



INDEPENDENT SCHOOLS INSPECTORATE

THE OLD SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

The Old School

Full Name of School	The Old School
DfE Number	935/6050
EYFS Number	279265
Registered Charity Number	279265
Address	The Old School Toad Row Henstead Beccles Suffolk NR34 7LG
Telephone Number	01502 741150
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Email Address	office@theoldschoolhenstead.co.uk
Headteacher	Mr Ian Griffin
Chair of Governors	Lady Heidi Crick
Age Range	2 ½ to 11
Total Number of Pupils	91
Gender of Pupils	Mixed (51 boys; 40 girls)
Numbers by Age	0-2 (EYFS): 3 5-11: 63 3-5 (EYFS): 25 11-18: 0
Number of Day Pupils	Total: 91
Head of EYFS Setting	Mrs Lynsay Read
EYFS Gender	Mixed
Inspection dates	04 Oct 2011 to 05 Oct 2011 02 Nov 2011 to 04 Nov 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 October 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Old School is an independent co-educational preparatory day school for pupils aged between two and a half and eleven years of age. It is located in Henstead, a small rural village near Beccles in Suffolk. Opened in 1979, it is owned by an educational trust and run by a council of management consisting of some former and current parents along with others who are elected for their expertise. The council members are elected or re-elected at an annual general meeting. Since the previous inspection a new headteacher and deputy headteacher have been appointed, and a new chair of governors elected. A Nursery class opened in September 2010. Ofsted recently inspected the registered part of this provision.
- 1.2 There are currently 91 pupils on roll. Sixteen of these, of whom four are boys, attend part-time in the Nursery class. A further twelve children attend full-time in the Reception class, as part of the Early Years Foundation Stage (EYFS). Each class of children in the EYFS is taught by either a qualified teacher or by suitably qualified teaching assistants. In addition specialist subject teaching is introduced progressively as pupils move through the school. Twenty-three pupils are in the pre-preparatory department (Years 1 and 2) and 40 pupils are in the preparatory department (Years 3 to 6).
- 1.3 The majority of pupils are from homes in the Waveney Valley area of north Suffolk. The school's catchment area is wide and most pupils come to school by car. The majority come from homes with parents working in professional, engineering, farming or business occupations. The school population is predominately white British.
- 1.4 No pupils have English as an additional language (EAL). Three pupils have been identified as having special educational needs and/or disabilities (SEND). All receive additional support from the school. One pupil has a statement of special educational needs. The ability profile is judged to be above the national average. At the age of eleven, pupils transfer to senior independent schools of their choice in the local area, with a proportion going into the maintained sector. In 2011 all pupils went to their first choice school with a third gaining scholarships.
- 1.5 The school aims to provide a complete education for all its pupils with a strong emphasis on a good standard of literacy and numeracy. The school also intends that the children should be happy and have a sense of real fulfilment. It seeks to achieve this through the traditional values of hard work, courtesy and tolerance for other points of view.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The Old School fulfils its aims successfully. The quality of pupils' achievements and their learning attitudes and skills are good. All pupils make at least good progress, with many making particularly good progress in developing their knowledge, skills and understanding across the areas of the curriculum. They are very articulate, and use their literacy, numeracy and information and communication technology (ICT) skills well in different subjects. Their creativity is good and they reason and investigate for themselves with enthusiasm when given the opportunity. The pupils' behaviour is excellent and their attitudes to learning are very good. The broad and balanced curriculum, together with a good range of extra-curricular activities, trips and visits, supports pupils' learning very well. However, some subject documentation is inconsistent in quality.
- 2.2 Pupils of all abilities make good progress right across the school. As a result they reach good levels of achievement. Such good progress is largely the result of good and on occasions excellent teaching, although sometimes the pace of lessons is too slow and pupils are given work that is not sufficiently well matched to their abilities. Pupils with SEND also make good progress as a result of being given, in many cases, individual work, both in the classroom or in small group situations. Such good planning for these groups of pupils is also evident in the planning of work for all pupils, although on occasions the work planned for the most able pupils is insufficiently challenging for their needs.
- 2.3 Pupils' personal development is excellent and is supported particularly well by the first-class arrangements for their pastoral care, welfare, health and safety. Pupils respect each other and work very well together in many areas of school life. They reflect very well on the non-material aspects of their lives and show great compassion for those in the world community who are less fortunate than themselves by regularly fundraising for local, national and international charities. Constant checks are carried out for any health and safety issues, risk assessments are detailed and the safeguarding of pupils is most thorough.
- 2.4 Governance is good; governors keep themselves well informed and work very well with the headteacher to plan for the financial and educational development of the school. Leadership and management are particularly good at senior level, although the school acknowledges that the roles and responsibilities of subject leaders are insufficiently well defined and carried out. Policies are reviewed regularly, although not all, for example that for marking, are carried out sufficiently thoroughly by all staff. Links with parents are excellent and parents and pupils are most happy with their involvement with the school.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.5 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.
- 2.6 See the end of the Early Years Foundation Stage Section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under 3.

(ii) Recommendations for further improvement

- 2.7 The school is advised to make the following improvements.
1. Review the roles and responsibilities of the senior managers and subject co-ordinators to ensure effective monitoring of planning, teaching and pupils' standards and progress.
 2. Ensure that each subject's documentation is of a quality that matches that of the best.
 3. Further develop the system for assessing and analysing pupils' progress, as found in subjects such as English, in all subjects of the curriculum.
 4. Ensure that the approach to the marking and presentation of pupils' work is consistent across all subjects and classes.
 5. In the EYFS develop further the links between the Nursery and Reception classes.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements is good. Their learning attitudes and skills are of a high quality. They experience a well-rounded education reflecting the school's aim of providing a complete education for its pupils with a strong emphasis on a good standard of literacy and numeracy. The good standards found at the time of the previous inspection have been maintained.
- 3.2 Pupils achieve good levels of knowledge, understanding and skill across the range of subjects. They demonstrate appropriately developed skills in independent and logical thinking. They express themselves well, being articulate and confident right across the ability range. They write with imagination and accuracy and are most competent in their reading skills. A significant standard of creativity is evident both in displays around the school and in pupils' artwork generally. Pupils have good numeracy and ICT skills. Given the size of the school, team and individual successes are most apparent. In such activities and competitions pupils' achievements are considerable and these have a most positive impact on pupils' personal development.
- 3.3 Pupils' attainment cannot be measured in relation to average performance against national norms, but on the evidence available, it is judged to be good in relation to age-related expectations. The pupils study a demanding curriculum and each year all move onto senior schools of their choice with a good number gaining scholarships and awards. Inspection evidence confirms this judgement and includes consideration of the levels at which pupils are working in relation to national targets. Pupils' progress is good in all EYFS areas of learning. Throughout the school pupils continue to make good progress in relation to pupils of similar abilities and this is directly related to the good quality teaching that they receive.
- 3.4 Pupils with SEND achieve well because in the best practice staff ensure that the tasks set for them challenge them at their own level of ability. In addition, they are well supported in class by their teachers and teaching assistants when necessary. Individual help in extra lessons given by learning support specialists also enables such pupils to make at least good progress.
- 3.5 Pupils' attitudes to learning and study are very good and support their achievements most effectively. Their excellent behaviour and the high quality relationships they enjoy between themselves and with staff, also facilitates considerable learning. They concentrate well, are very well motivated and persevere at a task when it offers them the right level of challenge.
- 3.6 The quality of the presentation of pupils' work is variable. The best is of high quality. However, not all teachers insist on such standards of presentation. When given opportunities to work in pairs and groups, pupils do so with enthusiasm and enjoyment.

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

- 3.7 The school offers a good curriculum that is broad and generally well balanced. This is in accordance with its aims of providing pupils with a complete all-round education. Emphasis is rightly placed on acquiring the skills of literacy and numeracy. The curriculum covers all National Curriculum subjects and is enhanced by the addition of French, personal, social and health education (PSHE), religious education, drama and swimming. However, some imbalance exists in the teaching time allocated to some subjects, for example drama and design and technology. Appropriate action is currently being taken to address this issue. The curriculum is augmented by subject activities, for example the field trip to Framlingham. These experiences contribute effectively to the pupils' academic performance and their personal development. Pupils of all abilities are provided with good experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- 3.8 The planning of the curriculum is variable. When well documented, the planning is excellent, as is evident in English. Although the school has a good, planned procedure to ensure that all subject documentation reflects that of the best, in some subjects schemes of work are not so well developed. Pupils with SEND are given good individual support that enables them to benefit from the curriculum. At present the school is in the process of developing individual education plans for those pupils in order that individual staff will be able to match more closely the work set for those pupils to their individual needs. The school is also in the early stages of formalising its provision for pupils who are gifted and talented.
- 3.9 The school provides a good range of extra-curricular activities which encourages pupils to participate, thus furthering their physical and personal development. For example, 'spy school' is very popular and offers a range of activities to explore scientific and creative disciplines. Similarly, street dance and multi-sport give pupils opportunities to experience different physical activities.
- 3.10 Pupils' learning is significantly enriched by additional activities such as visits to museums and places of interest, which are greatly enjoyed by the pupils. Residential trips for Years 4 and 6 particularly help pupils to gain confidence in outdoor activities. These make a significant contribution to pupils' personal development through fostering leadership skills, team spirit and an awareness and respect for each others' abilities.
- 3.11 The school has strong links with the local community, which is used well to assist pupils' learning. For example, pupils visit places of worship in the area, such as synagogues and cathedrals as well as attending the local church on a regular basis. In addition, parents are encouraged to take part in school activities. The local police, the local MP and doctor visit the school to talk to the pupils about the different roles they play. The local area is also well used to enhance pupils' learning in history and geography in particular.

3.(c) The contribution of teaching

- 3.12 Pupils achieve well largely as a result of the good and, on some occasions, excellent teaching they receive, most achieving their academic potential. Consequently the school achieves its aims of providing a complete education for its pupils. Since the previous inspection the good standards of teaching found at that time have been maintained and in some instances have been built upon.
- 3.13 Opportunities are offered to pupils to enable them to discuss their work in subjects such as art and English. This has a considerable impact on developing pupils' self-confidence and oral communication. Basic skills are particularly emphasised in English and mathematics and this means that pupils are able to attain the good standards they do by the time they leave the school. Pupils' creative skills, which are strong in subjects such as music and art, are similarly significantly promoted by the good quality teaching.
- 3.14 Teachers' subject knowledge and lesson planning are good and they make good use of the facilities and resources available to them. The best lessons are characterised by lively and enthusiastic teaching, appropriately set tasks and by the use of questioning techniques that challenge pupils' thinking. In such lessons tasks set are varied and well matched to pupils' abilities. Praise and encouragement are used well and this adds to the pupils' enjoyment of their lessons. On those occasions where such good quality teaching is not achieved, the pace of the lesson is slower, teaching is over-directed and the work is not so closely matched to different pupils' abilities. Consequently pupils have more limited opportunities to think for themselves or take some responsibility for their learning. In addition, there is limited opportunity given for open-ended investigative work.
- 3.15 The good quality provision and programme of work for pupils with SEND enables teachers to plan individual help for those pupils in their lessons. However, the lack of individual education plans means that teachers do not always have sufficiently detailed information about each individual pupil's needs.
- 3.16 Classrooms contain resources of reasonable quality which teachers use well to motivate their pupils. An interactive whiteboard has recently been introduced and this along with other ICT resources helps to produce stimulating lessons, enthuse pupils and maintain their interest.
- 3.17 The marking of pupils' work is generally good but inconsistent. At best it contains encouraging words, practical suggestions for improvement and appropriately set targets for pupils to achieve. Pupils also say that they are, on many occasions, given verbal feedback, so that they know what they have to do to continue to improve. However this is not always the case, as on occasions work is cursorily marked with few helpful comments to guide pupils as to what they have to do for improvement. Similarly, although assessment data is beginning to be compiled effectively to check on pupils' progress in subjects such as English, the system has yet to be extended to all subjects in order to enable teachers to use that assessment to plan more closely further work for the pupils to do.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of the pupils' personal development is excellent, both in the EYFS and in the rest of the school. Pupils are most courteous, polite and friendly. Their personal development is a major priority in the school. It is underpinned by the school ethos which, in turn, it strongly supports. Teachers actively seek to develop pupils' confidence in their own abilities and beliefs. A good PSHE programme contributes effectively to the provision, thus meeting the school's aims in this area.
- 4.2 Pupils' spiritual awareness is excellent. They respond well to the wide range of opportunities to develop a spiritual awareness which permeates school life. They have high levels of self-esteem and are sufficiently confident to allow others their say and listen with interest to them. They fully appreciate the skills and abilities of their peers. The importance placed on spiritual development is reinforced by the many activities which support it, for example a trip to Norwich Cathedral when pupils were given the opportunity to lie down and experience the spirituality of the space.
- 4.3 The pupils' moral awareness is excellent. The school has a strong behaviour policy which all pupils understand and follow. The house system is very good and house points for helpfulness and good behaviour are awarded. The pupils are courteous and considerate and have a very good sense of right and wrong. In addition, they have a good understanding of human rights, and opportunities to voice opinions and their ideas are implemented. For example, the resources in the outdoor play area were put in place as a result of pupils' requests.
- 4.4 The pupils' social awareness is excellent. Many roles and responsibilities are undertaken, particularly by the older pupils. Year 4 are 'play leaders' to younger pupils and Year 6 have many responsibilities, which include sitting with younger pupils at lunchtimes. The community atmosphere is reinforced by these close ties between pupils of different ages. Pupils are involved with different types of fundraising and are actively involved in sponsored events such as 'fun swim' for the Royal National Lifeboat Institute. Pupils have a wide knowledge of public institutions, this being enhanced by a visit from the local MP.
- 4.5 Pupils have strong cultural awareness. They respond well to being introduced to a variety of cultures through their religious education, history and geography lessons. In art they make African masks. They have been involved in fundraising for a Gambian school and have retained pen pals from this. The school actively encourages an awareness and tolerance of differences in school and in local communities. Pupils know how to live and work with each other in considerable harmony. They appreciate the significance of major religious and cultural festivals, whilst also having a keen awareness of their own cultural heritage through visits to museums and through music, history and many visits to local galleries and events.

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

- 4.6 The arrangements for the pastoral care, welfare, health and safety of pupils are particularly good and make an outstanding contribution to the pupils' excellent personal development. Pupils enjoy being part of this caring and happy community, in line with the school's aims. They are extremely well cared for before, during and after the school day, and daily contact with many parents enables the school to be aware of any difficulties as soon as they arise. The excellent pastoral care and guidance shown by all staff, both teaching and non-teaching, also supports all pupils' achievements effectively.
- 4.7 The class teacher is the centre of care, but further support also comes from all who are involved with the pupils. Any concerns about individual pupils are a key focus for all involved with that pupil. Pupils are satisfied that they have an adult to turn to and in whom they could confide should they have a problem. Behaviour is excellent and is supported by a wide range of appropriate rewards and sanctions which pupils agree are fair. Pupils say that bullying is not an issue, and they are confident that any minor difficulty between pupils is quickly and constructively dealt with. A very good system of 'play leaders' ensures that at break or lunchtimes, pupils who feel lonely can find someone to play with. All pupils spoken to were very happy at the school and enjoyed the variety of activities available and the support and guidance given by the staff. Relationships amongst pupils and between pupils and staff are exceptionally positive and these are in evidence within the classroom and around the school. The pupils expressed a high level of satisfaction about all areas of school life.
- 4.8 Robust policies safeguard pupils, and all staff have undertaken the necessary child protection training as appropriate for their responsibilities. Health and safety hazards are minimised and all measures have been taken to reduce the risk of fire. Detailed risk assessments are produced to cover all aspects of school life. An appropriate medical facility is available for those pupils who become ill during the school day. Admission and attendance registers are completed and stored correctly. The school has a suitable plan for increasing access for pupils with disabilities to the premises and to the education available. From the youngest children in the EYFS, pupils have a particularly good understanding of the requirements for leading a healthy lifestyle. They enjoy the varied sports activities and show considerable awareness of the benefits of healthy eating.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance of the school is good and the council of management has a strong commitment to its role. Individual governors visit the school when possible helping to ensure that good quality relationships are forged with staff and parents and that the aims of the school are met. The governors provide and maintain high quality accommodation, keep a close eye on educational standards being achieved and help to ensure that educational and human resources are used to their best advantage.
- 5.2 Governors are appointed to the council of management carefully to ensure that there is a broad range of experience represented in areas relevant to the successful running of the school. The work of various committees covering such areas as finance and general purposes, education and marketing and human resources, keeps governors well informed about the work and running of the school. This supplements the considerable amount of information provided by the headteacher. Applications to the school are carefully monitored and a keen interest is taken in the destinations of pupils when they leave.
- 5.3 Governors are well aware of their responsibilities for child protection, health and safety. Appropriate training has been undertaken in order to support their commitment to the safeguarding and welfare of pupils throughout the school. School policies are monitored and renewed as necessary and individual governors have specific oversight for areas such as child protection.
- 5.4 The governors take a close interest in school development planning and help set challenging targets for development, particularly in premises and accommodation. They work closely with the school with regard to financial and curriculum matters in particular. They have a sound oversight of curriculum development and hope to develop this by overseeing and keeping up-to-date with subject developments as they happen in the school.
- 5.5 Close contact with parents, staff and pupils allows governors to ascertain their views and thoughts and consequently to react appropriately to the need for change and improvement associated with all elements of school life.

5.(b) The quality of leadership and management

- 5.6 The school, including the EYFS, is well led and managed. Those in senior positions are most efficient and approachable and are effective in furthering the school's aims of providing a complete education for all pupils. Since the previous inspection progress has been made in improving the management of the curriculum and in using some of the information gained from the outcomes of assessments and in monitoring practice. However, the school recognises that more work still remains to be done.
- 5.7 The effective leadership of the headteacher and a strong and dedicated group of staff is clearly evident in the good standards of pupils' achievements as well as in the excellence of their personal development. Whole-school development planning is good with an appropriate number of objectives clearly identified. However, the

current plan lacks an oversight of subject developments during a similar period of time.

- 5.8 Despite some monitoring not all subject leaders have a sufficiently clear oversight of the development of their subject throughout the school, the standards pupils attain in those subjects and the amount of progress they make.
- 5.9 The school takes significant care to select high quality staff. The induction of new staff is well thought through. The process recognises that all new staff need to understand the running of the school and the role they play in it. Professional development is good and is organised both within the school and through an appropriate budget that is available to bring in external expertise if that is thought appropriate. In addition, externally offered training is also used and staff are effectively trained in their roles in relation to safeguarding, welfare, health and safety.
- 5.10 Policies and procedures for all aspects of school life have been produced and these are of good quality. They are mostly well implemented by staff, although in some instances, notably the marking policy, some inconsistencies in the application of the policy are apparent. Teachers, classroom support assistants and non-teaching staff are deployed effectively and make a highly significant contribution to pupils' welfare and learning, particularly those pupils with SEND. Staffing levels are good, so that strong support is given to the pupils.
- 5.11 All those working with pupils are suitably checked through robust recruitment procedures which are followed diligently. The central register of appointments is completed accurately and fully.

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

- 5.12 The school has excellent relationships with parents which fulfils its aims of establishing a positive partnership with them. Parental questionnaires, completed prior to the inspection, indicate that parents, including those of the EYFS children, are exceptionally pleased with all aspects of school life.
- 5.13 Parents receive excellent information and the complaints policy is readily available. Parents' evenings are held twice a year and school reports are sent home three times a year. These are of good quality and include detailed information about their child's progress. In some reports targets for improvement are also included. The website has considerable information about events as well as useful information for current and prospective parents. The school makes excellent use of emails, newsletters and homework diaries to ensure that all groups are kept informed. The weekly newsletters are particularly effective.
- 5.14 The school answers parents' queries quickly and efficiently. Informal means of communication such as homework diaries and notice boards are used extremely well. When concerns about pupils are identified the school deals with them appropriately and sensitively.
- 5.15 The active Parents, Teachers and Friends Group (PTFA), which is strongly supported by parents and staff, organises social events and works energetically to raise funds to provide valuable contributions to the life of the school. Recent contributions have included a smart board, a SEND room and considerable re-development of the playing fields. Parents also take an active role in school life

through helping with trips, talking to children about their own professions and helping with charitable, fund-raising events.

- 5.16 The PTFA is very active and has been described by the headteacher as 'stunning'. Social events enable parents to meet their children's teachers in an informal setting. A very close community exists which is supported by both families and teachers and is exemplified by the close working relationship the teachers have with parents.
- 5.17 The excellent links with parents ensure that the pupils' experience is a positive and happy one and that all parties work extremely well together.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

- 6.1 The overall effectiveness of the EYFS is good with some outstanding features, notably the caring and detailed pastoral support fulfilling the aim to give each child a happy, positive and fun start to their school career. The needs of all are met so they make good progress in their learning and development. Staff have a good knowledge of the children and provide a stimulating environment in which all thrive. Safeguarding procedures are robust. The good quality of education and care is enhanced by the particularly strong partnership with parents and other professionals. Staff have a good understanding of the setting's strengths and desire to develop and improve. Improvements since the previous inspection include more opportunities for child-initiated activities.

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

- 6.2 Leadership and management are good. Children are safeguarded effectively through comprehensive policies and risk assessments. All have equal opportunities to succeed. All adults have been appropriately checked, are well qualified and suitably trained. All required records, policies and procedures are in place. However, there are not yet sufficiently close links between the newly established Nursery and Reception classes to ensure that there are high quality self-evaluation and planning opportunities for the development of the setting. Staff make effective use of resources. They receive particularly good feedback and advice from local authority advisors, but training opportunities are limited. Regular staff meetings now take place. Parents are extremely positive about the provision and involvement in their children's learning. They are kept informed through very informative and helpful reports.

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

- 6.3 Provision is good with some outstanding features. Bright, attractive learning environments encourage a broad range of experiences across all six areas of learning and a satisfactory balance of adult-led and child-initiated activities. The Nursery fully utilises opportunities for 'free flow' between the indoor and outdoor facilities. Reception staff continue to explore ways of creating more possibilities for outdoor learning. Relationships between staff and children are excellent. Staff use assessments carefully to plan to meet all children's needs. Specialist teaching in Reception of music and ICT enhances the provision. All adults support children's learning effectively. Staff are vigilant in their care, helping children to develop safe, healthy habits. Behaviour is excellent and children are encouraged to think of others. Daily procedures for care are robust.

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

- 6.4 The outcomes for children are good. They make good progress in relation to their ability and are on course to meet most of the Early Learning Goals by the end of Reception. They are enthusiastic and confident learners and they gradually gain independence. The responsibility of being 'special helper' for the day builds good self-esteem and confidence. Nursery children develop good communication skills. They enjoy discovering books, have a keen sense of exploration and a willingness to try things for themselves. Reception children converse easily and acquire a good knowledge of letters, sounds, numbers and the natural world, and are confident in the use of computers. Their physical skills develop through dance, outdoor activities and physical education lessons. Children's growing creativity is reflected in attractive drawings and paintings. Children care for and respect each other by taking turns and sharing willingly. They understand about keeping safe and that healthy eating, personal hygiene and exercise are requirements for a healthy lifestyle. Children are provided with secure foundations for their future well-being in all aspects of their learning.

Compliance with statutory requirements for children under three

- 6.5 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Complaints since the last inspection

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

Section 2 includes what the Early Years Foundation Stage should do to improve its provision

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Graham Nunn

Reporting Inspector

Mrs Caroline Birtwell

Headteacher ISA School

Miss Patricia Griffin

Early Years Lead Inspector