



INDEPENDENT SCHOOLS INSPECTORATE

VITA ET PAX SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Vita et Pax School

Full Name of School	Vita et Pax School			
DfE Number	308/6056			
Registered Charity Number	281566			
Address	Vita et Pax School 6a Priory Close Green Road Southgate London N14 4AT			
Telephone Number	020 8449 8336			
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Email Address	vitaetpax@lineone.net			
Headmistress	Mrs Margaret O'Connor			
Chair of Governors	Mrs Jasia Hugill			
Age Range	3 to 11			
Total Number of Pupils	191			
Gender of Pupils	Mixed (108 boys; 83 girls)			
Numbers by Age	0-2 (EYFS):	0	5-11:	152
	3-5 (EYFS):	39	11-18:	0
Number of Day Pupils	Total:	191		
EYFS Gender	Mixed			
Inspection dates	24 May 2011 to 25 May 2011			
	22 June 2011 to 24 June 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 May 2007.

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 Vita et Pax is an independent Catholic day school that aims to continue the ecumenical outlook envisaged by its founders. The school is recognised by the Diocese of Westminster as a Catholic school and priority is given to Catholic applicants, although all major religions are represented in the school. The school aims to be a small school with a strong family atmosphere, working in close partnership with parents and children to provide a happy and well-balanced place of learning, in which everyone is included, valued and cared for. Its mission statement is that: Vita et Pax School seeks to develop fully the physical, intellectual and spiritual potential of each child in a Christian atmosphere where celebration, love, consideration and tolerance are incorporated into the daily life of the school. The school aims to provide an environment of love and tolerance, thus laying the foundation for the pupils' educational development in our multi-faith and multi-cultural world.
- 1.2 The school was founded in 1936 by the Benedictine Olivetan sisters who came from Belgium. The location changed a number of times before the current purpose-built school was opened in 1960. When the order withdrew they relinquished management, although maintaining ownership of the school building and site. The school is co-educational from three to eleven years and has 191 pupils on roll. The Early Years Foundation Stage (EYFS) is situated within the main school building and has 39 pupils aged between three and five. There are 152 pupils from Year 1 to Year 6 with one class in each year except Reception where for the current year there is a two-form entry.
- 1.3 The school is not academically selective on entry and the ability profile is far above the national average for all maintained primary schools. The pupils come from predominantly professional and small business families with high aspirations for their children, and from a range of ethnic backgrounds including British, South and East Asian children and Greek, representing a corresponding diversity of faiths and denominations.
- 1.4 There are no children who have a statement of special educational needs. The school has identified four children who have learning difficulties and/or disabilities (LDD) and they receive support for this. There are eight children for whom English is an additional language (EAL). They do not receive support for this; they are fully able to access the curriculum.
- 1.5 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 pupils from the EYFS onwards are extremely well educated in accordance with the school's aims and their achievement is outstanding. Standards of attainment are excellent; pupils learn well across a range of skills including the use of information and communication technology (ICT). In standardised tests taken pupils attain well and their progress is outstanding. Pupils have positive attitudes to learning and to their involvement in activities outside the classroom. They benefit from an excellent curriculum which is very well structured to meet the needs of all. It provides progressively more difficult work and facilitates high standards. Pupils participate in a wide range of activities and achieve excellent success in sporting and other areas. Teaching is excellent and teachers fully use assessment information to inform their planning, which is of high quality, meeting the needs of the pupils. Excellent resources are used effectively. The older pupils have many opportunities to use the bank of netbooks available. However, the younger pupils' use of these is more limited. Visiting speakers to the school and visits outside school are integrated into the curriculum very successfully.
- 2.2 The outstanding quality of the pupils' spiritual, moral, social, and cultural awareness from the EYFS onwards reflects the strong sense of community in the school. The arrangements for welfare, health and safety are excellent and fully support the aims of the school. Teachers know their pupils well and are committed to the welfare of all in their care. The school has excellent arrangements to ensure the health, safety and safeguarding of all its pupils.
- 2.3 The quality of governance is excellent. Well informed and responsible governors ensure the school's aims are met. Their arrangements successfully oversee the work of the school and provide the management and staff with strong support and challenge. Buildings and grounds are well maintained. The quality of leadership and management is excellent. Clear policies and procedures are provided which contribute to the pupils' excellent achievement and ensure the smooth running of the school. The school promotes highly successful links with parents, who responded extremely positively to the pre-inspection questionnaire. They particularly mentioned satisfaction with the quality of teaching, the pastoral care, the promotion of individual values and the building of individual pupils' confidence. Inspectors support these views.

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. To provide more opportunities for pupils in the lower part of the school to make use of the bank of portable netbooks.
 2. Facilitate regular use of the outdoor classroom by both Reception classes in the EYFS.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Throughout the school the pupils' overall achievement is outstanding with exceptional standards both in academic work and in extra-curricular activities. These fulfil the school's aim of instilling in the pupils a love of learning from the outset and that each child should fulfil their individual potential and become confident in all areas of learning, not just academic subjects.
- 3.2 In lessons and in their written work pupils show excellent knowledge and understanding. Pupils of all ages speak, listen, read and write competently. They listen well and show respect for other's contributions. Their reading skills are outstanding. Pupils write well for a variety of purposes and some excellent work is on display in the classrooms and corridors. Pupils have highly developed mathematical skills and use them appropriately in other subjects. They use ICT confidently and competently and this contributes to their learning and achievement. They learn French from the EYFS, taught by native French speakers, and display considerable skill in mastery of the language. They have well developed physical skills. They learn to think for themselves and all benefit from the many opportunities to use their creativity. This was observed in orchestra practice where encouragement and enthusiasm enabled excellent learning and achievement and also in a literacy lesson where older pupils used techniques of persuasive writing to create an advertisement and showed high levels of motivation and confidence in understanding and using assonance and hyperbole.
- 3.3 The pupils are successful in a range of music and drama examinations and participate in a wide range of sporting fixtures with other teams. Over the last three years the school has taken a progressively higher profile in local and regional events. This year the school entered a schools association regional athletics meeting and achieved a number of successes. Two pupils reached the national finals. The netball and football teams play regularly against maintained schools with a good degree of success. In the last three years pupils have been entered for a national mathematics challenge and have achieved a number of gold, silver and bronze awards annually.
- 3.4 The following analysis uses the national data for 2008 to 2010. These are the most recent three years for which national comparative statistics are currently available. Results in national tests at the age of eleven have been outstanding in relation to the national average for maintained primary schools. Pupils of all ages, including those in the EYFS, and those with EAL, make exceptional progress. Results of national and other tests of attainment indicate that pupils achieve results higher than expected outcomes in relation to pupils of a similar ability, a fact confirmed by the outstanding progress seen in work during the inspection. There is excellent support for a range of learning needs, including those with LDD and for those who display a measure of gifts and talents. As a result these pupils make similar progress to that of their peers.
- 3.5 The pupils' outstanding attainment and progress are supported by their positive attitudes to learning and their creative and enquiring minds, evident in many lessons and activities. They always strive to do their best and this is reflected in house points awarded and by consistently high levels of success in achieving places at the pupils' first choice selective independent and grammar schools at the end of Year 6.

Overall the pupils have an excellent work ethic and have access to a varied curriculum. Their behaviour is exemplary.

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

- 3.6 Throughout the school the curriculum is excellent in meeting the aim to develop fully the physical, intellectual and spiritual potential of each pupil. The breadth, balance and planning of the curriculum have been built on significantly since the previous inspection. The curriculum is appropriate for pupils of all abilities, including those with LDD and EAL. The curriculum covers all the requisite areas of learning and has responded effectively to recommendations regarding the curriculum made in the previous inspection report. From the EYFS there is concentration of acquisition of core skills using traditional teaching methods. The pupils build on these secure foundations. The school is successful in its aim to instil a love of learning from the outset.
- 3.7 The school justifiably prides itself on catering for all abilities and different learning styles to enable all children to achieve and make progress. Creative and practical subjects have a strong place in the curriculum. Scientific understanding is fostered through subject teaching with suitable emphasis on acquiring scientific knowledge and developing experimental skills. Technological skills are developed successfully through design and technology (DT) and ICT. A computer based mathematics programme has been introduced to support homework and this has not only raised the skill and enthusiasm of children in mental mathematics, it has helped integrate ICT use in school with that at home. Human and social knowledge are catered for in the humanities and religious education (RE). Linguistic development is enhanced by the teaching of French from the EYFS. Physical development is supported well through physical education (PE) and games at all stages. The excellent programme of personal, social, health and citizenship education (PSHCE) for all ages extends the curriculum to cover many areas of personal development. The pupils benefit from the good quality specialist teaching rooms such as the art room, science room and the library.
- 3.8 The programme of extra-curricular activities is excellent and includes a variety of sport, music, cookery, debating, Tae-Kwan-Do, Spanish, study skills and ICT. The school is part of the larger community and links between the two enhance both the quality of life and learning experienced by both communities. From the EYFS to Year 6, pupils enjoy the many opportunities for trips out such as the water authority's education centre where they experience a valuable day on curricular themes. There is an extended outdoor pursuits visit for Year 6. Regular use of facilities in Central London is made taking classes to visit museums, theatres and the Houses of Parliament. The pupils benefit from visitors to the school such as by representatives from charities, fire fighters, doctors and dentists and local government.
- 3.9 The school participates in local activities such as music and drama festivals and sporting events, art and essay writing competitions. There is an active link with a local conservation group; eggs have been incubated in the classroom then returned to the local farms. A local science company runs after school science activities. Many members of the local community take part in the school fete, sports day is attended by members of the local community, at harvest an enormous number of parcels are distributed to the elderly and the school choir sing at care homes at Christmas. Pupils, staff and parents assist in charities locally, nationally and internationally and raise considerable funds.

3.(c) The contribution of teaching

- 3.10 The quality of teaching is excellent and fully supports the aims of the school, particularly in encouraging independent learning and research. Lessons are carefully planned with clear learning objectives set. They contain a varied and stimulating range of activities. The best teaching proceeds at a brisk pace and concludes with a plenary session in which teachers and pupils debate whether the lesson's learning objectives have been met. This was seen in a French lesson where older pupils worked in pairs interviewing each other about their interests, also in science where younger pupils held a lively debate on the properties of materials, in particular flexible materials. Teachers have excellent classroom relationships with pupils, who are confident to seek help when they need it, reflecting the school's view that effective learning is strengthened by the school's caring ethos. This level of support is appreciated by both pupils and their parents.
- 3.11 Teaching demonstrates high expectations of pupils, who say they are enthusiastic about their learning. Teaching from the EYFS onwards enables all pupils to acquire a secure foundation in basic skills as well as increasing their understanding and challenging their thinking. It shows full awareness of the learning needs of each pupil. Support is provided for those experiencing difficulty and strategies to develop the more able are appropriate and the school has plans in place to develop this further.
- 3.12 Teachers are well-qualified and have a love of their subject which they share with their pupils. From the EYFS onwards French, PE and music are taught by specialist teachers. Specialist teaching in other subjects increases from Year 4. In lessons ICT is used well to promote learning and the pupils are confident in its use. The older pupils have regular opportunities to use the school's bank of portable netbooks. The pupils benefit from excellent teaching and coaching in games and PE. Pupils are regularly given opportunities to explore their own ideas as in an English lesson where older pupils discussed the issue of disability and the hardships people with disabilities face. In a Year 5 geography lesson, pupils worked in small groups to explore the effects of some physical and human features of the environment. They clearly fully understood how volcanoes formed and the difference between lava and magma.
- 3.13 The quality of marking is excellent, it is regular and helpful. Clear targets for improvement are given as well as encouragement and support. Assessment is used effectively to monitor the pupils' progress. Teachers are fully aware of the learning needs of each pupil. The tracking of individual pupils enables staff to pinpoint those who may not be making the expected progress, or those who are exceeding expectations. Pupils are encouraged to take responsibility for setting their own targets.

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 outstanding, including in the EYFS and helps the school to meet most successfully the aim for pupils to develop fully the spiritual potential of each child in a Christian atmosphere where celebration, love, consideration and tolerance are incorporated into the daily life of the school. The pupils are confident, articulate, and display a sense of responsibility. They are clearly happy and secure within the school environment.
- 4.2 The spirituality of the pupils is well developed within the school community. From the earliest years they display a sense of personal worth and that of others and this is shown by their exemplary behaviour around the school. Through school assemblies, RE, PSHCE sessions and general discussion, the pupils are enabled to develop an appreciation and understanding of Christianity and aspects of other major religions. There are many opportunities for sharing and reflecting as was seen in an RE lesson where older pupils worked in pairs to discuss with their partners hidden and obvious talents, which they then shared with the rest of the class in the context of God's gift of talents.
- 4.3 The quality of the pupils' moral development is excellent. They distinguish between right and wrong and know that fairness is important. Their learning is supported at all stages by carefully planned programmes of PSHCE which are taught with confidence and skill. Throughout these programmes pupils learn successfully to place moral issues into real contexts and develop the skill to reason and to justify their opinions and decisions.
- 4.4 The pupils' social development is excellent. The good manners of the children are an outstanding feature of the school. Older pupils look after younger ones in their roles of prefects and house captains. School council members are elected by their peers and take their responsibilities seriously; through the school council the pupils have opportunity to shape the direction of some aspects of the school. Pupils in Year 6 organise 'Club 4 U' activities over the lunch break for younger pupils. Relationships amongst pupils and between staff are warm, with a healthy balance between the formal and the relaxed, leading to a degree of trust and mutual understanding. The PSHCE programme provides pupils with a good knowledge and understanding of public institutions and services in England and involves Year 6 pupils in a strong programme of preparation for the next stage of their education.
- 4.5 Pupils show a mature awareness of a variety of cultures, faiths and backgrounds. All pupils enjoy the experience of learning sign language and use it regularly in school assemblies. Their understanding of cultures other than their own is enhanced by a range of trips and visitors to school.

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

- 4.6 The contribution made by arrangements for welfare, health and safety is excellent. The school has a well-developed and effective system to provide for the pupils' well-being and this has a significant effect from the earliest age on their personal development.
- 4.7 Exemplary pastoral care is a strong feature of the school and the staff are united in their approach to the promotion of the pupils' well-being and development. Form teachers are responsible for pupils in their class. They know their pupils well and keep a careful oversight of each individual. All work hard to care for pupils of all ages. The children enjoy the time their form teachers spend with them whilst eating lunch, it is an opportunity for informal conversation. There is genuine warmth between pupils and their form teacher. Information about pupils is disseminated formally and informally amongst staff and acted upon well. Consequently pupils are happy, confident and relaxed; they are well motivated and enjoy school life.
- 4.8 The quality of relationships between the staff and pupils, and amongst pupils, is excellent. In both their responses to the questionnaire, and in discussion, pupils of all ages said they feel that they can turn to adults for assistance and support, and that teachers are genuinely concerned with their well-being. Pupils also said if any bullying took place it would be effectively dealt with.
- 4.9 The school has effective policies and procedures to promote good behaviour, to guard against harassment and bullying and to deal with any unacceptable behaviour. The pupils know the school rules, they say they feel able to own up to misdemeanours and have a strong sense of justice.
- 4.10 The school's child protection policy meets requirements and is implemented successfully with all staff receiving appropriate checks and training. All necessary measures have been taken to reduce risk from fire and other hazards. Risk assessments cover all aspects of school life. All the measures required by the previous inspection have been put in place. Arrangements to ensure health and safety are excellent and highly effective, including comfortable provision for pupils who are ill and for those with LDD. Accidents are properly recorded, as is the administration of medicines. The school has an appropriate plan in place to improve the provision and educational access for pupils with disabilities.
- 4.11 Pupils are encouraged to eat healthily; they bring healthy snacks and packed lunches into school. Pupils of all ages take adequate exercise, both in and out of doors, in lesson and in free time, pupils enjoy their participation in sporting activities. The admission and attendance registers are maintained and stored correctly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Excellent governance successfully ensures that the school's aims are met, and it fully supports the pupils' high standards of achievement and personal development. The board consists of nine professionals, including parents of current and former pupils, with a strong commitment and wide range of relevant expertise. There is a strong strategic vision for the future development of the school, and for financial planning. The board has been instrumental in ensuring that the accommodation and the resources necessary to meet the needs of the curriculum are of the highest standard.
- 5.2 The governors effectively oversee the work of the school and carry through their responsibilities for child protection, including annual review of policy, welfare, health and safety highly effectively, ensuring that practice in school reflects policy. Members of the board are well informed about the work of the school through visits, observing lessons and meeting with staff, and reports from the headmistress. All school policies are available at every meeting and the committees consult the headmistress on any policy changes and requirements.

5.(b) The quality of leadership and management

- 5.3 The quality of leadership and management is excellent throughout the school. It enables the school to fully achieve its aims. The headmistress, together with the senior management team (SMT) which meets weekly, provides clear goals and a strong sense of direction to ensure all pupils receive the highest quality of education to prepare them for their next schools and future lives. The SMT and co-ordinators monitor schemes of work and evaluate effective delivery of the curriculum by examining the pupils' work and observing teaching. Staff are appraised regularly and professional development is identified by senior staff and offered in consultation with individuals where appropriate. Staff professional development is a strong feature of the school including in the EYFS.
- 5.4 The school has a plan which sets out areas for development and improvement whilst at the same time showing a clear understanding of the strengths and weaknesses of its provision. The school's clear vision is reflected in the high quality of the pupils' achievement and personal development. Whole school policies, and their implementation, are reviewed regularly.
- 5.5 The school has effective systems for securing, inducting and supporting high quality staff who have a range of expertise and experience. The school's recruitment procedures are secure, and all staff and governors are suitably checked. Excellent appraisal and in-service training ensures progressive staff development and all staff have received appropriate training in safeguarding, welfare, health and safety. The central register of appointments is properly maintained.
- 5.6 The school has a genuine family atmosphere which is encouraged by the senior management and promoted to all new entrants to the school. It is fully supported by teaching and non-teaching staff.

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

- 5.7 Links between the school and parents are excellent and strongly support the education of the pupils. This strong partnership between home and school helps the school to achieve its aims for the pupils. Responses to the pre-inspection questionnaire, and informal meetings with parents during the inspection, indicated strong support for the school, with high degrees of satisfaction with all aspects of the school's provision. To some of the questions, all responses were positive. They comment on the high standards of behaviour of the pupils. They fully appreciate the Catholic ethos of the school which continues the aspirations of its founders to welcome children from all faiths and backgrounds, making for a very inclusive community that reflects the city in which they live. Inspectors support these views.
- 5.8 Parents value the quality of communication, and the education and support provided for their children. Parents of pupils and of prospective pupils are provided with all the required information. The website covers all aspects of the school and provides parents with the information they are entitled to receive. Parents appreciate the 'open door' policy the school provides especially for parents of younger pupils, which gives parents daily access to the approachable teaching staff. Parents of older pupils request appointments with teachers which are organized in a timely way. Parents also have access to the teachers who are on duty in the playground before school and they utilize this opportunity regularly.
- 5.9 Parents are provided with helpful written reports three times a year. There are four parent/teacher meetings a year. A weekly newsletter gives information on dates and events, details of topics and achievement of pupils. At the start of each academic year, curriculum evenings are held when each teacher talks about the curriculum to be covered in each year group. Curriculum booklets are also produced. There are also focus days held, the most recent being a day when parents were invited to share mathematics lessons with their children to see how the subject is taught.
- 5.10 Parents are provided with many opportunities to be involved in the life of the school. This was observed during the inspection when one of the Reception classes presented a production on the meaning of the Feast of Corpus Christi to their parents and the rest of the school. There is a thriving parents' association. The school handles the concerns of parents with care and follows its published procedures, which include an appropriate complaints policy, although this has not been used recently.

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 setting is outstanding. Children are recognised as individuals and their talents are acknowledged and developed. They all make excellent progress in their learning and development in relation to their starting points and abilities. Strong relationships between staff and children ensure the setting meets its aims to provide a safe, stimulating, caring environment for all abilities and cultures to ensure they reach their full potential. Rigorous self-evaluation enables existing high standards to be maintained and also identifies areas for further development. Since the last Ofsted inspection, an outdoor classroom has been created including a xylophone, drums and climbing frame. Strong links have been made with the wider community and include visits from the police and fire services and visits to a model village and local woods.

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

- 6.2 The effectiveness of the leadership and management of the EYFS is outstanding. Effective implementation of policies and procedures, including risk assessments, ensure all children are safeguarded, equality is promoted and diversity respected. All staff are suitably qualified and all necessary checks have been made before they are appointed. The required adult/child ratios are met. Regular training and appraisal systems are in place. Staff professional development is a strong feature of the setting. Application of effective policies ensures that each child has an equal opportunity to succeed, supported by an extensive range of appropriate resources. The setting forms part of a local partnership group to meet and share good practice. Links with parents are strong; staff effectively involve parents in their children's learning. In response to the questionnaire the parents were very supportive and the parents' association provides valuable funding.

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

- 6.3 The quality of the provision is outstanding and supports learning and development in all six areas of learning. Adults have high expectations of children and use strategies to encourage consideration of others and sharing. The children have created their own 'Golden Rules' and follow the motto of 'Care, Share and be Fair'. The balance of the curriculum provides many opportunities for child-initiated activities. There is specialist teaching in music and French. The classrooms are spacious, bright, cheerful and inviting with attractive displays illustrating a variety of creative skills. The excellently resourced outdoor area is freely accessed by Nursery children but less so by Reception. Staff promote the welfare and safety of children and the calm, orderly daily routines create an atmosphere in which children feel secure and thrive. Risk assessments are carried out thoroughly.

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

- 6.4 The outcomes for the children in the EYFS are outstanding. From a range of starting points they demonstrate well-developed skills in numeracy and literacy. They tackle tasks with enthusiasm and talk about their activities with confidence and expression. By the end of Reception children attain most of the Early Learning Goals and many exceed them; most can order numbers up to fifty, write simple sentences, read fluently and are articulate. The children's creative skills can be seen in the various styles of artwork produced either as a painting or by using the computer. They understand the need for staying safe, the importance of healthy eating as demonstrated by the packed lunches they bring in and the need for good hygiene. They share, form happy friendships and are courteous and considerate of others. The children enjoy coming to school. They respond positively to adults and are well prepared for the next stage of their education.

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 Karin Kelly

Mr Roger Leake

Mrs Janet Watts

Mrs Deborah Buckenham

Reporting Inspector

Headmaster ISA school

Director of Studies IAPS school

EYFS Co-ordinating Inspector