



INDEPENDENT SCHOOLS INSPECTORATE

WESTVILLE HOUSE SCHOOL STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Westville House School

Full Name of School	Westville House School		
DfE Number	380/6101		
Registered Charity Number	1086711		
Address	Westville House School Carter's Lane Middleton Ilkley West Yorkshire LS29 0DQ		
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Head	Mr Charles Andrew Holloway		
Chairman of Governors	Mr Neil Brown		
Age Range	3 to 11		
Total Number of Pupils	125		
Gender of Pupils	Mixed (76 boys; 49 girls)		
Numbers by Age	0-2 (EYFS):	0	5-11: 97
	3-5 (EYFS):	28	11-18: 0
Number of Day Pupils	Total:	125	
Head of EYFS Setting	Mrs Helen Hudson		
EYFS Gender	Mixed		
Inspection dates	19 Oct 2010 to 20 Oct 2010		
	15 Nov 2010 to 17 Nov 2010		

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in October 2006.

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

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

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

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

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

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

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

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

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Westville House School was founded in Ilkley in 1960 for boys and girls aged between 5 and 11. It moved in 1992 to its present site on the edge of the town and added a Nursery section so that now the school caters for boys and girls aged between 3 and 11. In all, 125 pupils attend the school (76 boys and 49 girls), numbers which are similar to the time of the last inspection in 2006.
- 1.2 In 2000, the school became a charitable trust whereby the trustees were supported in their care for the school by an advisory board of governors. Recently this has changed, with all governors serving as trustees of the school.
- 1.3 The school stands in its own grounds and has in recent years added to its facilities a library, a computer suite and a multi-purpose hall, with facilities for sport, drama and musical performance. It is in the process of developing a new sports field adjacent to the main site. It aims to provide a top quality, rounded education in a stimulating educational environment, where pupils gain confidence, achieve success, and are prepared well for secondary education and for their future lives. Excellence in sports, and in art, drama and music, as well as in academic pursuits, has always been amongst the school's aims. High standards of behaviour and good manners, and learning to work constructively and purposefully with others, are strongly encouraged. The school seeks to provide a happy family atmosphere involving staff, pupils and their parents.
- 1.4 Based on nationally standardised data the ability of the pupils is above the national average but with a wide range, so that up to a fifth have ability below, and four-fifths above, the national average, with a tenth far above that level. The pupils take national tests at the age of 11 and the great majority go on to independent secondary or grammar schools, mostly nearby but some further afield. At present, ten pupils are identified as having learning difficulties and/or disabilities (LDD) and receive extra specialist help, but none has a statement of special educational needs. Three pupils have English as an additional language but none of these requires extra help.
- 1.5 Pupils joining the school are from Ilkley or up to twenty miles' radius from the town, and come from a wide variety of economic and occupational backgrounds, including business and the professions. The majority are from families of white British origin, with a minority from Asian backgrounds.

- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Pre-prep 1	Nursery
Pre-prep 2	Reception

Pre-preparatory and Preparatory Department

School	NC name
Pre-prep 3	Year 1
Pre-prep 4	Year 2
Form 1	Year 3
Form 2	Year 4
Form 3	Year 5
Form 4	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of pupils' achievements is excellent at all levels in the school. The school fully achieves its aim that all pupils should be successful within a broad educational programme. In terms of academic outcomes for the pupils in national tests at the age of 11 and in entrance examinations to senior schools, standards are excellent. In class during the inspection and in pupils' written work, attainment was good. The rapid progress in pupils' attainment relative to their ability is sustained throughout their time in the school. This strong achievement is supported by a very broad and well-chosen curriculum, and by mostly good and effective teaching, focused well on the needs of each pupil.
- 2.2 The quality of the pupils' personal development is outstanding. Excellent relationships with teachers, their influence as role models, and the family atmosphere and Christian based standards encourage the pupils to grow in confidence, and in concern and respect for each other. They have a well-developed sense of spiritual and moral values. Socially they are at ease, committed to their school and house, and ready, formally or informally, to take on responsibilities in their community. They acquire a wide knowledge and appreciation of their own and other cultures.
- 2.3 The school is very well governed and clear strategic direction is established. The governors strongly support the school, applauding its successes while challenging it continually to improve. Leadership and management are excellent throughout, focused on achieving the school's aims and improving performance. Changes since the last inspection have derived from thorough review. In particular, the curriculum, the use of assessment, and the monitoring of teaching and learning have all seen innovation, notably in the new arrangements for staff appraisal across the school and the development of subject management in the prep school. The strong staff team, teaching and non-teaching, is experienced, well qualified and committed to the pupils' welfare and progress, and central to the high quality of their education. All regulatory matters are met and relevant school policies and procedures are in order. The school has continued to build on its excellent relationship with parents. Form teachers, and key workers in the Early Years Foundation Stage (EYFS), are in frequent touch with parents and are easily contacted by them. Information provided to parents is good, including well-written and helpfully constructive reports. In the pre-inspection questionnaire parents indicated very strong support for the school, notably for the progress their children make, the breadth of the curriculum and extra activities available, and the attitudes and standards promoted, with only a very small number of dissensions.

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) Recommendation(s) for further improvement

- 2.5 The school is advised to make the following improvements.

1. Improve the consistency of the teaching so that the many examples of good practice are used by all.
2. Ensure that marking is done consistently and provides pupils with sufficient information on how they might improve their work.
3. In the EYFS, take advantage of the new outside developments to extend outdoor learning opportunities with multi-sensory experiences.

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 overall achievements of the pupils are excellent, in accordance with the school's aim to provide a broad education. In national tests at the age of 11, pupils reach standards that are far above national averages, and they gain places at selective senior schools, often winning academic or sports scholarships. Pupils' written work and their attainment in lessons are good. Standards are high in creative and imaginative work in English as well as art and music, and strong numeracy skills are demonstrated, notably in mental arithmetic work at all levels in the school, and across the subject range. A good quantity of well-written work appears in pupils' books and folders, with variety, for example in English, of creative, reporting and poetry work, although sometimes presentation of written work does not reflect this standard. Pupils learn to read well from an early age and often have the opportunity to read in public. Pupils demonstrate strong skills of investigation and initiative, for example in researching material for a debate on hunting in Year 6. Pupils acquire good skills in information and communication technology (ICT) which are used well to support the curriculum, both in the well-equipped ICT suite and in homework tasks.
- 3.2 Achievement is celebrated in many other areas, both within and outside the main curriculum. The school has entered a local mathematics challenge for the last three years, finishing third last year and winning a place in the final this year, and regional success was achieved in 2009 at top level in a Royal Academy junior art competition. The school has enjoyed sporting successes, such as winning a cup for under nine cricket, and gymnasts follow courses for bronze, silver and gold awards. Pupils learning a musical instrument take the Associated Board grade examinations when they reach the appropriate standards, and their practical musicianship is supported by a music theory activity. Effort and participation are also recognised and celebrated, not just winning: in an assembly, all the pupils who had competed in a cross-country running competition were awarded certificates and applauded.
- 3.3 Pupils at all levels of the school demonstrate exceptional progress relative to their ability and this is steadily maintained as they move up the school. This progress is seen in their writing and number skills, and in knowledge across a range of subjects, as well as in the quality and depth of projects they undertake.
- 3.4 The pupils demonstrate very positive and enthusiastic attitudes to learning, particularly where teaching is challenging and enthusiastic. Pupils work successfully both independently and together. Effective co-operative learning was seen in a Year 4 music class where the pupils worked in small groups on music to express the Christmas story. Year 1 worked very hard on the early stages of compiling a project on changing lifestyles. Pupils listen carefully to their teacher and to each other. They are articulate and confident, and show through their questions that they are eager to learn.

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

- 3.5 The excellent curricular and extra-curricular provision amply fulfils the school's aim to provide a high quality, rounded education where all can succeed. Breadth is not sacrificed for examination preparation, and pupils are able to enjoy a wide range of activities in school. Especially good creative opportunities are provided for the pupils in art, drama and music.
- 3.6 Very good provision is made for pupils with learning difficulties and/or disabilities, organised by the deputy head in the prep school and by the pre-prep co-ordinator lower down the school. A specialist visiting teacher takes the extra support lessons and the school has very good links with, and support from the local authority. The school takes the opportunity to train teachers and assistants as particular needs arise, and all staff have had in-service training in this area. The school has a wide ranging, but rather generally specified, programme in personal, social and health education (PSHE) which is taught partly in dedicated time, and partly in assemblies and through other subjects.
- 3.7 The well-balanced academic curriculum is backed up by field trips and outings for all age groups, from the science and geography residential trip to Cranedale for Year 6, to visits to local sites and museums, such as the Royal Armouries in Leeds.
- 3.8 Sporting provision includes regular matches against other schools, and a rugby and netball tour. All pupils in the prep school sing in either the senior or junior choir at the carol service and other events through the year, and a selected chamber choir and the guitar group perform at local nursing homes. A musical performance is staged annually: this year *The Peace Child* provided an opportunity to explore African music, including enthusiastic drumming from percussion pupils.
- 3.9 Activities after school and Thursday afternoon timetabled clubs provide a wide range of extra interests, from bridge to gymnastics. Pupils in the gymnastics activity show a very high level of confidence and poise, and work well together to help each other improve their skills.
- 3.10 The school has good links in the area. Pupils take part in a variety of locally sponsored competitions and festivals, and have a strong link with a nearby village school. Charities are supported with fund-raising events, such as the sponsored work-out led by the head in an assembly in aid of the NSPCC. Local sports and holiday clubs use the school's excellent sports hall.
- 3.11 The Eco-Schools project has had a considerable permeating impact on the whole school in considering effective recycling, tidying and gardening, the energy efficiency of the school building, and raising awareness of environmental issues and organisations such as Fairtrade. A children's council leads the 'Eco' project, and the school has been awarded the green flag, the highest level of achievement in the project, which is regularly reassessed to maintain the highest standards.

3.(c) The contribution of teaching

- 3.12 The quality of teaching is good overall, with some excellent features. Teaching is effective in promoting the pupils' high rates of progress. Since the previous inspection the school has made major improvements in its assessment programme but marking of pupils' work in the prep school remains of variable quality. Teaching staff know their pupils well and show a good understanding of their needs. Their excellent relationships with pupils are a feature in nearly all classes.
- 3.13 Lessons are well and carefully planned, and lesson time is constructively managed and used. Teachers show a good level of subject knowledge, dealing effectively and thoughtfully with questions raised by the pupils, as was demonstrated in a Year 5 religious education (RE) lesson when watching a short film of a Hindu wedding. Resources are ample and well deployed, and the teaching is supported by full and effective schemes of work. The ICT suite allows for a full class to work together, and the library is well stocked and welcoming to all ages. The large all-purpose sports hall is an excellent resource for physical education and games, as well as for larger group activities such as choir practices and assemblies. Resources on site for sport are being completed with the development of a large sports field. Teaching is beginning to make good use of the school grounds both as play areas for younger children and for environmental studies for older pupils.
- 3.14 Where lessons are stimulating and challenging, pupils respond with enthusiasm and are well focused on their learning; sometimes a drop in pace or challenge leads to a loss of such attention and a degree of restlessness. Variation of work for pupils of different ability is sometimes provided through extension work or graded materials, but this provision is not always apparent in lessons. As a result, more able pupils in particular sometimes make less progress in the lesson than that of which they are capable. Marking of books is still variable in quality. The best practice is excellent, where encouragement is provided and targets are set for improvement. In contrast, a significant amount of marking is sparse and suggestions for improvement are not recorded. Through its new pattern of monitoring pupils' work, the school is aware of these matters and is seeking to tackle them, for example through its new appraisal arrangements and encouragement for peer observation.
- 3.15 Monitoring of the pupils' progress and achievement is appropriate and comprehensive at every stage in the school. Assessment data is used constructively in setting targets for the pupils, in curriculum planning and in support of pupil transfers between sections of the school. Liaison amongst staff concerning the pupils' progress and in curriculum planning is very effective, on both a formal and an informal basis.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The personal development of the pupils is excellent and remains an area of strength, as intended by the school in its aims. It begins in the EYFS and continues as pupils move up the school. As at previous inspections, pupils are confident, and are happy at school and proud of it. They are all involved in school sport and in activities such as the choir; they know that each one of them contributes to the life and success of the school.
- 4.2 As well as their personal sense of value and respect for others, they have a strong sense of appreciation of the natural world. Their strong spiritual awareness is supported in school assemblies, through worship and music, and through the curriculum, and in visits made outside the school.
- 4.3 Pupils have a well-developed moral sense, supported by much of the work done in PSHE and by their teachers serving as role models. They understand the need for rules of behaviour and they have a clear perception of right and wrong. They are engaged by the Christian ethos of the school.
- 4.4 Pupils' social development is outstanding. They have many friends at school and good relationships with adults in the school community. They feel very much part of the school family. They readily take on responsibility in their houses, as representatives on the 'Eco' committee, as librarians, as monitors and as form prefects. They learn elements of citizenship through the PSHE programme, and through debates and membership of committees or working groups for charity fund raising. The school very successfully meets its aim for pupils to learn to work constructively and purposefully with each other.
- 4.5 Pupils' cultural awareness is nurtured through drama, music and art, for example in the African musical staged earlier this year. They have visitors to assembly from various Christian and other backgrounds, they celebrate festivals of other cultures, such as Divali and Chinese New Year, they visit museums, castles and places of worship, and the school has links with a school in Africa so that pupils learn about the way of life in a different country and environment. They learn about other cultures through their modern language lessons, in RE and in other subjects of the curriculum.

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

- 4.6 The quality of care provided for the pupils is excellent. A happy family atmosphere promotes confidence and encourages mutual respect in accordance with the school's aims. Relationships between staff and pupils, and amongst the pupils themselves, are particularly strong, and behaviour and manners are mostly very good. Form teachers, and key workers in the EYFS, have increasingly close contacts with parents, to inform on progress, and to deal with any difficulties or concerns that may arise at school or at home.
- 4.7 The foundation of care lies with the form teachers, under the oversight of the head, the deputy head and the pre-prep co-ordinator. Collectively, the staff provide very effective support for pupils. Pupils feel secure and well cared for throughout the school. Their progress is monitored by the form teacher and by subject teachers, sometimes making use of targets for improvement. Regular and appropriate

assessment is used to ensure that teaching is focused on the needs of the individual. In their activities and playtimes, pupils are given encouragement and challenge as well as good supervision. Pupils spoken to during the inspection said that they had someone they would readily turn to in case of need.

- 4.8 The school has effective means and policies to encourage good behaviour and to deal with bullying should it occur. Arrangements for the health and safety of staff and pupils, and to reduce any risk of fire, are robust. All necessary steps are taken to safeguard pupils and to ensure the suitability of all staff at the school. All staff receive regular training in matters of child protection. The school has appropriate facilities for pupils who are sick or injured and encourages healthy eating, with its carefully prepared lunch menus. The school ensures that all pupils benefit from regular exercise. Attendance and admission registers are properly maintained, and the school has appropriate plans to improve access to the curriculum for pupils with disabilities.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The school's governance is excellent. The governing body is fully effective in directing the strategy of the school, in maintaining high educational standards, in securing the school's financial well-being, and in providing appropriate and good quality resources of staff and facilities to support the school's work. A number of governors have been closely associated with the school's development and success over many years. A structure of governance and the governing body itself have been established to maintain a close awareness and understanding of the school's particular needs and attributes, and with the expertise to provide advice and promote its success. The governors provide very strong support for the school in setting clear strategic goals and, as critical friends, in monitoring its achievements and challenging it continually to improve.
- 5.2 The governors fulfil their responsibilities for financial oversight and for the welfare, health and safety of staff and pupils, including their particular responsibility for safeguarding and child protection. Many governors are parents of current or past pupils and so good links exist with parents, and through regular visits to the school, including a 'governors in school' week, governors are well known to staff. The governors are seeking ways to strengthen their existing links. In particular, the chairman has very strong and effective relationships with the head and deputy head, with shared aims and ambition for the school and all who are part of it.

5.(b) The quality of leadership and management

- 5.3 Leadership from senior management is strong, and management at all levels is excellent, effective in securing, in line with the school's aims, pupils' high educational standards and their excellent personal development. The purposeful leadership and management reported at the last inspection have been developed further.
- 5.4 A new leadership team acts as an advisory group in setting direction and development priorities, as well as a conduit to senior management for those staff reporting to each member of the group. It is intended that the leadership team will also be appraisers in the new arrangements designed to encourage worthwhile self- and peer review as part of each appraisal and professional development exercise. Subject co-ordinators in Years 3 to 6 are being given added responsibility to monitor written work and to provide annually reviewed development plans in their subject, although the quality of monitoring is still variable in effectiveness. Teachers in some subjects, such as English and mathematics, are also able to meet on a regular basis to monitor work standards and to discuss improvements. At the same time senior management is seeking ways to monitor standards of teaching and learning more systematically and effectively as a basis for further improvement in the quality of academic achievement.
- 5.5 The school development plan, reviewed annually, incorporates the governors' strategic direction of the school, as well as input from subject co-ordinators and other staff. Led by the head and leadership team, the plan sets current and medium-term priorities, in reaction to ever-changing circumstances. The plan, after consideration by governors, is then shared with staff so that all are fully aware of the school's aims and of the part each individual will play in achieving them.

- 5.6 Teaching and non-teaching staff work together as a committed team, dedicated to the benefit of pupils. The non-teaching staff provide excellent support for the work of the teachers and the welfare of the pupils, and their contribution is greatly valued by teachers, pupils and parents. Appropriate arrangements exist for the induction of new staff and for vetting the suitability of staff.
- 5.7 The school runs very efficiently on a daily basis under the management of the respective heads of the three sections of the school. Staff and pupils are well aware of where they should be and what they should be doing, helped by the electronic noticeboard at the centre of the school, posting immediate information and any changes in routine. The administrative staff provide direct expertise and support for teachers in maintaining the smooth functioning of the school.

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

- 5.8 The school has continued to improve the excellent links with its parents, maintaining a close relationship with all, both through opportunities for direct contact with form teachers, and key workers in the EYFS, and through regular briefing and reports from the school. In a strongly positive response to the questionnaire sent out before the inspection, parents indicated particular satisfaction with the progress their children are making at Westville House, with the range of the formal curriculum and the extra-curricular activities on offer, and with the ease of communication with the school. They are very pleased with the school ethos and the attitudes promoted by the school. The majority of parents feel they have excellent opportunities to be involved in the life of the school, not least through an active parents' association, and they are sure that any concerns they have would be handled speedily and with due care. A small number of parents do not feel involved much in the school, or feel that their concerns have not been fully addressed. The inspection found that there is every opportunity for parents' involvement, and that the school takes seriously any complaint from parents and seeks to make a full response to parental concerns a priority. A few parents also raised concerns about behaviour in class at a particular level in the school. The inspection found that this matter has now been very largely resolved.
- 5.9 The school website and email are used to keep parents informed and relevant school policies are available to parents on request. Newsletters are sent out every two or three weeks. Reports on pupils' progress are sent to parents twice a year and all parents can meet staff formally at least once in the year. Reports are of good quality, providing summary information on each pupil's progress and usually an indication of how to improve. Parents are encouraged to meet staff informally and parents of those pupils with LDD have a review session twice a year. The school also offers parents of pupils in Years 4 and 5 'teaching evenings' in mathematics and English to meet staff, and to discuss teaching methods and the curriculum. All pupils have a diary, listing homework, projects and activities, which keeps parents in close touch with what their children are doing at school.
- 5.10 The parents' association provides a focus for parents for involvement in their children's schooling. It also provides support and raises funds for extra school facilities. Parents arrange events at and for the school, for example a summer ball and a Christmas fair.

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 EYFS is outstanding. Teaching is good and at times excellent, contributing much to the rapid progress of children of all ages and ability. Teaching is particularly effective in the development of the language, communication and social skills of the children. Every opportunity is used to enhance early language skills and to encourage the children to do things for themselves. Planning is excellent, focusing on the provision of stimulating activities that meet the differing interests and needs of the children. Staff constantly assess children's development, no matter how small the steps, and in the best practice, the information obtained is used well in the planning of the next stages of development. Children's personal development is also outstanding as they develop a sense of independence. They behave well, readily take turns and share. They show high levels of concentration and perseverance when completing tasks. Leaders and managers have a clear plan for self-evaluation and a high capacity for sustained improvement. Robust safeguarding procedures strongly promote the children's welfare.

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

6.2 The leadership and management of the setting are outstanding. Effective arrangements have been made to safeguard children and staff are suitably trained. Nearly all staff hold current paediatric first aid certificates. The leaders and managers give a clear direction for developments within the EYFS, with strong focus on the well-being of all children, personal achievement and individual progress in their all-round learning. All the children's needs are fully met through an effective partnership between staff, parents, local external agencies and other providers. Good use is made of resources, including training opportunities, often provided by the local authority. All areas of the setting are well resourced, and regular risk assessments are carried out to ensure that equipment, accommodation and activities are safe for the children. An outstanding commitment to equality and diversity ensures that children's individual needs are met and that each child develops well. Relationships between staff and parents are excellent and supported well by the key worker arrangement in school and the new system of home visits before the child starts at Westville House. Those parents who responded to the pre-inspection questionnaire expressed great appreciation of their children's good progress and the high level of care and support they receive.

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

6.3 The quality of the provision is outstanding. Staff have an excellent understanding of the EYFS commitment and provide children with a stimulating and challenging experience in all areas of learning. Assessment through observation is thorough, and is used to guide the planning of next steps tailored to the needs and abilities of the individual. The outdoor provision is good and is used well across all areas of learning. The school plans to enhance this by adding opportunities for multi-sensory learning. Challenging and purposeful play is balanced effectively between adult-directed and child-initiated learning activities. Children are extremely well supported by their key person who promotes their welfare at all times, encouraging self-sufficiency and teaching good health and hygiene. Outstanding relationships and calm, orderly routines create an atmosphere in which children feel secure and thrive.

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

6.4 Outcomes for children in the EYFS are outstanding. The curriculum is well balanced with many opportunities for both adult- and child-led activities. Staff focus on problem solving, and skilful questioning is used to challenge thinking skills. Children who need extra help are closely monitored and support is given when needed. Children achieve extremely well and develop excellent skills for the future. They make good progress, and in some cases outstanding progress, in relation to their starting points and capabilities. Many children exceed the national goals by the end of the Reception year. Reception children make particularly good progress in numeracy and literacy, and they show well-developed computer skills and a growing knowledge of the world around them. Children of all ages have good physical co-ordination and excellent spatial awareness. They play happily together with clear co-operation. They are well behaved and respond to the high expectations of staff, who guide them with consideration, co-operation and courtesy. Children's active participation in a variety of creative activities expands their understanding of the wider world. Relationships amongst the children and between children and staff are very strong. Children show high levels of confidence, independence, curiosity and concentration. They are happy in school and derive great pleasure from their learning.

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 chairman of governors and other 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 to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Michael Higginbottom

Mr Larry Fairclough

Revd Mark Daborn

Mrs Felicity Lawson

Reporting Inspector

Headmaster, IAPS school

Headmaster, ISA school

Early Years Co-ordinating Inspector