



INDEPENDENT SCHOOLS INSPECTORATE

STAINES PREPARATORY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Staines Preparatory School

Full Name of School	Staines Preparatory School		
DfE Number	936/6510		
Registered Charity Number	296691		
Address	Staines Preparatory School 3 Gresham Road Staines Middlesex TW18 2BT		
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Email Address	secretary@stainesprep.co.uk		
Headmaster	Mr Peter Roberts		
Chairman of Governors	Mr Mike Bannister		
Age Range	3 to 11		
Total Number of Pupils	335		
Gender of Pupils	Mixed (188 boys; 147 girls)		
Numbers by Age	3-5 (EYFS):	81	5-11: 254
Number of Day Pupils	Total:	335	
Head of EYFS Setting	Mrs Sue Williams		
EYFS Gender	Mixed		
Inspection dates	19 Oct 2010 to 20 Oct 2010		
	15 Nov 2010 to 17 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 November 2006

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 Staines Preparatory School is a day school for boys and girls aged from three to eleven years. It is situated in almost four acres of land in the Knowle Green area of Staines in Middlesex and the site includes a large playing field. The school was founded in 1935 by Mr and Mrs Burges, who remained proprietors until 1975 and 1987 respectively; in 1987 the school became a charitable trust, overseen by a board of governors, many of whom are parents of former pupils. The governing body has a blend of experience and expertise. Over the years the original buildings have been added to, with the most recent extension to house the younger pupils being completed in 2007. In 2008 the floodlit court and cricket nets were added.
- 1.2 The school aims to encourage pupils to fulfil their full potential through a broad and balanced curriculum which will prepare them for their future schooling. It aims to develop a good working partnership with parents. It seeks to provide a safe, caring and supportive environment which fosters respect and a caring attitude, and encourages its pupils to develop a sense of community and an understanding of the wider world.
- 1.3 Currently the school has 335 pupils, of whom 81 are in the Early Years Foundation Stage (EYFS). Pupils can be admitted at the start of the term in which they will reach three years of age, or later if parents prefer this. Entry to the school is non-selective and the pupil population represents a wide variety of backgrounds and a rich ethnic and cultural mix. The ability profile of the pupils is above the national average overall, with a wide spread but a notable proportion being far above average. Eighty-six pupils have English as an additional language (EAL). Arrangements are made for them to have support outside school if necessary, although the vast majority are fluent in English. The school has identified twenty-one pupils as having learning difficulties and/or disabilities (LDD), and nine of these pupils receive specialist support in school. No pupil has a statement of special educational needs.
- 1.4 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 From the EYFS upwards, pupils at Staines Preparatory School are successful in their learning and personal development. The school meets its aim to prepare pupils for the next stage of their education. Pupils are enthusiastic and eager learners who are keen to achieve. Good and sometimes excellent teaching contributes to the high standards of achievement, especially in English and mathematics. Marking is usually good in English but in some other subjects it lacks detail, especially in the upper part of the school.
- 2.2 The pupils' personal qualities are outstanding and the school successfully meets its aim to foster a caring attitude and respect for others. The rich multi-cultural mix in the pupil population assists the school to meet its aim to develop a sense of community and an understanding of the wider world. A school council operates effectively and includes pupils from Year 3. Staff, both teaching and non-teaching, provide a high level of pastoral care and set good examples for pupils to follow, leading to a happy and purposeful school environment.
- 2.3 The leadership and management of the school are good. The leadership team sets the high standards of welfare and care which result in the excellent personal development of the pupils. However, the systems in place for monitoring and evaluating teaching and learning are not yet sufficiently robust in all sections of the school and formal staff appraisal is at an early stage of development. The governing body takes its role very seriously. It has exercised prudent financial management and ensured that the school buildings and resources are of a high quality. Results of parent and pupil questionnaires were very supportive of almost all aspects of the school. A few parents felt that not enough information was provided for parents about their children's progress. Inspection findings do not agree with this view. A very small minority of pupils felt that sometimes not all staff used the same criteria for dealing with rewards and sanctions but inspectors found no evidence to support this view.

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. Institute a formal appraisal system linked to a structured professional development programme for all teaching staff to support current monitoring of teaching.
2. Embed the use of the pupils' very well developed information and communications technology (ICT) skills into the curriculum.
3. Ensure that the library is fully used as a tool for independent research across the curriculum.
4. In the EYFS, ensure that senior managers have sufficient involvement in its day-to-day activities to strengthen development planning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Pupils are well educated overall in accordance with the school's aim to prepare them well for the next stage of their education. They demonstrate suitable knowledge, understanding and skills in curricular and extra-curricular activities.
- 3.2 The pupils' speaking and listening skills are well developed. From a young age pupils are able readers. They write fluently in factual and imaginative contexts. This was evident in younger pupils' writing about healthy eating and the poetry of older pupils written after a walk on an autumn day. Pupils with LDD make good progress and achieve well, both in individual lessons and in class. All pupils have a firm grasp of mathematics and enjoy the timed challenges set by their teachers. Younger pupils enjoyed their recent maths week and the problem-solving activities which it provided. In science, pupils devise fair tests such as that by older pupils to test rocks for their absorbency. They develop an increasingly logical approach to problems and explanations, with older pupils discussing the properties of materials in a considered way.
- 3.3 Pupils develop their use of ICT as a research tool in some subjects. They demonstrate good skills, such as when older pupils used an animation program to create a story. They appreciate and make good use of the opportunity to use the ICT facilities in the library during breaks. The achievement of older pupils in the humanities is not at the same high level as in other subjects, as time allocated for this area of the curriculum is sometimes marginalised by examination preparation.
- 3.4 The Staines Prep Challenge is a recently introduced award to promote service, team spirit and challenge and build self-esteem. Pupils have embraced this initiative wholeheartedly and successfully. They are very creative and much interesting work is on display, such as faces made from wire coat hangers and boxes made from paper sculpture.
- 3.5 When they leave at the age of eleven pupils successfully gain places to highly competitive independent or maintained schools, sometimes with awards. Others have gained places in national orchestras or been successful in national language, handwriting or photographic competitions. Year 6 pupils take part in an annual production staged at a local school and every pupil from Year 3 onwards is offered the opportunity to play for a sports team. In recent years teams have been successful in local and regional competitions
- 3.6 The following analysis uses the national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of 7 have been good and those at the age of 11 have been excellent in relation to the national average for maintained primary schools. This level of attainment indicates that pupils make good progress in relation to pupils of similar ability.
- 3.7 Pupils are competent and motivated learners who display enthusiasm and sustained concentration. Their behaviour in lessons is exemplary.

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

- 3.8 The school provides a good, broad and balanced curriculum. From Year 4 there is an emphasis on the core subjects which prepares the pupils well for national tests and entrance examinations to senior schools. Latin and classical studies lessons are offered from Year 5.
- 3.9 The curriculum is suitable for all ages and abilities and supports the aim of the school to enable each pupil to achieve his or her potential through a wide range of opportunities. Since the previous inspection, personal, social and health education (PSHE) has been fully embedded into the curriculum and has enriched the learning and understanding of the pupils, meeting the recommendation of that report. Aesthetic and creative talents are developed through the provision for art and drama and the school ethos, combined with religious education and PSHE, contributes well to the pupils' understanding of the wider world.
- 3.10 A few parents felt that support for pupils with specific learning difficulties was not effective. Inspection evidence did not agree with this view. Pupils with learning needs are supported in all year groups up to and including Year 4 by teaching assistants, and after that by the use of individual education plans which are distributed to all staff teaching the particular pupil. Those with LDD can opt for specialist support within school time. Recently the school has been reviewing its policies and programmes to challenge the more able pupils, and the Staines Prep Challenge gives the opportunity for the most able to achieve at a high level whilst offering opportunities for all pupils to participate.
- 3.11 The curriculum is supported by an excellent range of extra-curricular activities. An extensive choice of high quality sporting and other activities is offered, including computer club, ballet, chess, judo and drama and pupils achieve well in many of these. Opportunities to participate in choirs and the school orchestra are provided for those with musical talent or interest.
- 3.12 Community links with local places of worship enrich the pupils' learning, and local and national charities are well supported. Day and residential trips both within this country and abroad add to the richness of the curriculum. One of the governors is involved with the optional and very popular trip to Melun in France, where pupils spend several days with children from other European countries and learn about the lives and cultures of others.

3.(c) The contribution of teaching

- 3.13 Teaching is good overall, with many lessons being outstanding, and supports the aims of the school to provide a learning environment which allows pupils to grow in confidence and flourish as individuals. Teachers use question and answer sessions skilfully and co-operative tasks and discussions between pupils enrich the learning especially for the most able. However, the well-stocked library, which is used by all classes in a weekly English lesson, is not yet used regularly by teachers to support research in other subjects during lessons.
- 3.14 Pupils are mainly class-taught until the end of Year 3, and then benefit from the teaching of subject specialists. Teachers have thorough subject knowledge and, in the majority of lessons, use this to plan lessons which foster interest and enjoyment and demonstrate expectations of high standards. In the most successful lessons the

teachers set challenging tasks which extend the most able whilst supporting those who find learning more difficult. In an English lesson on punctuation with younger pupils, clear extension work was provided for the most able, allowing them to move forward at a fast pace, whilst the teaching assistant worked with those who found learning more difficult. In the small number of less successful lessons, as identified in the previous inspection, the teaching lacked a sense of urgency and the needs of the pupils with differing abilities were not always met, resulting in slower progress for some. Little evidence was found of independent research or different work being set for varied ability levels across the curriculum in the senior part of the school.

- 3.15 Classroom behaviour is exemplary; pupils settle quickly to their tasks and participate willingly and constructively in discussions. Clear guidance is given for the consistent recording and presentation of work, which results in neat and accurate exercise books or folders in all subjects throughout the school.
- 3.16 The school has a comprehensive marking policy and in the best practice positive comments are given along with guidance on how to improve. However, the marking policy is not consistently applied. In the senior part of the school some marking is constructive but the majority of work, whilst acknowledged and given praise, receives no guidance on how it could be improved. Since the previous inspection a comprehensive assessment system has been put in place and information is transferred at the end of each school year to the pupils' new form teachers, who use it to understand the needs of each pupil. Good or outstanding work is rewarded with house points or merit slips, which the pupils reported as a great incentive to do well.
- 3.17 Resources to aid teaching are good and in some parts of the school outstanding. All classrooms and teaching areas are well equipped and the recently installed interactive whiteboards are well used by staff and pupils. The use of ICT has improved significantly since the previous inspection and the dedicated room is used for both ICT skills teaching and on occasions for work in other subjects. The library also has ICT facilities and is well stocked with books, but this provision is not fully utilised by teachers in lessons to promote independent learning skills. Staff currently lack training in cross-curricular use of ICT.

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 the pupils from the EYFS upwards is outstanding. The school is highly successful in fulfilling its aim to provide a happy and secure environment that allows pupils to grow in confidence and flourish as individuals.
- 4.2 Pupils have a well-developed sense of the spiritual. They become increasingly self-aware with age and many of them are confident and outgoing. They are proud of their school and their achievements and speak about both with pride. Opportunities for reflection are provided in assemblies which begin with the school prayer, which is suitable for pupils of any faith and those with none. Pupils of different faiths reported that they were happy to use the school prayer. Interesting and stimulating displays of work around the school offer further opportunities to develop a reflective attitude which pupils enjoy.
- 4.3 The pupils' moral awareness is highly developed. They have a keen sense of right and wrong and are aware that their behaviour can affect others. Sanctions are well understood but seldom used. Pupils show enthusiastic commitment to raising money for charity. Recent initiatives have included charities supporting children, the homeless and a local hospice. Pupils gained much from learning about and understanding the plight of those less fortunate than themselves.
- 4.4 The social development of the pupils is excellent. They are thoroughly responsible and most welcoming to visitors to the school. Older pupils offer support to the younger members of the school community and an air of great tolerance pervades the school. Pupils benefit from the excellent relationships within the school. They gain an increasing awareness of public institutions and services in England with age.
- 4.5 The pupils' cultural awareness is strongly developed and the rich multi-cultural school community in which pupils learn offers many opportunities for them to share experiences of cultures and faiths other than their own. This is appreciated and enjoyed by pupils from all backgrounds. Visiting speakers who talk about their faiths, cultures and religions enrich the pupils' knowledge. The partnership which the school has with the French town of Melun offers some pupils the opportunity to spend time with other European children, from up to nine different countries, visiting the French town and becoming immersed in, and learning to understand, French culture for a few days.

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

- 4.6 The quality of the school's arrangements for welfare, health and safety is outstanding. The school successfully meets its aim to allow pupils to flourish in a safe and secure environment. The staff provide strong and effective support and guidance for all the pupils. Excellent relationships are fostered between pupils and staff and between the pupils themselves, and these generate the warm and friendly atmosphere of the school.
- 4.7 Pupils know that they can talk to their class teachers, or any other adult, to raise their concerns. At the weekly staff briefings any issues are shared amongst all staff and careful monitoring procedures are in place. Pupils value the rewards and sanctions system of house points, merit slips and sanction slips which promote hard work and good behaviour. The school's good anti-bullying policy ensures that any

issues which do arise are swiftly dealt with. Pupils appreciate the swift response by staff to any bullying but also say that instances are rare. The PSHE programme, introduced since the last inspection, promotes positive relationships and behaviour.

- 4.8 Food provided is of a high quality and pupils spoke about it enthusiastically. The school council, which is attended by representatives from Year 3 upwards and meets several times each term, makes positive suggestions to enhance healthy eating habits. A recent initiative by the school council, presented to the whole school in an assembly, is to cut down on food wasted at lunchtime. Pupils understand the importance of a healthy diet and exercise. Any pupils who suffer illness or injury during the school day are exceptionally well cared for by the well-trained medical staff in a suitably equipped room. Comprehensive records are kept of any medicines administered and all appropriate procedures are followed. All staff have undergone basic first aid training, some have the more detailed paediatric training, and medical staff are trained appropriately. The policy for arrangements for improving access for those with disabilities is in place and correct.
- 4.9 The safeguarding policy meets all regulatory requirements. Staff receive the necessary three-yearly child protection training and the designated officers are trained at the higher inter-agency level every two years. Risk assessments for all parts of the building and for educational visits are appropriate and comprehensive and correct fire risk procedures are in place and recorded. The recommendation from the previous inspection to carry out regular fire drills and fire alarm testing has been met. Registration of pupils is accurate and all unexplained absences are followed up promptly. The admissions and attendance registers are correctly maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is good and the school is strongly supported by its governing body. Governors provide a valuable blend of experience and expertise and have a good insight into the workings of the school. They achieve an appropriate balance between adherence to the school's founding principles and providing the stimulus, staffing and resources to provide a modern, forward-looking education in line with the pupils' needs and the school's aims. They exercise prudent financial control and in recent years have been able to add purpose-built accommodation to the original buildings. They have ambitious plans to continue to foster links made with local businesses and to promote interest in and support for the school.
- 5.2 The governors take a close interest in the daily life of the school and the chairman is a frequent visitor. A programme of meetings with staff from different sections of the school has begun to enable the governors to deepen their insight. Recently the inaugural governors' day was held, and was much enjoyed and appreciated by both governors and staff. A programme of governor induction is in place.
- 5.3 Governors take their legal responsibilities with regard to child protection and the welfare, health and safety of the pupils very seriously. Statutory policies and procedures are reviewed regularly and correctly and accurate minutes are kept.

5.(b) The quality of leadership and management

- 5.4 Leadership and management of the school are good overall and show an improvement since the previous inspection. The excellent personal development of the pupils reflects the high levels of pastoral care promoted by the school's leaders.
- 5.5 Senior staff have begun to implement recommendations from the previous report concerning PSHE, assessment, monitoring and the development plan. The management team gives the school clear direction and this enables it to fulfil the aim of allowing each pupil to grow in confidence and flourish as an individual. Processes for the recruitment of staff and governors and the safeguarding of pupils are rigorous and in line with current legislation. The central register of appointments is up to date and accurate.
- 5.6 Subject leaders and those in charge of the various sections of the school have worked hard to ensure that appropriate policies and procedures are implemented and reviewed. Planning across the curriculum ensures that all pupils have the same opportunities. The school development plan has been strengthened and is now linked to curriculum review with each subject being discussed and debated on a three-year rolling programme. Priorities have been identified by a process of self-evaluation and those with management responsibilities have ensured that targets have been achieved where possible.
- 5.7 Since the previous inspection, progress has been made in the monitoring of teaching and learning, especially by middle managers, meeting the recommendation of that inspection. This has begun to address some of the inconsistencies in teaching which lead to slow progress in some lessons. The management team and subject leaders now regularly monitor lessons and a peer observation programme has been introduced and is working well. However, the system lacks rigour because the

monitoring is not linked to a formal appraisal system or the professional development programme for teaching staff. Staff who teach the younger pupils have received professional development training for mathematics, which was their focus for this year, and all staff have received interactive whiteboard and safeguarding training.

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

- 5.8 Links with parents, carers and guardians are excellent and enable parents to support their children's learning and development. The required information is available to parents and prospective parents. Parents are kept fully informed of the school's curriculum via the helpful booklets sent out each term. The recently introduced new-style homework diary in the upper school gives parents and staff the opportunity to communicate and share information. The complaints procedure is appropriate and any complaints are dealt with swiftly and correctly.
- 5.9 Parents are provided with other helpful information and news about the school via the headmaster's weekly newsletter. This gives information about recent and forthcoming events as well as reporting on successes and achievements.
- 5.10 Responses to the pre-inspection questionnaires indicate that the overwhelming majority of parents are extremely satisfied with the school. They are especially pleased about the worthwhile attitudes and views which the school promotes and the provision for extra-curricular activities. A small minority of parents felt that they were not provided with enough information about their children's progress. Inspection evidence does not agree with this view.
- 5.11 An open-door policy operates at the school and any parent with a concern can make an appointment to see a member of staff or the headmaster. Parents are welcomed at curriculum evenings and workshops, and the twice-yearly parents' evenings, with an optional third evening in the spring term, provide an opportunity to discuss their children's progress. Follow-up appointments can be made if the discussion needs to be longer. Helpful written reports are sent home twice each year and include a section for parental response. Parents of younger pupils are invited to accompany pupils on outings and some are invited into school to speak about their work, faith or culture.
- 5.12 The school has a very active parents' organisation. The committee organises fundraising and recreational events, which are well supported. In recent years the group has donated a minibus, ICT equipment and gardening equipment to enrich the pupils' opportunities.

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 outstanding, meeting the needs of all children and enabling them to be secure and confident in their learning. All children feel valued, safe and happy. Staff show a clear understanding of individual needs and are meticulous in their recording of tasks completed and progress made. Children achieve highly in many areas of the curriculum as a result of friendly, motivating interactions with staff. Links between home and school are outstanding and show a true partnership in learning. These links are much appreciated by the parents. Well-established links with the local authority and implementation of their recommendations have ensured high standards, and outside providers support the professional development of staff.

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

6.2 Leadership and management are good. Checks are carried out meticulously on both staff and the premises to ensure that children are safe at all times and that policies comply with current legislation. Staff are constantly striving to identify areas for future development and have recently introduced a questionnaire for parents at the end of the first half term in the nursery. All children are treated equally and careful observation and evaluation leads to flexible planning to benefit the learning of each individual child. This is supported by parents via the nursery handbook and regular newsletters. The organisation of the outdoor facilities and classrooms is good and resources are plentiful. However, opportunities for even further development are limited because the leader of the EYFS does not teach within the setting.

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

6.3 The quality of the provision is outstanding. The classrooms are light and airy and the different zones within the nursery support the six areas of learning, with free-flow opportunities for purposeful play both indoors and outside. Information gained from staff observations is used to plan activities appropriate to the needs of the children. Excellent wall displays reflect the wide range of skills acquired by the children, and the balance between child and adult-initiated activities is good. Older children within the setting provide good role models for the younger ones and help to encourage independence. All children are encouraged to keep healthy by bringing fruit snacks and drinking water during the day.

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

6.4 Outcomes for children are outstanding. Relationships between adults and children are excellent and the high adult-child ratios ensure that each child is treated as an individual. From the moment the children self-register by placing a leaf with their name on it on to the stem of a sunflower their educational experiences are positive. Opportunities are provided for early development of number concepts using ICT, and books and stories play an important part in preparing the children for

reading. They learn about safe boundaries for play outdoors and are helped to understand the benefits of exercise. All children are polite and caring towards one another. As the children move into reception, the staff build on the independence and skills fostered in the nursery and develop the learning to promote high outcomes. Children are given opportunities to solve problems, and experiences are provided which develop their understanding of the wider world.

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

Mrs Penny Horsman	Reporting Inspector
Mr Marcus Gunn	Head, IAPS School
Mr Michael Higham	Head, IAPS School
Mr Umeshchandra Raja	Head, ISA School
Mrs Annabelle Hancock	Early Years Co-ordinating Inspector