



# **INDEPENDENT SCHOOLS INSPECTORATE**

**ST AMBROSE PREPARATORY SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## St Ambrose Preparatory School

Full Name of School/College **St Ambrose Preparatory School**  
DfE Number **358/6004**  
Registered Charity Number **254312**  
Address **St Ambrose Preparatory School  
Wicker Lane  
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Email Address **stambroseprep.admin@traffordlearning.org**  
Headmaster **Mr Michael Lochery**  
Chair of Governors **Mr Mark Holland**  
Age Range **3 to 11**  
Total Number of Pupils **153**  
Gender of Pupils **Boys**  
Numbers by Age **3-5 (EYFS): 23    5-11: 130**  
Head of EYFS Setting **Mrs Loreto Wildman**  
EYFS Gender **Boys**  
Inspection dates **17 May 2011 to 18 May 2011  
15 June 2011 to 17 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 March 2005.

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

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

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

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

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

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> 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 St Ambrose Preparatory School is a Roman Catholic boys' day school situated in the village of Hale Barns in Cheshire. Once forming part of St Ambrose College it is now a separate, purpose-built establishment with its own grounds in close proximity to the college, with which it shares some sporting facilities. The school educates 153 boys aged between three and eleven years, and pupils of all faiths, and none, are welcomed. Twenty-three children are in the Early Years Foundation Stage (EYFS) situated on the ground floor. The school has its own governing body, responsible to the Christian Brothers who act as trustees. The present headmaster has been in post since 1993.
- 1.2 The school's overarching aim is that all pupils strive together to do their very best and to make the school a safe, happy place with Christ at its centre. Since the previous inspection, a new chair of governors has been appointed and a further building programme has been completed providing a hall, music room, changing rooms, lavatories and showers, a prayer room, a computer suite and disabled access to all levels.
- 1.3 The school's ability profile is above the national average and most pupils are from professional families in the locality. The school has identified fifteen pupils with learning difficulties and/or disabilities (LDD). Of these pupils, six receive individual specialist support in school; no pupil has a statement of special educational needs. Seven pupils have English as an additional language (EAL) but none requires additional support.
- 1.4 The majority of pupils transfer at eleven to St Ambrose College. A small minority go on to other selective maintained or independent schools in the area.
- 1.5 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.

### ***Preparatory Department***

School	NC name
Infant 1	Year 1
Infant 2	Year 2
Prep 1	Year 3
Prep 2	Year 4
Prep 3	Year 5
Prep 4	Year 6

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 St Ambrose Preparatory School is most successful in achieving its aims. From the EYFS onwards, boys are well educated and achieve high standards. They make good progress in relation to their above-average abilities because of effective teaching, which has outstanding features, and a wide programme of activities both in and outside school. The academic curriculum is good overall, but opportunities for pupils to develop further skills in independent, investigative work and critical and lateral thinking are not consistent across all year groups, and the library is under-used as a resource for independent research. Extra-curricular provision and enrichment opportunities are good. Coordinators lead their subjects well. Pupils with LDD or EAL make good and sometimes rapid progress because of the strong support they receive. More able pupils also make good progress. Excellent attitudes to their work contribute strongly to pupils' academic achievement, as does their often exemplary behaviour and their very good relationships with each other and their teachers.
- 2.2 Outstanding pastoral care, the high quality of welfare, health and safety provision, including rigorous safeguarding, and the excellent example set by the staff support pupils' personal development well. The acknowledgement and affirmation of the school's mission statement underpins the work of the school and effectively supports pupils' excellent personal development. In the pre-inspection questionnaire the boys were most positive about their school, commenting often on the kindness and helpfulness of staff.
- 2.3 Governance, leadership and management are all excellent, fully supporting the school's aims. The school's needs are identified well through good self-evaluation detailed in a formal development plan. Suitable policies are implemented successfully, with effective monitoring. The school has responded well to the recommendations of the previous inspection. An effective staff appraisal system is in place, the school day has been lengthened appropriately and French has been introduced from Year 1. Links with parents are excellent. In the pre-inspection questionnaire most parents were extremely positive about all aspects of school life. A small minority of parents indicated that they do not consider that the school provides a good range of extra-curricular activities, and commented that the practice of job-sharing by teachers in some year groups is detrimental to their children's academic progress. No evidence to support these views was found during the inspection.

## **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 improvement(s).
1. Increase the use of open-ended tasks in teaching to develop further pupils' skills in independent, investigative work and lateral thinking.
  2. Ensure that the library is a well-used resource, in order to further develop pupils' independent research skills.
  3. Plan all-weather use of the outside area across all areas of learning 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 The excellent quality of the pupils' overall achievements and their learning, attitudes and skills successfully meets the school's aims. Throughout the school pupils' basic skills for learning are at a high level. Boys of all ages display excellent literacy skills. They are highly articulate and express themselves with confidence in speech, and creatively through art, music and drama. They are careful listeners and many are fluent and expressive readers. Their writing skills are excellent, and well-presented, high quality written work is produced at all levels showing imagination and flair. Boys' standards in mathematics are equally high and they are able to apply mathematical principles to problem solving, as displayed in their books and during lessons. For example, younger pupils working practically with money were able to solve quite complex money problems using coins to the value of £1.00 and beyond. Boys' creativity is developed extremely well, as seen in their high quality art and design work. They use information and communication technology (ICT) efficiently and effectively across all curricular areas. Preparation for entrance examinations into senior schools is detailed and thorough, and in recent years all pupils have gained a place at the school of their choice.
- 3.2 Boys achieve high levels of success across a range of subjects and activities and these successes have a strong impact on their personal development. Achievements of all kinds, both at home and within school, are strongly encouraged and celebrated. Boys do exceptionally well in mathematics and design and technology challenges. Fit and active pupils achieve well in team and individual sports, gaining a high level of success in fixtures against similar schools. Team and individual successes are also seen in music and drama, where boys' achievement is high.
- 3.3 Pupils' attainment cannot be measured in relation to average performance against national tests but, on the evidence available, it is judged to be good in relation to national, age-related expectations. Boys make an excellent start in the EYFS and all make at least good progress. This good progress is maintained as boys move through the school, as evidenced by work seen in their books and during lessons. Results from standardised tests in Years 3 to 6 indicate that most pupils make at least good progress in relation to age and capabilities.
- 3.4 Boys with particular talents and more able pupils achieve well. They make particularly good progress in response to tasks with levels of challenge appropriate to their potential. Pupils with LDD and those who find some aspects of their learning more difficult make good, and often rapid, progress because of the high levels of support that they receive from staff, as seen in the scrutiny of samples of their work and from assessment data.
- 3.5 Pupils display excellent attitudes to their studies, which has a strong impact on their achievement. They are keen to succeed and concentrate well in class, demonstrating high levels of concentration, application and perseverance.



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

- 3.6 Curricular provision is good overall and is considerably enhanced by a wide variety of extra-curricular activities and enriched by a wealth of visits and visitors. The curriculum is suited to all ages and includes a good quality personal, social and health education (PSHE) programme. The development of literacy and numeracy is at the core of the curriculum and it is enhanced by specialist teaching in physical education (PE), music, and French. A distinctive feature of the curriculum, underpinning the work of the school, is the acknowledgement and affirmation of the teachings of the Catholic Church as outlined in the school's mission statement and effectively delivered through the religious education programme and the PSHE curriculum.
- 3.7 The curriculum is planned well, ensuring continuity of education and progress in all subjects for all ages and abilities. It includes very good arrangements for transition between different stages of the pupils' education. As a result, information on pupils joining Year 1 from the EYFS is transferred effectively and the needs of any who have not yet achieved all the Early Learning Goals are addressed effectively. The curriculum is specially adapted to link well with examination requirements for senior schools and consequently pupils in Year 6 are prepared to move to their senior schools with confidence.
- 3.8 Pupils with LDD or EAL are strongly supported within the classroom and are provided with additional support when required. More able pupils are identified and provided with extension work, allowing them to further explore or apply concepts. Opportunities for pupils to develop further skills in independent, investigative work and lateral thinking are not consistent across all year groups.
- 3.9 There is a good range of sporting and musical extra-curricular provision as well as many other activities reflecting the pupils' interests. Older pupils are given the responsibility to lead clubs for younger pupils, providing good opportunities for the development of their leadership skills and encouraging empathy with younger pupils.
- 3.10 The curriculum is enriched by a wide range of visits and visitors. Every topic commences with either a visitor or a visit to a local place of interest relevant to their study, and this provides a stimulating start to any new topic. For example, older pupils entertained residents from a local retirement home to war-time songs and refreshments made from recipes of that era. This visit resulted in high quality writing in pupils' history topics on the Second World War.
- 3.11 Older pupils attend a residential adventure activity course providing good opportunities for boys to develop independence and extend links with the local and wider community. Pupils' horizons are further extended, and their understanding of the needs of others enhanced, by their collections to support a number of local, national and international charities.

### **3.(c) The contribution of teaching**

- 3.12 The quality of teaching is good overall, with many excellent features. It successfully promotes the school's aims and makes a strong contribution to pupils' high levels of achievement. A distinctive feature of the teaching provision is the team teaching in a number of year groups, where two teachers have joint responsibility for the boys in that form. This practice works well and is effective in promoting the pupils' high levels of achievement because of the careful recording of their progress and the high levels of communication between staff.
- 3.13 Teachers ensure that all boys are fully involved in the lessons and offer good opportunities for oral responses from pupils of all abilities. The supportive teaching enables all pupils, including those with LDD or EAL, to make good progress and apply themselves diligently. An ethos of mutual trust exists between staff and pupils which facilitates highly effective learning. Classroom behaviour is exemplary overall. Occasionally, when concentration is lost, pupils' behaviour can deteriorate. However, this is corrected efficiently by teachers, and pupils behaving well are consistently praised.
- 3.14 Teachers use a variety of teaching methods to suit different learning styles and boys are often encouraged to work collaboratively to problem solve and to debate issues. In some year groups there is an over reliance on photocopied worksheets, diminishing opportunities for pupils to present their work in a more creative manner. In the best lessons, enthusiastic teaching, appropriately set tasks for all abilities and a brisk pace ensure that all pupils achieve well. On occasion, when initial tasks are not precisely matched to more able pupils' abilities, their progress, although adequate, is less rapid than in the best lessons.
- 3.15 Teaching time is used effectively and good quality resources, including ICT, are incorporated well to support pupils' learning, although the library is underused as a resource for independent research. Effective use is made of data as a means of tracking pupils' progress and highlighting any areas of weakness, as well as identifying more able pupils. Marking is thorough and regular, offering encouragement to pupils. The most effective marking sets clear targets for improvement and progress; boys commented on how helpful this is to them.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 Pupils display excellent personal qualities, supported by strong relationships within a nurturing and supportive Catholic community, in line with the school's aims.
- 4.2 Pupils' spiritual awareness is outstanding. It is at the heart of the school and underpins every aspect of school life. Regular school Masses allow the whole school community, including parents and relatives, to come together to celebrate their faith, and pupils take an active role throughout. The regularity of prayer throughout the school day provides boys with excellent opportunities for stillness and quiet contemplation. Meditation is encouraged, and pupils develop an increasing ability to reflect and to learn from this reflection. During interviews, older boys were able to give convincing reasons for the values that they hold. Pupils enjoy the beauty of art and music and explore their creativity and imagination through a broad range of visual, tactile and sensory experiences and the colourful displays of their high quality art work around the school. They show curiosity in natural mysteries such as mini-beasts, rain forests, the hatching of chicks, and the life cycle of frogs and butterflies.
- 4.3 Boys develop an excellent moral awareness and sense of responsibility, consistent with the school's aims and its caring culture. Boys of all ages show a strong ability to distinguish right from wrong and a willingness to express their views on ethical issues and personal values, as evidenced by older pupils' work in history, philosophy lessons and during pupil interviews. They applaud the successes of others and are eager to support less fortunate people through fund-raising and charitable work. Strong links exist with a Catholic school in Africa, encouraging pupils to be active in their fund raising, providing financial support to enable African children to receive an education.
- 4.4 Pupils interact with each other with tolerance and mutual respect, showing outstanding social development. They show respect for people, living things, property and the environment as encouraged by the teachings of their Founder, the school mission statement and their own class rules. Through the school council, boys are able to experience the democratic process and to explore issues within the school and also the wider world. Older pupils respond well when given responsibilities as school prefects and house captains, and are proud of these roles. They understand the need to take care of, and set a good example to, the younger ones. Younger pupils respond well to the many opportunities they have to take responsibilities within their classroom, helping the teachers and looking after their working environment.
- 4.5 Pupils have a strong appreciation of, and respect for, their own and other cultures and they have a tolerant attitude towards those from different cultural backgrounds, both among their fellow pupils and in the wider community. They have well developed knowledge of a number of major world faiths and are able to talk both about the differences between them and those features that they have in common. A prolific and interesting programme of educational visits enriches pupils' knowledge and appreciation of their own traditions and cultures. Involvement in concerts, learning about famous artists and taking part in and watching drama productions adds depth to their cultural experiences. Older boys have a good knowledge and understanding of public figures and institutions.

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

- 4.6 The arrangements for pastoral care and welfare, health and safety are excellent and in line with the school's aims. Staff provide outstanding support and guidance for all pupils. Through their role as form teachers, or as support or administrative staff, they foster pupils' personal development and academic achievement extremely well. Relationships between staff and pupils are strong and supportive. Pupils of all ages are well behaved and courteous, and there is a strong spirit of community which is celebrated by pupils and staff. The well-disciplined, caring environment provides a fully supportive backdrop to promote learning.
- 4.7 Effective procedures are in place to promote good behaviour and to guard against harassment and bullying, and staff deal appropriately with any unacceptable behaviour. Pupils say that should any bullying or bad behaviour occur they are confident that it would be dealt with appropriately. The school takes its responsibility for child protection very seriously through the careful implementation of its thorough safeguarding policy. Interview panels always include a person trained in safe recruitment and all staff receive the necessary level and frequency of training. In response to the pre-inspection questionnaire pupils were confident that they have an adult to whom they can turn if needed, and in pupil interviews said that they feel happy and safe in school.
- 4.8 Health and safety policies are comprehensive and regular meetings are held to review their effectiveness. All necessary measures are taken to reduce the risk from fire. Suitable provision is made for pupils who are ill and the appropriate first aid training is carried out. The security of the buildings and grounds is carefully managed. Risk assessments are undertaken for all areas of the school and identified hazards to pupils are dealt with immediately. Each outing is separately assessed for risk.
- 4.9 The school's facilities for meeting the needs of pupils and staff with disabilities are excellent. Admission and attendance registers are maintained correctly. Pupils eat a packed lunch in class but are encouraged to develop healthy eating habits and to take regular exercise on their timetable.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The school benefits from excellent governance. All governors are highly committed to the good of the school and its continuing development. The board of governors oversees the work of the school diligently and helps secure the school's aims, which supports pupils' personal and academic development. In the pre-inspection questionnaires most parents who responded were fully satisfied with the governance of the school.
- 5.2 The governing body, appointed by trustees from the Christian Brother order, are from relevant professions, and careful arrangements are made for their selection, induction and training. They have a wide range of expertise and experience, and a number have long standing links with the school, putting them in a strong position to set appropriate aims and values in keeping with the school's ethos. Through an effective structure of committees, governors provide clear oversight of the school and discharge their duties capably. Planning is characterised by a strong vision for the school's future, both in terms of its Catholic ethos and its educational development. It is informed by effective and realistic financial consideration. Through frequent reports and visits to the school where governors meet with pupils, staff and parents, and close liaison between the chair and the headmaster, the governing body has an excellent insight into the working of the school and provides outstanding support combined with high expectations for educational standards and continued improvement.
- 5.3 Governors discharge their duties and responsibilities concerning child protection, safeguarding and the welfare, health and safety of pupils effectively. Their careful oversight of the systematic review, evaluation and updating of policies and procedures prepared by senior managers enables them to effectively monitor progress in those areas. They attend suitable training, especially in the important area of safeguarding.

### **5.(b) The quality of leadership and management**

- 5.4 Leadership and management within the school, including in the EYFS, are excellent. Leaders and managers provide clear and decisive direction in all aspects of the school's work. As a result the school successfully fulfils its aims, achieving high standards in all areas of activity, and in the pupils' personal development.
- 5.5 Pastoral management is excellent at all levels, contributing much to pupils' personal development. Academic management is highly effective overall. The senior leadership team has been strengthened since the last inspection by the introduction of a deputy head. The recommendation of the last report with regard to ensuring that subject co-ordinators and senior leadership monitor the classroom teaching of colleagues and their marking of pupils' work has been met well. An effective system of staff review has also been introduced leading to the regular training of staff academically, pastorally, and in the areas of pupils' welfare, health and safety. The lengthening of the school day and the introduction of French from Year 1 have strengthened and enhanced the curriculum.
- 5.6 The needs of the school are identified well through effective self-evaluation, and good quality policies are initiated to meet them. These give effective guidance and

are implemented and monitored effectively. Careful financial planning ensures that pastoral and academic areas of school life receive good resources. The school secures well-qualified and dedicated staff who contribute much to the sense of community central to the school's Catholic ethos. Checking procedures to ensure the suitability of staff, volunteers and governors to work with children are robust, and the central register of these is maintained effectively. The school's sense of community is further enhanced by the effective work of secretarial, bursarial, administrative and other non-teaching staff, who show high levels of concern for the pupils' well-being.

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

- 5.7 The school maintains excellent relationships with parents, carers and guardians, and it takes considerable care to communicate effectively and involve them in the life of the school, in line with its aims. Responses to the pre-inspection questionnaire indicate that most parents are extremely positive about the school and are particularly appreciative of the high standards their children achieve and of the nurturing care and support the school provides. Inspectors agree with these views.
- 5.8 Parents have many opportunities to be involved in their children's education through school Masses and celebrations of Holy Days, concerts, helping on school visits or volunteering on a regular basis to help with activities in school. Parents help pupils make up harvest gifts for people in need and help pupils develop fund-raising ideas for Lent to support national and international charities. The Parents' Association, for those with children at St Ambrose College or St Ambrose Preparatory School, is very active. Popular and successful social events are organised on a regular basis, and parents raise significant sums of money for school resources and facilities.
- 5.9 All necessary information, including school policies and procedures, is posted on the website and parents of pupils and prospective pupils are provided with extensive and relevant information. The regular newsletters are informative and effectively showcase the many school activities. Parents receive detailed feedback on their children's achievement and progress, and reports provide useful information on what the boys need to do to improve. Parents of pupils in Year 6 are supported most effectively in their children's transition to the next stage of their education.
- 5.10 The school operates an open door policy and parents are encouraged to come into school to discuss any problems. As a result, most concerns or queries are dealt with swiftly and informally. There are clear procedures for dealing with parental complaints and any concerns are handled sensitively and in line with school policy.
- 5.11 In the pre-inspection questionnaires, a small minority of parents indicated that they do not consider that the school provides a good range of extra-curricular activities. Some parents also commented that the practice of job-sharing by teachers in some year groups is detrimental to their children's academic progress. No evidence to support either of these views was found during the inspection.

**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 This is an outstanding setting which achieves its aims to value each child as an individual and to provide a safe and caring environment within which all are treated with respect, courtesy and kindness. The children thoroughly enjoy their time in school and all make excellent progress in their learning. Excellent arrangements exist to ensure their safety and health. Effective partnerships between providers, parents and other agencies ensure that children's needs are fully met. Sustained improvement of the setting is achieved by constant and reflective self-evaluation.

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

6.2 Outstanding leadership and management ensure that staff are well trained and have clear and focused objectives. All records, policies and procedures necessary for the safe and efficient management of the setting are in place and implemented rigorously. Risk assessments are comprehensive and imaginative use is made of a wide range of high quality resources. Links with parents are excellent. Parents are most supportive, commenting positively on the high standards their children achieve and the level of care they receive. Staff carefully nurture in the children the school's ethos of fairness, equality and respect for all in a Christian community. The comprehensive development plan contains effective evaluation of the existing provision, clear aims for the future and specific areas for improvement.

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

6.3 The outstanding provision ensures that children learn and develop exceptionally well in a spacious and vibrant environment. Adult support, both academic and emotional, is highly effective and the welfare of the children is core to their thinking. Through careful, high quality observation, experienced and knowledgeable teachers plan activities which are stimulating and imaginative and which challenge individual children to take that next step forward. Planning is detailed at all levels, and skilful use is made of the children's own suggestions and interests to enrich further their learning experience. The excellent balance between adult-led and child-initiated activities successfully supports children's intellectual and creative exploration. Planning for learning outside is not as effective, although regular use is made of the playground in dry weather. The high quality provision for children with additional needs promotes consistent progress. All children are guided towards self-sufficiency in a highly skilled and sensitive manner by their key person.

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

- 6.4 Outcomes for children are outstanding. Children are eager to learn and they all make rapid progress, learning to communicate fluently, enjoy books and express their thoughts and feelings with developing confidence. Nursery children can identify initial sounds and Reception children read with expression and enthusiasm. All enjoy demonstrating their ability to use computer programs and their deft manipulation of the mouse. Nursery children recognise, order and use numbers up to ten and Reception children are secure with numbers to twenty and beyond. Children are inquisitive, self-motivated and respond enthusiastically to challenge. They are exceptional listeners and show respect, kindness and consideration for other children and for their teachers, with whom they readily share their ideas, anxieties and triumphs. All children show that they are developing a very good understanding of how to keep themselves safe and healthy, and their behaviour is exemplary.

**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 Felicity Lawson

Mr Giles Delaney

Mr Guy Willatt

Miss Louise Savage

Reporting Inspector

Head, IAPS School

Deputy Head, GSA School

Early Years Coordinating Inspector