



INDEPENDENT SCHOOLS INSPECTORATE

THE OLD VICARAGE SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

The Old Vicarage School

Full Name of School	The Old Vicarage School			
DfE Number	318/6005			
Registered Charity Number	312671			
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Head	Mrs Gillian Linthwaite			
Chairman of Governors	Mr P Hearson			
Age Range	4 to 11			
Total Number of Pupils	180			
Gender of Pupils	Girls			
Numbers by Age	3-5 (EYFS):	27	5-11:	153
Head of EYFS Setting (Head of Lower School)	Mrs Jill James			
EYFS Gender	Girls			
Inspection date/EYFS	18 May 2010 to 19 May 2010			
Final (team) visit	21 Jun 2010 to 23 Jun 2010			

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in October 2003.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

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

Legislation additional to the welfare, health and safety Standard is as follows.

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

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

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

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Old Vicarage School was originally founded in 1881 as a boarding school for older girls. Since shortly before the Second World War, it has been a day school for girls aged from four to eleven. It is located in a large Grade II listed house on Richmond Hill. The building has since been modified and extended for use as a school, with areas for activity and play. In 1995 the adjoining Victorian townhouse was acquired, further extending the facilities. The Old Vicarage School is presently administered by a Board of Governors, who are mostly parents of present or past pupils of the school. The aim of the school is to ensure that the girls are given a strong start, both academically and socially, and will have happy memories of their time at school. The school is non-selective and no class has more than fourteen girls.
- 1.2 Pupils come from a variety of backgrounds, though most are white with UK heritage. The majority of pupils live in the London Borough of Richmond in Surrey, and most live within a four-mile radius of the school. The results of assessments carried out at the age of four as pupils enter the school show that the intake contains girls of above average ability. The ability profile of the school is above or far above the national average. Pupils gain entry to a range of independent day and boarding schools when they leave at the age of eleven.
- 1.3 Since the last inspection in 2003, the school has moved from one class to two parallel classes in each year group. An information and communication technology (ICT) suite and classrooms for drama, learning support and music have recently been added to the top floor. A new chairman of governors was appointed in June 2007 and the current head was appointed in September 2009. The School provides education for 180 girls, 27 of whom are in the Early Years Foundation Stage (EYFS). It is divided into two distinct sections, Lower School comprising Reception, Year 1 and Year 2 pupils and Upper School which includes pupils from Years 3 to 6. The school has identified and gives support to one pupil who speaks English as an additional language (EAL), and twenty-five pupils who receive support for mild learning difficulties and/or disabilities (LDD). One pupil has a statement of special educational need (SEN). Twenty-seven pupils receive support from public funds.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 Pupils are well educated, with well-developed knowledge, understanding and skills. They make excellent progress in their learning. A wide-ranging curriculum, both inside and outside the classroom, enables pupils to develop positive attitudes to their education, which they embrace with much eagerness. This meets the recommendation following the previous inspection in 2003 regarding curriculum and teaching. The children in the EYFS are enthusiastic and they respond well to the high expectations of their teachers. Throughout the school, the pupils are keenly interested in their lessons and they have excellent relationships with each other and with their teachers. Teaching throughout the school is good, and in many instances excellent.
- 2.2 The personal development of the pupils is outstanding, supported by excellent pastoral care and welfare arrangements, and good health and safety procedures. Pupils expressed great enthusiasm for all aspects of their care. They act responsibly and generously to each other and they show clear interest in the well-being of the wider community. The school's high level of pastoral care and its comprehensive provision for the pupils' welfare ensure the excellent promotion of values and a mutually supportive body of teachers and pupils. The pupils' behaviour is outstanding. Shortcomings in the implementation of the safeguarding policy and the appointment of staff have now been rectified.
- 2.3 The governance, leadership and management of the school have undergone considerable change with the appointment of a new head and several new governors, including the chairman of governors, in the last three years. The governors, most of whom are present or past parents, have a good knowledge of the school, its workings and its financial structures. There is a good range of governors' committees that covers a suitable range of expertise. Leadership and management are strong, with effective systems for staff appraisal and for assessment of the pupils' progress. Monitoring of teaching, and of the various initiatives that the school has introduced, have now begun to develop positively. In the parent questionnaire, some parents expressed concern over the information they are given about the progress of their children. Overall, parents are very supportive of the way the school is run and of all the school achieves for its pupils.

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 2003, as subsequently amended, and therefore it was required to:
- ensure that an enhanced Criminal Records Bureau (CRB) check is made by the school in respect of any person employed at the school and that any enhanced CRB certificate which is the subject of the application is obtained before or as soon as practicable after the appointment [Regulation 4(2)(b) under The suitability of staff and proprietors];
 - ensure that in relation to each member of staff appointed on or after 1 May 2007 the register shall show where a check was made to establish whether the member of staff is subject to any direction under section 142 of the 2002 Act (reference to List 99) [Regulation 4C(2)(b) under The suitability of staff and proprietors];
 - ensure that in relation to each member of staff appointed before 1 May 2007 the register shows whether each check in sub-paragraph 2 above was carried out [Regulation 4C(3) under The suitability of staff and proprietors];
 - for the same reason as the above, implement all aspects of the safeguarding policy [Regulation 3(2)(b)].
- 2.5 At the time of the final team visit, the school had rectified the above shortcomings, as noted in the text of the report.

(ii) Recommended action

- 2.6 In addition to rectifying the weaknesses in meeting regulatory requirements, the school is advised to make the following improvements.
1. Restructure the whole school development plan to make clear the links between identified education priorities, measureable success criteria and the means to achieve them.
 2. Improve the quality and consistency of written reports to the standard of the best.
 3. Evaluate newly established channels of communication with parents in the EYFS setting.

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 standards of pupils' achievements are excellent and pupils' attitudes to learning are outstanding. The school does not enter pupils for national tests at the ages of seven or eleven. However, other nationally standardised tests are used to monitor ability and progress, and these indicate that the ability profile of the school is above the national average, with few pupils showing below average ability and the majority either above or far above the national average. The pupils gain excellent results in senior school entrance examinations and regularly gain scholarships. Girls are very well educated in accordance with the school's aim of giving them an exceptional academic start.
- 3.2 Pupils achieve excellent levels of skill, knowledge and understanding in academic subjects, the wider curriculum and extra-curricular activities. Attainment levels in Years 1 and 2 have improved since the last report. The girls are highly articulate, enthusiastic learners who listen to each other's points of view and are proud of their school. They are confident, and by Year 6 are able to present reasoned arguments, expressing themselves fluently, both orally and in written work. Pupils' excellent understanding in reading enables them to conduct independent research, using books and the computers. Pupils' creativity is promoted well in subjects such as history, geography and English.
- 3.3 The quality of work in art produced by pupils, and exhibited to outstanding effect in corridors and classrooms, is a real strength of the school. In music and physical education (PE), learning moves forward briskly because of the pupils' direct involvement in practical activity. Pupils show enthusiasm for mathematics and science, and not only have a good grasp of mathematical processes but apply concepts effectively. There are good opportunities for the pupils to explore open-ended tasks through investigations and there are many good examples of subjects linked together by theme. For example, Year 6 pupils were observed working in English on war diaries, in art on war posters and in history on the main events of the Second World War having visited recently the Imperial War Museum. The pupils apply highly developed ICT skills to support work across the curriculum. Pupils with language difficulties and those with LDD make good progress.
- 3.4 Pupils are encouraged to value success, and achievements are highlighted at assemblies. They accomplish high standards in many activities, both individually and in teams. This year, five pupils achieved gold medals in the Primary Maths Challenge, and all who enter English speaking, drama and instrumental music exams enjoy much success. Pupils' extremely positive attitudes contribute much to their successes and help to prepare them for the next stage in their education. They are equally focused whether working individually or collaboratively.
- 3.5 Wider learning experiences, such as educational visits locally and further afield, visitors to school and the satisfaction gained through charity fund-raising, all help to nurture the girls' commitment to their studies. Progress and attainment are supported by their extremely motivated attitudes to learning, their excellent behaviour and positive relationships with each other and staff. Pupils are well

organised in lessons, display high concentration and present their work clearly and accurately. The pupils enjoy their studies and activities and are ambitious for their own futures. The school's aim to develop young people who are encouraged to aspire to excellence in all aspects of life at school is fulfilled.

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

- 3.6 The school offers a wide range of balanced learning opportunities that supports extremely well its aims and is suited to all ages, abilities and needs. It covers all the required subjects, including an effective personal, social and health education (PSHE) programme, which contains citizenship and preparation for adult life. French is taught from the EYFS and pupils receive a thinking skills lesson once a week from Year 2. The curriculum is timetabled effectively, and allows all pupils to benefit from the wide range of subjects. It is planned in detail throughout the school to ensure continuity of education and progress across the years.
- 3.7 Curriculum weaknesses highlighted in the last inspection report have now been addressed. All subjects have detailed plans, which are modified by the particular needs of the individual pupils, as identified through the careful use and analysis of the school's own highly effective assessment and tracking system. Pupils with LDD and EAL are well supported with individual education plans and a policy for in-class support. They receive appropriate assistance that enables them to benefit from the curriculum. Targets are identified for all pupils and highlighted for staff. Gifted and talented pupils are recognised and extension work is provided through appropriate additional work in class and separate lunchtime puzzle clubs for the more able girls. Very good use is made of the limited spaces in the vicinity of the school, for example by the addition of a climbing wall in the playground.
- 3.8 The school provides an excellent range of very popular extra-curricular clubs and activities, which varies from term to term. These include sports, musical, craft, cooking, games and drama clubs organised by the staff at school. In addition, the school organises clubs run by outside specialists such as Bollywood dancing and Mad Science. A series of weekend adventures has been introduced this year on one weekend a month to include scuba diving, rock climbing and survival skills in the wild. Girls from Year 3 upwards attend a residential trip each year, of progressively longer duration, that is designed to increase self-confidence and independence. This culminates for Year 6 pupils with a week in France. Overall, extra-curricular activities develop both environmental awareness and a sense of real-life challenges for the pupils. There are many occasions throughout the year when the school links up with the local community. These include large-scale joint choral events including one held annually at the Royal Albert Hall. The school supports a range of local and international charities including Rwanda Aid, the Nelson Mandela Fund, a local school and a church-based charity.

3.(c) The contribution of teaching

- 3.9 Teaching is good overall, with a significant proportion being outstanding. It strongly promotes the rapid progress that results in pupils' high attainment in line with the schools' aims. At its most successful, high quality teaching is characterised by well-prepared, interesting lessons and work that challenges pupils of all abilities. Pupils benefit from some specialist-taught lessons in which teachers have an excellent knowledge of their subject and high expectations. Teachers' enthusiasm for and good knowledge of their subjects engage the pupils. Progress in all subjects is excellent and, where appropriate, pupils are taught in ability groups. In many lessons, work is adapted to individual pupils' needs and capabilities. Pupils understand what is expected of them. This was evident when clear learning objectives were shared with the class at the beginning of a maths lesson and brought together in a short plenary session at the conclusion. Varied teaching methods, employing group discussion, paired work, some independent research and the use of ICT, hold pupils' attention, so they achieve high standards. The most successful lessons include challenging extension tasks that deepen understanding for the most able. The best teaching questions pupils skilfully and is characterised by a flexible approach that is adjusted according to the pupils' responses. Lessons are planned and organised effectively, and time is well managed. Resources, such as interactive whiteboards and the plentifully stocked library, are used well. Pupils' excellent behaviour and attitude to work ensures that they benefit from this strong teaching. Homework, which is set regularly, appropriately reinforces and extends work undertaken in class.
- 3.10 Since the last inspection, effective arrangements to assess and track pupils' performance have been established to enable their development to be monitored over time. Results from standardised tests in reading, spelling, mathematics and English, as well as the school's own internal exams, are available to staff, providing a valuable means of identifying and checking abilities and progress across the school. The school has an effective system to identify and support pupils with LDD, using teacher observations as well as formal assessments. Teachers are kept well informed of the nature of pupils' difficulties and implications for class teaching, and additional support is organised where necessary. A recent initiative identifies the most able pupils, who are offered extension and enrichment activities to broaden and deepen their mathematical and reasoning abilities. Work is conscientiously marked, and most follows the school's marking scheme.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social and cultural development is a strength of the school, and the school's aims are successfully met. Teachers help the pupils in their personal development and learning and almost all pupils said they liked being at school. The parental questionnaire showed the extent to which parents support the way in which the school promotes positive attitudes, self worth and mutual respect. Pupils have a high level of spiritual awareness. This is cultivated through assemblies that are calm and contemplative times to share common experiences, celebrate the pupils' achievements and develop in the pupils a strong feeling for the spirituality of collective worship. The pupils have a good understanding of the major world religions through the religious education curriculum. The school is highly successful in enabling its pupils to reflect on and value the importance of other beliefs and customs, and there are opportunities to participate actively in various cultural celebrations, such as Diwali and the major Christian festivals.
- 4.2 Pupils have an excellent understanding of their social responsibilities and take great pride in their school. They are eager to support each other, to take responsibility within the school and to be involved in the wider community. All pupils in Year 6 take responsibility for many areas of school life and act as positive role models to the younger pupils. An effective house system encourages team spirit and a sense of working together towards a common purpose. Each class has its own rules, which are discussed and agreed by the pupils at the beginning of the year. Pupils have a highly developed moral sense. They appreciate that their actions have consequences and pupils of all ages clearly distinguish between right and wrong. Pupils have a developing understanding of public institutions, democracy and the wider community, and the School Council provides opportunities for class representatives to attend regular meetings and to bring ideas forward for general discussion.
- 4.3 The pupils experience a wide range of cultural activities and they show an excellent appreciation of the diversity of their harmonious school community and understand how this fits into the context of the wider community. Pupils experience different cultures through studying local sites of interest and places of worship representing a range of different faiths. They develop a good understanding of cultural diversity at school through subjects such as music, drama and art. Excellent art displays showing Arabic symbols in a decorative surround and a Bollywood dancing club exemplify the cultural breadth and variety pupils are able to experience at school.

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

- 4.4 The staff provide excellent support and guidance for their pupils, valuing and celebrating the contributions they make to the school and wider community. Children in the EYFS are looked after very well and the school provides a safe and supportive environment, in accordance with its aims. This is a caring school in every sense of the word. Relationships between staff, as shown by their reciprocal support and encouragement, are positive, and, in general, relationships between staff and pupils are similarly warm. The pupils themselves interact with kindness and courtesy towards each other, regardless of age, gender or ethnicity. Pastoral issues are discussed at staff meetings and ensure that all staff are aware of those pupils needing particular support. Pupils know they can talk to their class teachers when they need to. An effective buddy system, where older pupils support and look after younger pupils, exemplifies the considerate and compassionate ethos of the school.
- 4.5 The school has effective procedures for behaviour management, though pupils' behaviour is almost invariably excellent, and no exclusions or serious disciplinary sanctions have been necessary within the last year. Pupils move around the school with due politeness and consideration for each other and the staff. Awareness of bullying is included in PSHE lessons and addressed periodically in form time and assemblies. Pupils say that there is little bullying and they are confident that, should there be any, staff will deal with it quickly and constructively.
- 4.6 The arrangements for health and safety are good overall. Safeguarding of pupils is a priority for the school and all staff have received appropriate training. The revised safeguarding policy is comprehensive and clear, though its implementation has not until recently been complete in the detail of staff appointments and the recording of them. The admissions and attendance registers are properly used and retained. Comprehensive measures are in place to reduce the risk from fire and other hazards. All teachers have received training in first aid, and pupils who are ill are cared for by appropriately qualified staff in well-equipped facilities. The school has in place a plan to improve educational access for pupils with disabilities. The benefits of a healthy diet and the taking of regular exercise are promoted in science, PE and PSHE lessons. Lunch is taken in a small modern dining room, with plenty of choice and a wide range of healthy options.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance of the school is generally good. The governors oversee the whole school's strategic direction, secure its aims and values and support its educational development. The chairman has a comprehensive understanding of the school and the governing body's committees, which oversee finance, premises, personnel, marketing, appointments and the curriculum. Decisions regarding the progress and improvement of the whole school are taken at regular minuted meetings, and these decisions are promulgated effectively. Discreet management of financial and human resources has enabled the re-development of the former headmistress's accommodation on the top floor of the main building, providing a new ICT suite, drama room, design technology kitchen, learning support room, music room and an additional classroom. Since the last inspection, single classes of twenty-five have been split into two classes of no more than fourteen, and there has been a corresponding increase in staff. The creation of additional management posts and new resources has contributed to the effectiveness of educational provision and has significantly improved the quality of governance since the last inspection.
- 5.2 Governors know the school very well and provide a suitable range of knowledgeable expertise and advice. They are involved regularly in many aspects of school life and are known by the parent body through frequent visits, both formal and informal, to observe lessons and attend larger events such as school productions. The head is formally appraised annually by the chair of governors and a governor with responsibility for human resources. A development plan which is regularly monitored, reviewed and updated sets out the strategic future development of the whole school, though the success of this has yet to be assessed fully.
- 5.3 There is a governor designated to safeguarding who has undertaken the appropriate training; however, prior to the initial visit some staff had been appointed without checks being properly completed. This had been rectified by the time of the main visit. Measures are now in place to enable regulatory requirements and policies to be properly monitored and governors are aware of their responsibilities relating to child protection and health and safety. The focus on teamwork and collaboration amongst the governors enables them to share a common vision for The Old Vicarage School and ensures that it continues to excel as a happy, dynamic, and academically successful school.

5.(b) The quality of leadership and management

- 5.4 Overall, the leadership of the school is strong. Leadership and management fulfil the school's aims well and allow pupils to learn and attain successfully by developing a positive attitude to their education within the framework of friendly and supportive surroundings. Staff are dedicated to the aims of the school to encourage girls to aspire to excellence in all aspects of school life, to give individual attention and to provide a caring, safe and supportive environment.
- 5.5 Teaching and learning are monitored regularly throughout the school, though the role of subject co-ordinators has not been fully implemented or properly evaluated. Efficient communication between consecutive year groups and between staff teaching within each year is good. Regular formal and informal discussions take place to ensure that curriculum planning is continuous and effective. The excellent

secretarial, administrative, bursarial and maintenance team ably supports routine management.

- 5.6 Policies and procedures affecting the pupils are regularly moderated according to their needs. The success of leadership and management is reflected in the positive attitudes of all staff in the school, teaching and non-teaching, which supports the excellent personal development and welfare of the pupils. This enables them to develop and thrive within this supportive community. Leadership makes a positive commitment to the professional development of staff. The previous inspection report recommended that staff review procedures should be improved so that staff training could be developed alongside curriculum requirements. The new annual staff appraisal system successfully achieves this. Teachers are trained in areas of first aid, fire prevention and safeguarding. High quality staff are appointed and staffing levels are good. Although procedures for the proper recruitment of staff are now in place, at the time of the initial visit there were some irregularities in the centralised register that have now been rectified. The school's premises are used to good effect, and colourful, bright displays celebrate the pupils' work.

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

- 5.7 Overall, the quality of links with parents is good. The school fulfils its aim of welcoming parental support and involvement in all aspects of school life, and this enables pupils to make good progress. It achieves this in a variety of ways: by involving parents in library support, helping on school trips, listening to pupils read, supporting special events at school and involvement with cultural and sporting events. There is a clear system for contacting staff and the head is available to speak with both pupils and parents each morning and afternoon.
- 5.8 The school provides many opportunities for parents to raise matters for discussion. These include a suggestion box in the entrance hall, a parent questionnaire to encourage all parents to give feedback to the head on their views and school forums. The website provides parents and prospective parents with useful information on school policies, registration, the curriculum, events, lunch menus and the regular Friday news, and parents have access to a direct email link with members of staff. A well-presented and colourful annual school magazine is produced, showing the full extent of the range of events, achievements and highlights of the year. Parents have many good opportunities throughout the year to meet staff formally. These include meetings for parents to hear about and discuss the curriculum, and parents' evenings where they are able to discuss the pupils' progress and school reports. Overall, school reports are informative and helpful, though in some instances, comments are not consistent in style or content and targets for improvement are not clearly identified.
- 5.9 The Friends Association provides strong links with the whole school community. Their main aim is to organise social interaction between parents and children. They successfully raise money each year that enables the school to buy specialised equipment for the school. Each year, the pupils vote for local charities and those further afield to receive financial support. The school handles the concerns of all parents with care and these are usually resolved at an early stage. No formal complaints were received within the last year.

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 Overall, the effectiveness of the Early Years Foundation Stage is good with some outstanding features. The teaching is of a high standard. Lessons are well prepared in accordance with the requirements of the Statutory Framework for the EYFS. Children make good progress and learn successfully in all areas of the curriculum. The individual needs of children are well met. However, opportunities for extended outdoor activities are restricted by the limited space in the immediate vicinity of the school. Effective arrangements exist to ensure the health and safety of the children. They are encouraged to become involved in the school and in the wider community. Strong links are developing between school and home, and parents are encouraged to be involved in their children's education. Parents are well informed about their children's performance and progress at school, although some felt they needed more information about the content of the curriculum. Those responsible for the EYFS have a good understanding of the needs of the pupils and are continually making improvements in order to develop the quality of provision.

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

- 6.2 Leadership and management are good. Those in charge of the EYFS are well informed and have a genuine desire to help all children to make good progress in their learning and development and to promote their welfare. Safeguarding procedures are secure and all of the required checks have been carried out. The staff are well trained and know what action to take in the event of a safeguarding issue. The school works well with parents, and the recent introduction of a parents' questionnaire has helped to improve communication between home and school. Parents have a high regard for the school and take a keen interest in their children's education. Those in charge of the EYFS have a clear vision of the way forward, driven by effective systems of self-evaluation. Policies have recently been reviewed and are being implemented to promote equality of opportunity. The classes are well equipped, and effective use is made of resources in order to promote effective teaching and learning.

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

- 6.3 The provision is good overall. The teachers' understanding of the learning, development and welfare requirements is good and helps to promote children's social and physical well-being. Good sized classrooms, attractive displays and appropriate equipment combine to encourage effective learning. Policies and procedures now in place ensure that children are protected and well supported. Good planning, efficient organisation and constructive assessment ensure that all children are encouraged to give of their best. Relationships between teachers and children and between the pupils themselves are cheerful and supportive. Strong relationships with parents exist to promote effective communication between home and school and further support the children's education and welfare.

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

- 6.4 The outcomes for children in the EYFS are good and all children make good progress towards the early learning goals. They enjoy their lessons and their experience of the school as a whole. They particularly enjoy and benefit from the family atmosphere that adds to their feeling of security and sense of well-being. Children feel safe, and understand that physical exercise and a well-balanced diet are essential for a healthy lifestyle. They are well behaved and are beginning to develop the qualities of natural curiosity, critical thinking and evaluating risk that prepare them very well for the next stage of their schooling. Children are motivated and interested in a broad range of activities and are able to take some responsibility for choosing what they do. They demonstrate a willingness to keep themselves and others safe through their exemplary behaviour.

What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the 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 David Horn

Mrs Loraine Cavanagh

Mrs Heather Friell

Mr James Macpherson

Reporting Inspector

Head, IAPS school

EYFS Head, HMC school

Co-ordinating Inspector for Early Years