



INDEPENDENT SCHOOLS INSPECTORATE

BASSETT HOUSE SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Bassett House School

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|------------------------|--|
| Full Name of School | Bassett House School |
| DfE Number | 207/6095 |
| Address | Bassett House School 60 Bassett Road London W10 6JP |
| Telephone Number | 020 8969 0313 |
| Fax Number | 020 8960 9624 |
| Email Address | info@bassetths.org.uk |
| Head | Mrs Andrea Harris |
| Managing Governor | Mr Alex Rentoul |
| Age Range | 3 to 11 |
| Total Number of Pupils | 178 |
| Gender of Pupils | Mixed (87 boys; 91 girls) |
| Numbers by Age | 3-5 (EYFS): 55 5-11: 123 |
| Number of Day Pupils | Total: 178 |
| Head of EYFS Setting | Mrs Hilary Richardson |
| EYFS Gender | Mixed |
| Inspection dates | 09 Nov 2010 to 10 Nov 2010 06 Dec 2010 to 08 Dec 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 2004.

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 Bassett House is part of the House Schools Group, which owns three schools. The school was founded in 1947, and is located in a large Victorian house in north Kensington. It leases a nearby church hall with its own garden which houses the Early Years Foundation Stage (EYFS). The three directors of the holding group act as governors, and one takes particular responsibility for maintaining day-to-day contact with the schools. The school is a co-educational day school for pupils between the ages of three to eleven.
- 1.2 The school aims to provide an environment in which pupils are happy, and develop into confident, independent learners who value their learning. A particular emphasis is placed on respect for all within the school community. Since the previous inspection the school has extended its upper age limit from nine to eleven.
- 1.3 At the time of the inspection, 178 pupils were on the school roll, 87 boys and 91 girls, of whom 55 are in the EYFS. The ability profile of the school is above the national average, although a wide range of abilities is represented across the pupil body. The majority of pupils come from British or European professional families who live within the local area. A minority are from families of non-British origin. The school has identified fifteen pupils with learning disabilities and/or difficulties (LDD). No pupils have a statement of educational need. Although nine pupils have English as an additional language, they are in practice bi-lingual, and have no need of specialist intervention. Some boys leave at the age of seven or eight. Pupils gain places to a wide range of independent schools.
- 1.4 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 |
|---------|-----------|
| The Den | Nursery |
| Lower 1 | Reception |

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils of all abilities, including children in the EYFS, show excellent achievement overall. They are well educated in accordance with the school's aims, enabling them to become independent learners. They are prepared thoroughly for transfer at each stage of their education. In relation to their ability, pupils make excellent progress, demonstrating far above average standards. Since the previous inspection, their creative development has been greatly improved. The pupils' success is strongly supported by their positive attitude to learning and the excellent relationships that exist across the school. They have access to a broad curriculum, a good range of extra-curricular activities and the good, frequently excellent, quality of teaching. On rare occasions, the initial period of instruction in lessons can be too long and pupils lose concentration. However, because of their determination to learn, and the support given by teachers, they quickly make up for lost time.
- 2.2 The quality of pupils' personal development is outstanding. It is strongly supported by the school's excellent pastoral care. The pupils become increasingly confident. Arrangements for welfare, health and safety ensure that pupils feel secure in the family, friendly environment where all members are valued. In their responses to the questionnaires, pupils and parents expressed overwhelming support for all aspects of the school. They particularly appreciated the individual attention and pastoral care that pupils received. A few parents had concerns about the provision of help for those needing extra support or challenge. The inspection judgement is that provision for these pupils is excellent.
- 2.3 The governors, management and leadership are outstanding, ensuring that the school is highly successful in achieving its aims. The governors maintain effective oversight of all aspects of welfare, health and safety, and they are fully aware of their legal responsibilities. Strong leadership, ably supported by a dynamic senior leadership team, has ensured that a clear vision for the school is shared effectively across the community. Subject leadership works well. Results from the EYFS profiles are not yet used as part of the departmental development plan. Senior managers are aware of this issue, and are taking appropriate steps to address the situation. Since the previous inspection, comprehensive policies, procedures and development plans have been created. These are regularly reviewed and efficiently implemented. Outdoor facilities have been developed for the EYFS, separate washrooms have been created for older pupils and proper provision is made for those who are unwell.

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. Improve the good lessons to match the best, by ensuring that they have an appropriate balance between initial instruction and activities for pupils.
 2. In the EYFS, use the results of the EYFS profiles to identify strengths and areas for development for inclusion in departmental plans.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 From the EYFS onwards, the pupils' overall achievement is excellent. They are extremely well educated in accordance with the school's aims, which enable them to become independent learners, and they greatly enjoy their education. Pupils are prepared thoroughly for transfer at each stage of their education. Pupils gain places, in highly competitive entry, to a wide range of independent schools.
- 3.2 Pupils demonstrate excellent levels of understanding, knowledge and skills across the full range of the curriculum. Their writing and numeracy skills are of a high standard. Imaginative writing is a particular strength, as pupils use exciting vocabulary and have a mature approach to what they write. They take an enormous pride in their work, present it carefully and hand-write with skill. At all ages pupils are articulate and enjoy interacting with each other and their teachers in discussions and activities. They generally listen attentively and read confidently. They demonstrate logical thought and can apply their mathematical knowledge successfully. The pupils' investigative skills are extremely well developed through their work in many subjects, particularly science, design technology (DT) and art. Pupils have satisfactory physical skills. Their information and communication technology (ICT) skills are excellent as they use computers naturally and skilfully as tools for learning across the curriculum. Since the previous inspection, the pupils' creative skills have been greatly improved. These are now excellent, as demonstrated by the exciting range of high quality of work on display throughout the school.
- 3.3 Standards are excellent, as judged from discussions with the pupils, the quality of their work, and lessons seen during the inspection. Results for girls overall in national tests at age eleven have been excellent in relation to the national average for maintained primary schools. The small cohort of boys makes specific comparisons unreliable. In relation to their varied levels of ability, pupils make excellent progress.
- 3.4 A number of pupils achieve well in national music and gymnastic assessments. Each year pupils gain awards in a local borough art competition. In addition, many take part in the local council initiative to 'Walk to School' for healthy living.
- 3.5 The pupils' attitudes to learning are usually excellent. At all ages, pupils are enthusiastic learners, eager to settle quickly to work alone or co-operatively, and they enjoy what they do. They persevere and show initiative in what they undertake, and generally listen carefully to each other and their teachers.

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

- 3.6 The curriculum is excellent and has a positive impact on the pupils' achievement and their personal development. It is broad, and sufficiently balanced to provide pupils of all ages and abilities with experiences in a wide range of subjects and activities to match their needs and interests. Curriculum planning is thorough. It indicates efficiently how the pupils' different needs can be met, and how their progress will be assessed. Since the previous inspection, an appropriate amount of time has been allocated to develop the pupils' creative skills so that they can achieve equally well in

all subjects. The timetable has improved. It now indicates clearly how time is used each day. Linguistic skills are enhanced by French throughout the school, and Years 4 to 6 benefit from learning Latin. Pupils are confident when taking entrance assessments to their next schools, as they are carefully prepared for the experience. The personal, health, social and citizenship (PHSCE) education programme gives pupils useful opportunities to consider a wide range of relevant issues. The pupils have benefited from the outstanding provision for ICT, and the online learning platform is extremely useful to them.

- 3.7 The pupils' experiences are further enriched by an excellent range of subject-based visits. The school's location, near to central London, allows easy access to many interesting cultural attractions which further broadens their aesthetic development. Residential trips, in England and abroad, begin for pupils in Year 3, and strengthen their independence. Pupils are encouraged to use computers effectively for research and independent learning, and they use the school library frequently.
- 3.8 The pupils enjoy and appreciate access to a good range of extra-curricular activities. These range from photography and set design to yoga bugs and funky street dancing. Pupils take great delight in representing the school in sports teams when the opportunity arises. They gain an awareness of the community in which they live through visitors to the school. They also begin to understand the needs of those less fortunate than themselves.
- 3.9 The systems for identifying and supporting pupils who need additional help, or those who would benefit from greater challenge in their work are excellent. Pupils with LDD are given appropriate individual education plans. These are used carefully by teachers in planning activities in lessons. Support teachers are used very effectively to ensure that pupils can access the whole curriculum. Able pupils have appropriate additional challenge provided for them. In interviews, able Year 6 pupils took great delight in their explanation of Newton's Laws of Motion.

3.(c) The contribution of teaching

- 3.10 Overall, the quality of teaching is good, and frequently outstanding. It reflects the school's aim to help pupils of all ages to develop a love of learning and give of their best. Teachers understand their pupils' individual needs extremely well, and they plan lessons carefully, devising different tasks to suit these needs. The pupils benefit from the commitment, enthusiasm and knowledge of their teachers. Where lessons are outstanding, teachers set a brisk pace, have high expectations, and encourage pupils to think for themselves and participate in the variety of activities on offer. On occasions in lessons, the initial period of instruction can be too long, while pupils are eager to start on the tasks set. The pupils start to lose concentration, but because of their strong commitment to learning, and the support given by teachers, they quickly make up for lost time. High quality resources, including ICT, are used efficiently by teachers to enhance learning. They also use praise and encouragement a great deal, and this adds to the pupils' enjoyment of their work. With the use of excellent displays, teachers have ensured that their classrooms are interesting learning environments.
- 3.11 Thorough assessment systems have been developed to provide a rigorous and uniform understanding of the pupils' progress. Assessment information is used carefully in the planning of lessons. Target setting is used to assist pupils, so that they understand their own progress, and the ways in which they can improve their work. Assessment information is easily accessible to teachers, and details about

pupils' abilities and needs are transferred efficiently from one to another. Marking is thorough, positive and useful. Even the youngest pupils understood the code system used for marking, and explained that it showed them how to improve their work for the next time.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of pupils' personal development is outstanding. It is a significant strength of the school, and strongly reflects its aims to provide a family ethos and sense of community in which pupils will flourish as confident individuals. Pupils of all ages, beginning in the EYFS, are almost always well-behaved and courteous. They demonstrate their enthusiasm for their school in a confident and extremely positive manner.
- 4.2 The pupils' spiritual development is excellent. Their understanding of the non-material world is nurtured through assemblies, which give time for reflection and prayer, and within the curriculum, in art, music and science. The PSHCE programme includes consideration of issues such as emotions and self-awareness. The pupils' self-esteem is high, affirmed in activities both in and out of the classroom. Pupils' achievements are celebrated by the whole school community.
- 4.3 The pupils' moral development is strong. They have a clear sense of right and wrong from a young age. They recognise the positive impact which the school rules, known as the Golden Rules, have upon behaviour around the school. These were developed by the school council, and they are encouraged to be their 'best selves'. They think about the needs of others as well as themselves, and all enjoy being involved in regular charity fund-raising events.
- 4.4 The pupils are well developed socially and relish the opportunity to take on responsibilities. The oldest pupils enjoy the challenge and responsibility involved in the role of prefect. They take seriously the requirement to help younger pupils, and play an active role in the running of their school through the school council. The house system gives pupils the opportunity to work together across the age range. Relationships between pupils, and between staff and pupils, are excellent. They are founded upon mutual respect. Lunch times are social occasions, where the pupils eat with staff in a friendly atmosphere. Their independence is nurtured, as even the youngest children are expected to clear their own plates and help others as necessary.
- 4.5 The pupils develop a strong sense of their own and other cultures through the curriculum and their activities. They explore and develop knowledge of other faiths in religious education, and regular talks from parents of different faiths and beliefs create an atmosphere of tolerance for those from different cultures within their school community. The pupils gain an understanding of European culture through their visits to France. Their numerous visits to museums, theatres and galleries enhance their awareness of their own culture. Older pupils are beginning to gain an awareness of the world beyond school through their consideration of current events.

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

- 4.6 The school's arrangements for the welfare, health and safety of the pupils are outstanding. They fulfil the school's aims to provide an environment in which pupils will flourish as individuals. Systems for pastoral care work extremely well. Staff provide strong and effective guidance and help for pupils whose individual concerns are carefully considered. The pupils benefit from the care provided by each class teacher, who is the key person for pastoral support. They are welcomed each day, and their individual needs addressed immediately, so that they are ready to start the school day efficiently. In the family atmosphere of the school community, all staff are involved in caring for each and every pupil. Careful records for all aspects of pupils' needs are kept, both pastoral and academic. Concerns about individual pupils are regularly discussed formally at staff meetings and by senior managers. Parents are highly appreciative of the pastoral support given to their children.
- 4.7 The school's anti-bullying policy is clear and works well. Pupils feel that bullying is not a problem and they feel confident to ask for help when necessary. Positive behaviour management encourages pupils to be considerate, and they feel that the systems for reward and punishment are fair. Relationships across the school are excellent. Pupils relate well to each other and their teachers. They feel that the school is a secure, safe place with a number of people to whom they can turn if they need help in any way.
- 4.8 Thorough systems, supported by appropriate documentation, are in place to ensure the health and safety of the school community. All necessary measures to reduce risk from fire and other hazards are in place and regularly reviewed. Safeguarding policies and procedures are appropriate and work effectively. Staff are correctly trained in matters of child protection. Sick pupils are well cared for, and the school has a suitable plan to improve access for those with disabilities. Pupils have good opportunities to develop a healthy lifestyle with regular physical exercise and an award is given for the 'walker of the month'. School lunches are excellent with an extremely wide choice of nutritious food to suit all tastes. Attendance and admission registers are completed and stored correctly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school has been significantly improved. It is now outstanding, ensuring that the school is extremely successful in meeting its aims. The governors, family members of the founder, have been involved with the school for a long time and are strongly committed to it. They have ensured that efficient financial planning has enabled appropriate investment in staff, accommodation and resources to be made to sustain high educational standards.
- 5.2 The governors maintain effective oversight of all aspects of welfare health and safety and they are fully aware of their legal responsibilities. They have reviewed the policy and procedures for safeguarding, and ensured that the central register is maintained appropriately. The premises have been carefully developed and well-maintained. Since the previous inspection, outdoor facilities have been developed for the EYFS, separate washrooms have been created for older pupils and proper provision is made for pupils who are unwell. Significant funding has been invested in ICT provision which provides excellent communication throughout the school, as well as strongly supporting the pupils' learning.
- 5.3 The governors are kept extremely well-informed about the work of the school through regular reports, frequent informal communication and visits. They are also closely involved in staff training before the beginning of the school terms. They have worked closely with senior managers to develop comprehensive policies for every facet of school which are relevant and easily accessible to everyone in the school community. Governors have a clear understanding of the education that they wish to provide for the pupils, and are determined to maintain its particular ethos.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is outstanding. Strong leadership and efficient management at all levels have ensured that the school is highly successful in achieving its aims. Since the previous inspection, an effective senior leadership team has been created. Their roles are clearly defined and they work dynamically as a team to move the school forward. They have ensured that policies and procedures for safeguarding pupils work well and that staff have appropriate training. The role of subject co-ordinators has been enhanced. They share in monitoring teaching and learning through regular work scrutiny and lesson observation.
- 5.5 The senior leaders have a clear vision for the school which ensures that pupils achieve successfully and develop as confident individuals who are thoroughly prepared for the next stage of their education. This vision is shared by all members of the school community who work diligently together for the good of the pupils. Regular meetings keep staff well-informed about all aspects of school life. These always include a particular focus on the needs of individual pupils, which emphasises the school's aims.
- 5.6 Since the previous inspection, the school has created a comprehensive development plan. This is underpinned by subject development plans. These demonstrate that self-evaluation processes at all levels of management are highly efficient, and ensure that relevant priorities are identified for future development and their success is monitored appropriately.

- 5.7 Excellent systems exist for staff development. A thorough annual appraisal process identifies teachers' strengths and areas for improvement, and additional training is provided when necessary. The school benefits from its links with its sister schools. Much whole staff training takes place centrally, and teachers can share useful ideas and good practice across the schools. Excellent support is provided for new staff through the rigorous induction process. This includes careful training for the best way to approach meetings with parents and the correct manner in which to record them.
- 5.8 School policies and procedures are extremely clear so that staff are fully aware of their responsibilities. These are reviewed regularly by all staff to ensure that they reflect efficient and relevant practice. Thorough systems are in place to check the suitability of staff, and the register records these correctly.

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

- 5.9 The quality of links with parents, carers and guardians has improved since the previous inspection. It is now outstanding. In the pre-inspection questionnaires, parents expressed overwhelming satisfaction for almost all aspects of the care and education provided for their children. They particularly valued the range of subjects on offer, the ease with which they can communicate with the school, the high quality of pastoral care, and the way in which worthwhile attitudes are promoted. A few parents had concerns about the provision of help for those needing additional support or extra challenge for the most able. The inspection judgement is that provision for these pupils is excellent.
- 5.10 A particular strength of the school is the way in which it deals most carefully with all parental concerns. Detailed records of all meetings, informal and formal, are made. This ensures that everyone understands exactly what has been discussed, how individual pupils' needs are to be met, and the timescale for review. Daily message books are checked regularly by class teachers, so that exchange of information with parents is quick and useful. Contact between staff and parents is also greatly enhanced by the safe and careful handovers at the beginning and end of school.
- 5.11 Parents were warmly welcomed to assemblies and clearly well-known by the head and staff. Regular newsletters, the magazine and the website provide parents with the necessary information about the life of the school. An annual questionnaire is sent to all parents and any issues raised are dealt with quickly. Useful meetings at the end of the year and open mornings explain to parents the curriculum for the subsequent year. Reports are thorough, clear and constructive.
- 5.12 Parents are encouraged to be involved in many aspects of school life. They are invited to assemblies, they take part in ICT activities with their children, as well as enjoying annual lunches with their year groups. They are also encouraged to share their experiences of different cultures and their skills with the pupils. An active parents' association organises social events and helps the school to support charities, raising considerable amounts of money for worthwhile causes. The complaints procedure is clear and conforms with current regulatory guidance.

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 setting is outstanding. The safe, supportive environment, and the dedication of the staff, enables children to develop into independent, confident learners. Careful planning addresses the early learning goals which ensure that the needs of every child are met. The school development plan has identified realistic targets and criteria for success to ensure continuous improvement. Since the previous inspection, creative use of the space available and the provision of a wide range of activities have enhanced the curriculum.

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

6.2 Overall, leadership and management are good with some excellent features. Senior managers are diligent in their oversight of the EYFS. At the time of the initial visit, a lack of clarity existed in the day-to-day management of the setting; senior managers resolved this issue immediately after the initial visit. Children are properly safeguarded, with regard to official guidance. Thorough appointment checks confirm that adults are suitable to work with children. Links with parents are excellent, and their responses to the pre-inspection questionnaire indicated that they appreciate the setting. Outside agencies are consulted when necessary. Staff work well together. They use detailed evaluations to support day-to-day planning, to eliminate discrimination, and promote equality for each child. A rigorous appraisal system identifies staff training needs which are linked to development plans which identify priorities for improvement. Resources are well organised, and creative timetabling ensures that children have a wide range of activities.

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

6.3 The quality of the provision is outstanding. Staff have a secure knowledge of the EYFS. Careful planning and evaluation identify the next steps for learning and children's progress is carefully monitored. EYFS profiles are moderated by the local agencies. However, they are not yet used to identify the characteristics of a particular cohort, to recognise the strengths and areas for development for inclusion in development plans. Although the free-flow of activities is limited, as classrooms have no direct outdoor access, this is ameliorated by creative planning. Children have regular and stimulating outdoor activity sessions. Specialist teaching, and the use of main school facilities, further enhances children's experiences. Role-play areas provide opportunities for imaginative and co-operative play. The children's knowledge and understanding of the world benefits from visitors. Lunch arrangements are social occasions. The key person scheme ensures that children's everyday needs are met efficiently, helped by good support staff. Behaviour is managed well. Suitable risk assessments are in place.

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

- 6.4 The outcomes for pupils are outstanding. All children make excellent progress. They speak confidently, enjoy looking at books and are beginning to distinguish letters and words. In Nursery, children could recite the days of the week, recognised two-dimensional shapes and sang tunefully. In Reception, children were competent using ICT. They have begun to write words and enjoyed problem-solving when making puppets and using them to perform a play. Children feel safe. They learn about making sensible choices for a healthy lifestyle through the wide range of food available for lunch. They manage their personal hygiene independently. They behave well and play co-operatively. Children's skills are well developed so that they are ready 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 managing governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors considered the arrangements 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

Lady Fiona Mynors

Mr David Aylward

Mr Nicholas Folland

Mrs Gillian Bilbo

Reporting Inspector

Head IAPS School

Head IAPS School

Early Years Co-ordinating Inspector