and needs of others. The pupils are articulate and self-confident, and respond very well to the spirituality promoted throughout the school. All staff take good care of pupils' day-to-day welfare, health and safety. Required fire training and evacuation notices have been completed since the initial visit.
- 2.3 Leadership and management are satisfactory overall. The main strength is in the promotion of the caring, Christian ethos. Some management responsibilities are not clearly defined and post holders have not had specific training. As a result, monitoring of the work of the school is not systematic or consistent. The trustees are successful in maintaining the school's distinctive ethos and high academic standards. However, governance is unsatisfactory overall because trustees are less familiar with their role in challenging the school and checking the quality of its work. The school has made some progress on key recommendations of the previous inspection in 2004. It has appointed a deputy head and subject leaders. A staff appraisal system is still not in place, and training has been limited for the role of the subject leaders. Links with parents are good. Most parents who responded to the pre-inspection questionnaire expressed strong support for the school. A very few parents expressed concerns about recruitment checks but the inspectors found that these are correctly completed.

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 did not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it was required to:
- provide appropriate training for the competent person to manage fire safety, and provide written fire evacuation procedures for each room, in the EYFS and throughout the school [Part 3, paragraph 13, under Welfare, health and safety].
- 2.5 At the time of the final team visit, the school had rectified the above shortcoming, as noted in the text of the report.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Develop pupils' independent learning skills in lessons and match tasks more precisely to their different abilities within the class.
 2. Identify pupils who may be gifted and talented and devise a programme to challenge and extend their skills.
 3. Improve governance, leadership and management by allocating responsibilities clearly and monitoring robustly all aspects of the school's work.
 4. Introduce an appraisal system for all staff and provide training for subject leaders to enable effective monitoring of teaching and learning.
 5. Set and share individual medium-term targets in literacy and numeracy with pupils, and regularly review them.
 6. Refine the use of assessment information in planning, so that tasks meet the needs of all children in the EYFS.

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 pupils achieve well overall, fulfilling the school's aim to educate the whole child. From the EYFS onwards, they benefit from and enjoy an all-round education and achieve a broad range of successes in curricular and extra-curricular activities, particularly in sport and music. Several achieve county recognition in gymnastics and swimming, and many excel in graded music examinations. Most pupils gain places at selective maintained or independent schools when they leave St Winefride's.
- 3.2 The pupils acquire high levels of knowledge, understanding and skill, and their academic success is a significant strength of the school. Well-developed speaking and listening skills and confident reading skills were observed throughout the school. Pupils enjoy reading and appreciate the importance of books. Enjoyment of writing is encouraged from an early age; this leads to high standards by the time pupils leave at the end of Year 6. Numeracy skills and mathematical ability develop well. Pupils apply their mathematical skills well in other subjects, for example science and geography, and can discuss aspects of their work, such as how they use ICT to assist their learning, presenting charts to demonstrate their findings. Pupils develop their creative skills well through art and design work and especially through music. Singing and the brass band work are of a particularly high standard. The majority of pupils are keen on sports and improve their skills well, in lessons and through extra-curricular activities. The pupils show high levels of understanding of the religious faith promoted by the school.
- 3.3 Pupils with statements of SEN or with LDD achieve satisfactorily in relation to their ability because they receive well-judged support and encouragement in sessions where they are withdrawn from the class. Those pupils who may be gifted and talented are not formally identified and this means the school cannot be sure that this group is achieving their potential. Those with EAL achieve at least satisfactorily because they are given individual attention to help them acquire English language skills quickly.
- 3.4 The pupils' use of logical thinking and initiative to work things out for themselves is less developed because too much teaching is overly prescriptive. However, older junior pupils spoke knowledgeably about the growth of plants, correctly using terminology such as germination and photosynthesis, and younger pupils demonstrated enjoyment and interest when making deductions from historical evidence.
- 3.5 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 in English and mathematics at the age of 11 have been excellent in relation to the national average for maintained primary schools. Pupils' starting points are not formally measured against standardised data but inspection evidence from lessons observed, work seen and discussions with pupils shows that they make good progress throughout the school, in relation to their ability.
- 3.6 Pupils have excellent attitudes to their learning from an early age. They are attentive and well motivated, and work successfully on their own and collaboratively. Pupils show great enthusiasm. They work diligently and responsibly in class.

Outside, they are very proud to represent the school and show determination and loyalty in sports training and in their matches, as well as in music rehearsals.

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

- 3.7 Curricular and extra-curricular provision continues to make a significant contribution to pupils' academic and other achievements and to their personal development, as at the last inspection. This supports the school's aim to make the most of pupils' potential. Appropriate to their ages and abilities, the curriculum covers the requisite areas of learning effectively. There is a strong emphasis on literacy and numeracy, and the development of basic skills. The individual attention, facilitated by relatively small classes, enables pupils to make good progress. In addition to National Curriculum subjects, all pupils study French from Reception and are offered Spanish as an additional activity, enriching their linguistic skills. The religious education (RE) programme helps them to develop understanding of the nature of their own and other faiths. Pupils benefit from the expertise of specialist teachers in physical education, music and some science. Throughout the school, ICT is taught as a discrete subject and pupils apply their skills in other subjects.
- 3.8 High quality, focused additional learning support outside the classroom is available for pupils with an identified need. Good individual education plans, reviewed and updated termly, are available to staff who teach these pupils and to their parents. However, for these pupils in class, as well as for the more able, and the gifted and talented, just occasionally, tasks are too generalised to meet individual needs.
- 3.9 Pupils' personal development is enhanced by an interesting range of extra-curricular activities. Pupils' involvement helps to develop their self-confidence. They enjoy daily sport both within and beyond the curriculum. Pupils take part in regular drama productions, as well as optional lessons for external examinations. Trips are well planned, and include local visits, and history and geography field excursions. Many of these visits support work in school and add to pupils' academic and personal development. All the parents who responded to the questionnaire were pleased with the curriculum and the extra-curricular activities available, as were their children.

3.(c) The contribution of teaching

- 3.10 Teaching is mostly good and leads to pupils' good levels of achievement and their high standards, supporting the aims of the school well. Staff have a secure subject knowledge; they encourage and nurture their pupils. A key strength of lessons is teachers' frequent use of praise and encouragement. Lessons are usually well planned and this leads to good progress. Pupils' interest is fostered and they respond very positively. In the best lessons, individual needs are well catered for through work planned to produce successful outcomes for different ability levels, including pupils with learning difficulties and/or disabilities. In other lessons, tasks are not fully matched to the different abilities. In these, pupils are required to spend too long listening to the teacher or copying from the board, and their independent learning and thinking are less developed.
- 3.11 The available resources, which are satisfactory, are used to good effect. On the whole, time is used well and lessons start and end promptly. Behaviour is managed well and pupils are generally focused in lessons. The relatively small class sizes mean that teachers know their pupils well and are able to give them individual attention.

- 3.12 Work in most subjects is regularly marked, and verbal feedback is also frequent. The best marking includes good written feedback. In other cases, work is merely ticked and there is little guidance towards the next steps.
- 3.13 Pupils' standards are assessed against national norms at the end of Reception, Year 2 and Year 6. In a significant improvement in practice since the last inspection, the performance of cohorts and individuals is tracked to monitor their progression in learning. However, this regular assessment is not recorded consistently by staff. In some cases, it notes only broad bands of progress, which makes it difficult for teachers to use it to influence planning or measure progress. The inconsistency also leads to some lack of understanding as to what constitutes good progress. Individual rates of progress are therefore unclear at times.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils' spiritual, moral, social and cultural development is excellent. They have very well-developed personal qualities and treat each other and adults with great respect and courtesy. Staff provide very good role models so that relationships are excellent between staff and pupils, and amongst pupils, in strong fulfilment of the school's aim to emphasise kindness, care and mutual respect.
- 4.2 Pupils demonstrate excellent spiritual awareness in keeping with the school's caring, committed ethos, which is firmly based on Christian values but also encourages interest in and respect for all faiths. Pupils commented on the peaceful and calm atmosphere in the school, which they feel encourages contemplation. Pupils' spiritual awareness permeates school life. They have exceptionally well-developed self-awareness and self-esteem, and the impact of the strong personal, social and health education programme is clearly evident. During the inspection, older junior pupils discussed various types of stress, expressing a mature understanding of how to deal with it. They fully appreciate the skills and abilities of their peers and reflect well on spiritual issues, for instance during assemblies and RE lessons.
- 4.3 Pupils' moral awareness is excellent and is based on a code of conduct devised with their input, and which they therefore feel is fair. They make very clear distinctions between right and wrong. They demonstrate high standards of behaviour. Pupils commented in discussions that the school helps them to value others' views and opinions and to listen to each other, which they do with great maturity and confidence. They are thoughtful and courteous, and have a well-developed awareness of the needs of others, both within and beyond the school community. A sense of fair play is also developed through sport. The pupils exhibit excellent manners and are encouraged in this through the award of certificates for exceptional quality. Their extensive charitable giving, for instance the annual collections for war veterans, national Catholic charities and a local hospice, demonstrate their awareness of the needs of those less fortunate than themselves. Pupils also respond charitably to topical events, such as the recent earthquakes in Haiti and Japan.
- 4.4 Pupils have an excellent sense of social responsibility, in school and in the local community. Older pupils take responsibility for the happiness and well-being of younger ones, for example at lunch and play times. Pupils contribute to whole-school decision making through discussions with the head boy and head girl, who pass on requests to the head. In this way they have opportunities to make suggestions to develop the school's facilities and to take responsibility. Pupils have a good understanding of major British institutions. They talk knowledgeably about democracy and key parliamentary figures, preparing them to be good citizens. The school shares its talents with members of the local community. For example, the popular brass band plays in the town at Christmas and the choir sings for local elderly residents.
- 4.5 Pupils' cultural development is strong and school life is harmonious. Pupils' knowledge and understanding of their own and other cultures are developing well, supported in music, literature and art studies, and in personal, social and health education. In the RE programme, they learn about major world faiths. They respond well to the introduction to a variety of cultures through all these subjects,

and in history and geography. However, their understanding of the diverse nature of contemporary Britain is less developed.

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

- 4.6 Arrangements for pupils' welfare, health and safety are good overall, underpinned by excellent pastoral care that contributes to pupils' strong personal skills. In the pre-inspection questionnaire and in discussion, pupils all agreed that they enjoy being at the school and that the teachers show great concern for them as individuals.
- 4.7 The school very successfully meets its aims by creating a family atmosphere of care and welfare. Staff provide highly effective support and guidance, and are ever mindful of pupils' welfare. There are extremely positive relationships throughout the school community, including support and catering staff, who also contribute to pastoral care.
- 4.8 Systems for pastoral support are robust, mainly through the form teacher in the first instance, although, because of the school's size, children know many of the staff well and feel secure in approaching them. Communication amongst staff is good and they are very aware of the welfare needs of the pupils, as much information is shared informally and speedily. Opportunities are taken to praise pupils' achievements in both academic and non-academic areas, helping to develop their self-esteem.
- 4.9 Excellent procedures promote good behaviour and guard against harassment and bullying. Pupils behave very well indeed; they know what is expected of them. All the pupils interviewed expressed the view that bullying is wrong and showed an awareness of the various forms it could take and what to do about it. The incidence of bullying within the school is very low, and pupils were confident that rare instances had been dealt with effectively by staff. As a result, pupils feel very safe and well cared for. Arrangements to safeguard pupils fully comply with statutory guidance; they are comprehensive and well implemented. Staff receive regular and appropriate training in child protection.
- 4.10 At the time of the initial inspection visit, most of the necessary measures had been taken to ensure that risks from fire and other hazards are minimised. Fire drills are held regularly and records kept. The remaining points had been dealt with by the time of the main visit: staff are now well trained and aware of fire safety matters, and evacuation notices are clear in all rooms. Health and safety are taken very seriously and risk assessments across the school, particularly in subjects such as science, and for trips, are comprehensive. Medical facilities are adequate for use by any pupil who becomes unwell during the school day.
- 4.11 Careful consideration is given to planning for educational access for pupils with statements of special educational needs, or with learning difficulties and/or disabilities. Daily registration of pupils is effectively organised, and the admission and attendance registers are suitably maintained and correctly stored. Good health is promoted well. Pupils are encouraged to exercise regularly. They bring their own lunches to school and are encouraged to ensure that the contents are balanced nutritionally.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The four trustees, who comprise the governing body of the school, promote its ethos well and provide a range of useful expertise and experience. They wholeheartedly support the school's aims, but their governance and overview of the school are unsatisfactory overall for several reasons.
- 5.2 The allocation of responsibilities amongst governors is unclear and creates uncertainty, placing an unduly heavy burden on the chair of trustees. Governors' checks on the school's work are consequently too informal and too infrequent. Several parents commented that they do not know who the governors are. There is no formal regular programme of monitoring. This hampers governors' ability to provide the stimulus for growth and improvement in all areas of the school. Strategic planning is unclear. A staff appraisal system, a recommendation of the previous two inspections, has still not been introduced. The trustees' responsibilities for educational standards, financial planning and investment in staff, accommodation and resources are not therefore discharged satisfactorily.
- 5.3 Governors are kept up-to-date with educational developments and standards through suitable liaison with and reports from the head. Governors conscientiously discharge their responsibilities for ensuring that safeguarding arrangements are suitable, and associated training is undertaken for welfare, and health and safety. School policies and procedures are regularly reviewed but checks that arrangements meet requirements are infrequent because it is not clear who is taking responsibility. As a result, during the initial visit, several policies had to be amended and rectified in order to meet the requirements. The two missing actions regarding training in fire prevention and adequate placing of evacuation notices were completed by the time of the end of the main visit.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is satisfactory overall. In response to a recommendation of the previous inspection, the senior management has been strengthened by the appointment of a deputy head. The impact is evident in improved systems for managing the day-to-day running of the school and the implementation of policies, including the arrangements for safeguarding children. Other recommendations of the previous inspection have not been fully implemented. As a result, the monitoring of policies, procedures, resources, teaching and learning, and forward planning across all the year groups is not extensive.
- 5.5 Staff are wholeheartedly committed to the fulfilment of the school's aims and ethos, and this is the most successful element in the school. Subject leaders have been appointed: they are enthusiastic, but opportunities for training have been too few and responsibilities are too vague. In response to a recommendation of the previous inspection, job descriptions for subject leaders are not clearly defined, making it difficult for the school to orchestrate a consistent approach to the drive for improvement. Continuous professional development directed towards management of subjects is not extensive. Management is increasingly successful in appointing and supporting well-qualified, highly motivated staff, but training has been largely restricted to health and safety issues, rather than ensuring that staff are suitably trained for their roles in meeting the needs of their pupils. As a result, monitoring of

the teaching and learning is at an early stage of development and there is a lack of consistency of practice.

- 5.6 .At all levels of responsibility, leadership and management work with evident dedication and loyalty. The recent self-evaluation process was shared by all staff and is guiding priorities and planning. Clear educational direction to staff and pupils is reflected in the commitment of the staff, and in the quality of the pupils' education and high standard of their personal development.
- 5.7 Leadership and management are guided by the school's aims in carrying out their responsibilities, particularly those for the safeguarding of pupils and ensuring their welfare, health and safety. Thorough procedures are in place for checking and recording the suitability of all governors, staff and volunteers, and for relevant safeguarding training.

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

- 5.8 The school has a good, constructive relationship with parents, who are supportive of its aims and commitment to achieving them. Significant strengths are the dedication of parents to the school and the loyalty and pride of the whole school community.
- 5.9 Few parents responded to the pre-inspection questionnaire, but the school conducts other surveys with parents and the results are similar. Parents are highly satisfied with the education and support provided for their children; they are particularly happy with the pastoral care and guidance, the high standards of behaviour and the attitudes and values promoted. Inspectors agree with these views.
- 5.10 Parents of current and prospective pupils are provided with the required information about the school. Parents of current pupils are pleased with the communication and their active involvement with the school. They feel able to discuss their children with teachers as often as they wish and written communication between home and school is good, for instance through homework diaries. In addition to discussions in person, parents receive a useful handbook and clear annual reports about their children's work and progress.
- 5.11 A few parents were not sure that the correct recruitment checks had been made on staff and others mentioned that they feel their voice is not heard in connection with decision making in the school. Inspectors noted that all suitable checks on staff have been made. The Friends of St Winefride's group, for parents and staff representatives, meets regularly to promote social events in the school which raise funds for additional equipment. Communication overall is good and includes discussion of pupils' most recent assessments at the twice-yearly parents' evenings. A few parents indicated that they feel governors are too remote and not as fully involved with the school as they should be. Inspectors agree that governors' role is currently limited in checking the work of the school.
- 5.12 The school handles the concerns of parents with thoughtfulness and understanding, and has clear published procedures.

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 Early Years Foundation Stage is good. The Christian ethos of care is reflected in the children's high levels of personal development. Children's needs are met well by knowledgeable staff in a nurturing environment. The children are happy and secure, and this leads to their good progress. Progress since the previous inspection indicates good capacity for further development. Learning opportunities and resources to promote diversity and equality have improved. For instance, dolls are used to help children understand different cultures and disabilities. Parents are now provided with more information and contribute to initial assessments of their children through an informative pre-enrolment 'All about Me' booklet.

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

6.2 Leadership and management are good overall. The Early Years Co-ordinator is knowledgeable and committed to improving the provision, sharing her vision well. As a result, staff successfully implement the curriculum, policies and procedures. However, overall responsibilities are unclear, and systems for establishing starting points, maintaining an overview and using assessment are not fully developed. Despite this, self-evaluation is accurate and thorough. Effective safeguarding systems are in place. Work with outside partnerships is strong, for instance in current activity to make sure that all abilities are catered for. Parents are positive about the setting. Links with parents have been strengthened, demonstrated, for example, in displays that show what children have been learning at home. Good use is made of hired resources to supplement the school's own to increase independent learning opportunities.

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

6.3 The quality of provision is good and underpinned by effective planning for child-initiated and adult-led activities across all areas of learning. Interesting free-choice activities are shared by Nursery and Reception, allowing beneficial interaction. Learning is enriched through visits and visitors. Planning is adapted to suit children's needs though at times activities are not well matched to all the different abilities. Welfare is promoted well. The key person system supports children's development.

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

- 6.4 Outcomes are good. The children demonstrate clear enjoyment in their learning, along with high standards of behaviour and mutual respect, reflecting the aims of the school. They make good progress and thus the standards they achieve in the Early Learning Goals are well above national expectations. Some Reception children can write short sentences independently and calculate single-digit numbers that are 'one more' or 'one less'. They used a wide range of appropriate vocabulary accurately, such as a 'police officer' saying in role play "I am going to arrest him", and in reference to "creatures" in a science activity involving 'mini-beasts'. Children are developing valuable skills for the future; they are confident, act safely, and are well behaved and fully engaged in activities. They work extremely well together as well as individually. Children are proud to take on responsibilities, such as being a 'reporter' on their group's independent learning activities. They are encouraged to make healthy choices and adopt good hygiene practices.

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 trustees, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Ruth McFarlane

Mr Graham Gorton

Mr William Ibbetson-Price

Miss Jacqueline Scotney

Reporting Inspector

Headmaster, ISA school

Headmaster, IAPS school

Early Years Co-ordinating Inspector