



INDEPENDENT SCHOOLS INSPECTORATE

HUNTER HALL SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Hunter Hall School

Full Name of School/College **Hunter Hall School**
DfE Number **909/6041**
Registered Charity Number **3272341**
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Head **Dr Frank Anthony Winzor**
Chair of Governors **Mr Graham Carruthers**
Age Range **3 to 11**
Total Number of Pupils **113**
Gender of Pupils **Mixed (48 boys; 65 girls;)**
Numbers by Age **3-5 (EYFS): 22 5-11: 91**
Number of Day Pupils **Total: 113**
Head of EYFS Setting **Mrs Beverley Petch**
EYFS Gender **Mixed (10 boys; 12 girls;)**
Inspection dates **11 Oct 2011 to 12 Oct 2011
09 Nov 2011 to 11 Nov 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 October 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 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 Hunter Hall School is a co-educational day school located in a rural setting on the outskirts of Penrith. Formerly a proprietorial school founded in 1985 to educate pupils from seven to eleven years of age, it moved to its present site in 1991. In 1993 the age range was increased to accommodate pupils from the age of four and the school became a charitable company with a governing body. Currently, the school educates 113 pupils aged between three and eleven years. Twenty-two children are in the Early Years Foundation Stage (EYFS) situated in the main school building.
- 1.2 The school aims to offer a broad, stimulating, educational programme based on Christian values that nurtures each child's individuality through excellence in physical, academic, spiritual and cultural endeavours whilst encouraging them to be independent thinkers, learners and responsible citizens. Since the previous inspection both a new head and chair of governors have been appointed.
- 1.3 The school welcomes pupils from all backgrounds and abilities and no formal selection procedures take place. The pupils' overall ability level is slightly above the national average and throughout the school the range is fairly wide. Pupils are mostly from rural locations, some travelling as much as thirty miles to school. They are from a range of family backgrounds, with many of the families being 'first-time users' of independent education. Most pupils leave school at the age of eleven for either the maintained sector or other independent schools.
- 1.4 The school has identified thirteen pupils with special educational needs or disabilities (SEND), all of whom receive specialist support from the school. No pupil has a statement of special educational needs, and no pupils have English as an additional language (EAL).
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Hunter Hall School fulfils its aims exceptionally well, enabling all pupils to achieve high academic standards. Pupils have excellent attitudes and apply themselves conscientiously to their work. Achievements are particularly notable in literacy, music, art and sport. Pupils use their well-developed skills in information and communication technology (ICT) confidently but the ICT suite is underused as a resource to promote pupils' research and independent learning skills across the curriculum. Teaching is excellent and assessment procedures are effective. Results in examinations to selective senior schools, demonstrate high levels of success. Pupils with SEND achieve well and make good and sometimes rapid progress because of the excellent support they receive. More able pupils also make good progress.
- 2.2 The personal development of pupils throughout the school is outstanding, and is supported by the excellent pastoral care, effective welfare arrangements and health and safety procedures. Pupils are tolerant and respectful of each other and collaborate extremely well when working together. Older pupils develop supportive relationships with younger pupils, and pupils' responsibilities are extensive.
- 2.3 Governance is good and in line with the school's aims. Governors are generally aware of their responsibilities for child protection, welfare, health and safety, with one minor oversight in their own CRB checks which has now been rectified. Leadership and management throughout the school, including the EYFS, is excellent, providing clear and decisive direction in all aspects of the school's work. Since the previous inspection, a full staff appraisal system has been implemented, and the role of curriculum coordinator more clearly defined. The school's development plan lacks a sense of priority and implications of cost are not clearly laid out. Links with parents are excellent and most parents are appreciative of all aspects of school life. In the pre-inspection questionnaire, a small minority indicated that they are not satisfied with the information that they receive on their children's progress. The school acknowledges this as an area for development. A small number of parents indicated that they do not consider that the school provides worthwhile help with special educational needs or has handled well any concerns they have had. A small minority are not satisfied with the governance of the school and do not feel that the school is well managed. 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 did not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it was required to:
- Obtain for the Chair of Governors an enhanced criminal record check, countersigned by the Secretary of State [Part 4, paragraph 21(1) to (5), under “The suitability of the proprietor”];
- 2.5 At the time of the final team visit, the school had rectified the above shortcoming, as noted in the text of the report

(ii) Recommendation(s) for further improvement

- 2.6 The school is advised to make the following improvement(s).
1. Develop pupils’ research and independent learning skills by extending opportunities for them to use the ICT suite
 2. Prioritise and cost the school’s development plan
 3. Improve systems of communication between members of the EYFS team to ensure that information is shared effectively.

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 achievement of the pupils is excellent. It fulfils the schools aim to provide an outstanding education that is broad, innovative and stimulating, allowing each pupil to develop their full potential by identifying, monitoring and supporting their individual learning requirements.
- 2.7 Most pupils are highly articulate, listen carefully, read fluently and express themselves clearly. They write confidently in all subjects, as illustrated in extremely well-constructed, imaginative, interesting historical accounts about Guy Fawkes. Throughout the school high quality creative writing and art work is beautifully presented and displayed. Achievement in music is excellent. In a lesson on African drumming pupils were able to improvise repeated patterns and combine several layers of sound showing a clear awareness of the combined effect. Numeracy skills are well-developed and pupils achieve high standards. They display excellent investigative skills, and in science lessons ask questions such as "How?", "Why?", and "What will happen if?". Pupils use information and communication technology (ICT) skills effectively in discrete lessons but have fewer opportunities to do so elsewhere in the curriculum. When they do, they use them well.
- 3.2 Pupils achieve high standards in art, music, and speech and drama examinations and competitions. Many pupils learn musical instruments, sing in the choir and take part in school concerts and drama productions. In the school band pupils of all musical abilities play with control and accuracy, and choir members sing with clear diction and an excellent sense of both phrase and musical expression. Pupils have achieved recent successes in reading, handwriting and chess competitions. Games and physical education (PE) skills are well developed in a wide variety of sports, and pupils achieve well and are most successful in competitions against other schools.
- 3.3 The following analysis uses the national data for the years 2007 to 2009. These are the most recent years for which comparative statistics were available at the time of the inspection. Results in national tests at the ages of 7 and 11 have been well above the national average for maintained primary schools. The results of standardised tests show that pupils make good progress in relation to their abilities and the overall attainment of pupils was found to be good in lessons as well as in their written work. Pupils also do very well in entrance examinations to local selective secondary schools.
- 3.4 Pupils 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 SEND and those who find some aspects of their learning more difficult also make good progress, with rapid progress being made when they receive individual support, as seen in lessons, in the scrutiny samples of their work and from assessment data.
- 3.5 The quality of pupils' learning and of their attitudes and behaviour is excellent. They are keen and interested learners who respond positively and with enthusiasm working well both in groups and individually. They behave very well when moving around the school or playing outside. They form constructive relationships with their teachers and with each other. The school establishes a happy and positive learning environment which contributes strongly to the high standards achieved by its pupils.

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

- 3.6 The school provides a good curriculum, complemented by an excellent range of extra-curricular activities. This supports pupils' learning effectively and has a positive effect on their personal development and achievement in line with the school's aims. In response to the pre-inspection questionnaire parents indicated that they were extremely satisfied with the curriculum and extra-curricular opportunities offered at the school. The curriculum is broad and balanced and suitable for all ages, abilities and needs. All National Curriculum subjects are taught, as well as religious education and French and it is complemented by an effective personal, social, health education (PSHE) programme.
- 3.7 Subjects are given an appropriate time allocation within the timetable, with a strong focus on literacy, numeracy, speaking and listening skills and games, all of which are developed well. Older pupils benefit from specialist teaching in all subjects and there are robust arrangements for the sharing of information and the internal transfer of details as pupils progress through the school. Parents are given effective advice about the next phase of their children's education.
- 3.8 In the pre-inspection questionnaires a small number of parents indicated that they do not consider that the school provides worthwhile help regarding special educational needs. Inspection findings do not agree with these views and the provision for SEND pupils is judged to be excellent. Detailed individual education plans are provided and are reviewed regularly; targets are set in agreement with pupils and parents and high levels of support are provided. More able pupils are identified, appropriate targets are set and they are provided with challenge and enrichment both in and out of lessons.
- 3.9 Extra-curricular provision is outstanding in accordance with the school's aims and ethos of encouraging all pupils to participate in a wide range of extra-curricular activities. Over the year these are offered both in school and at the end of the school day, enabling pupils to pursue many interests. These include orienteering, drama, gardening, wildlife and yoga. The programme of sport and music is a strength of the school. Most pupils are involved in sports' teams and many play musical instruments, play in the band or sing in the choir.
- 3.10 Links with the community are excellent and extensive use is made of local facilities such as museums, art galleries, theatres, historical places and sites of scientific interest. Enhancements to the curriculum through visits and visitors are a particularly strong feature. All older pupils take part in a residential visit. These visits develop independence and extend links with the community.

3.(c) The contribution of teaching

- 3.11 The contribution of teaching is excellent overall. Right across the school teaching is never less than good with a significant proportion being outstanding, enabling pupils of all ages and abilities to achieve well. The teachers' subject knowledge is invariably strong and in all lessons the positive relationship between teachers and pupils and the teachers' enthusiasm and encouragement play a strong role in helping pupils to achieve well and to reach their full potential in accordance with the school's aims.

- 3.12 In the most successful lessons, teaching is inspiring and imaginative, demonstrating a strong understanding of individual learning needs and styles, and encouraging pupils to think for themselves, enabling them to develop their knowledge, understanding and skills well. Many lessons are characterised by a brisk pace and effective time management, with clear learning objectives and criteria for success identified and shared with the pupils at the start of each lesson. The plenary sessions in these lessons provide pupils with the information on how successful they have been, and what they now need to do to move their learning forward. In a small minority of lessons, pupils develop their independent learning skills more slowly when time is not managed as well and activities are over-directed.
- 3.13 Teaching assistants are deployed effectively to enhance all pupils' learning and good use is made of the available resources, including interactive whiteboards, although the ICT suite is underused as a resource for independent research and cross-curricular use.
- 3.14 Since the previous inspection, assessment procedures have been strengthened and nationally standardised tests are used carefully to track pupils' progress over time and inform future planning. Teachers use a variety of informal methods to check the pupils' knowledge and understanding within the classroom, including written and oral tests, quizzes and end of topic mini-assessments. The marking of pupils' work is regular and thorough, encouraging progress through both helpful comments and targets for improvement. Pupils also receive useful oral feedback from teachers about their work.

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 the pupils' personal development is excellent and is effectively supported by a nurturing school community. In accordance with the aims of the school, pupils display kindness, excellent behaviour, tolerance and good manners.
- 4.2 Pupils have an excellent sense of the spiritual. They are self-confident, friendly and have high levels of self-esteem, encouraged through the celebration of their achievements. During assemblies, pupils enter fully into the spirit of the occasion and sing well. They listen carefully, are aware of the needs of those around them, show respect and have a well-developed sense of occasion, as exemplified during the whole school observance of a two minutes silence on Remembrance Day. Pupils of all ages take great pleasure in their rural surroundings and are sensitive to the wonders of nature.
- 4.3 The school is highly successful in instilling a strong moral code in its pupils through its ethos and through the excellent example set by staff. Pupils show kindness and understanding towards one another and have a clear appreciation of what is right and wrong, reinforced by clear codes of conduct displayed in classrooms. The *Golden Book*, in which particular acts of commendation are recorded, is regarded by pupils as a worthwhile means of acknowledging individual and whole class conduct and effort. Pupils are effectively encouraged to develop their empathy with those less fortunate than themselves by becoming involved in a wide range of charitable fundraising activities.
- 4.4 Pupils interact with each other with tolerance and mutual respect, showing outstanding social development. Pupils of all ages are polite, respectful and good humoured. Relationships between staff and pupils are excellent and pupils are confident and articulate when speaking to staff and visitors. Effective leadership skills are shown in response to opportunities for responsibility which older pupils have in houses, sports teams and for younger pupils. 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 The pupils' cultural awareness is excellent. There is a clear appreciation of other faiths and cultures and a commendable understanding of less fortunate people in the wider world. Teaching in many subjects including English, geography and PSHE allows pupils to learn to recognise and accept differences between cultures and peoples in a way that fosters understanding. The full programme of educational visits helps build pupils' appreciation of their own traditions and cultures. The many high quality contributions of the English, music, and art departments add depth to their cultural experiences. Pupils have a good understanding of national institutions and other features of public life.

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

- 4.6 Pastoral care is excellent and staff provide strong support and guidance for all pupils, including those in the EYFS, in line with the school's aims. Staff give freely of their time to help and support pupils, who appreciate this greatly. Relationships are warm and relaxed, and pupils of all ages say that they feel extremely safe and happy. The school takes effective measures against bullying and pupils report no incidents. They are confident that should any arise they will be effectively dealt with. Staff deal constructively with any unacceptable behaviour and sanctions are rarely needed. Pupils understand the simple sanctions and rewards system and feel that it is fair and contributes to positive behaviour. The school promotes healthy living extremely well. The vast range of physical activities in and out of curriculum time offer ample opportunity to pursue a healthy lifestyle and pupils acquire a good appreciation of how to stay healthy, through their learning in science and in PSHE. Healthy eating is encouraged by the provision of high quality nutritious meals. These are almost universally popular with the pupils who eat well and understand the need for a balanced diet.
- 4.7 The pupils' safeguarding, welfare, health and safety are assured. The school takes its responsibility for child protection seriously through the careful implementation of its thorough policy and procedures. All staff, including designated child protection officers, are given appropriate training in child protection. Health and safety arrangements and fire precautions are effective. Attendance and admissions registers are maintained efficiently and are properly backed up. The school provides appropriately for pupils who are ill, and suitably qualified first-aiders are on hand throughout the school. Medicines are stored and administered properly. Risk assessments covering all aspects of school life are implemented appropriately. The accessibility plan for those with special educational needs or a disability is thorough, and details the improvements which the school intends to make.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The board of governors strongly oversees the work of the school and helps secure the school's aims which support the pupils' personal and academic development. This is achieved through the appointment of members with relevant experience, and the use of expert advice as necessary.
- 5.2 All governors are highly committed to the good of the school and its continuing improvement and development. A large number of governors have long standing links with the school so they are in a good position to set appropriate aims and values in keeping with the school's ethos. An appropriate range of committees guides the full governing body well, and an excellent feature is the arrangement where governors meet with subject co-ordinators to review the curriculum and spend time in school to become more familiar with school life. Through frequent reports and close liaison between the chair and the head, the governing body has a clear insight into the working of the school providing strong support for continued improvement. The governors are generally aware of their responsibilities for child protection, welfare, health and safety throughout the school, with one minor oversight in their own CRB checks which had been rectified by the time of the final inspection visit.
- 5.3 In the pre-inspection questionnaire a small minority of parents who responded were not satisfied with the governance of the school. Inspection findings do not support these views.

5.(b) The quality of leadership and management

- 5.4 Leadership and management are excellent overall. Those in senior positions have successfully created an ethos and sense of purpose that are conducive to the outstanding quality of personal development and pastoral care and to the excellent quality of teaching and learning. They are efficient and approachable and most effective in furthering the school's aims of helping pupils of all ages and abilities to achieve their full potential.
- 5.5 Since the previous inspection excellent progress has been made. A full system of staff appraisal is now in place and staff appreciate the support they receive through appraisal and the opportunities for professional development. Teaching and learning have been strengthened by the effective use of assessment data. The role of subject coordinator has been more clearly defined and coordinators have a clear oversight of their subjects, managing them well. The total commitment of staff to the school and its ideals is apparent at all levels. They support each other through sharing of resources and ideas and through offering help with sporting activities, concerts, plays and general school events. The school development plan, which represents the views of the whole school community, is detailed and carefully linked to the school's aims. It sets out relevant areas for improvement, but targets lack a sense of priority and implications of cost are not clearly laid out making it less effective as a working tool.
- 5.6 Procedures to ensure the suitability of staff, volunteers and governors to work with children are mostly secure, and the central register is maintained effectively. The chair of governors, who has been appointed since the previous inspection, whilst

having the required enhanced criminal records bureau clearance, had not received the required check countersigned by the Secretary of State at the time of the initial inspection visit. This oversight has now been rectified.

- 5.7 The premises are well maintained, both indoors and outside. The school's sense of community is further enhanced by the effective work of the administrative staff, and other non-teaching staff who are dedicated to the pupils' well-being.
- 5.8 In the pre-inspection questionnaires a small minority of parents indicated that they do not feel that the school is well managed. Inspection findings do not concur with these views.

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

- 5.9 Relationships between the school and its parents, carers and guardians are excellent, reflecting the many positive responses to the pre-inspection questionnaire and the well-developed links that have been established. Parents are most appreciative of their level of involvement in school life, the high standards their children achieve, and of the nurturing, care and support they receive. Inspectors agree with these views.
- 5.10 Parents are well informed about, and well involved in, the life and work of the school, transporting children to matches, helping with extracurricular activities and outings, attending sporting events, concerts and plays. The thriving Parents' Group organises a wide and varied range of events and helps to raise money for both the school and a wide range of charities. All necessary information, including policies and procedures, is posted on the school website. The weekly newsletters are informative and the school magazine effectively showcases the many school activities.
- 5.11 Parents receive detailed feedback on their children's achievement and progress. End of year reports are detailed, providing useful information on what pupils need to do to improve. Parents' meetings are held twice yearly to discuss progress and welfare. Parents of pupils in Year 6 are supported effectively in their children's transition to secondary school.
- 5.12 Minor issues which parents raise are dealt with immediately by teachers or the head. Parents requiring more time are seen as soon as possible by the appropriate member of staff. Parents report that teachers can be approached on matters of concern and are willing to discuss issues that are raised. The school has an appropriate complaints policy.
- 5.13 In the pre-inspection questionnaires, a small minority of parents indicated that they are not satisfied with the information that they receive on their children's progress and commented that they would like more detailed reports throughout the year and would welcome the opportunity to speak to all their children's teachers on parents' evenings. The school acknowledges this as an area for consideration. A small number of parents indicated that they do not consider that the school provides worthwhile help with special educational needs or has handled well any concerns they have had. No evidence to support 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 The overall effectiveness of the provision is outstanding. This is a setting which successfully achieves its aims to provide a safe, caring, challenging environment where children feel secure and confident. In this nurturing setting, staff work well in partnership with parents and support agencies to recognise, understand and promote the individual needs and interests of the children, who therefore make consistently good progress towards meeting, and often exceeding, the early learning goals by the end of the Reception year. Those in charge have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it.

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

6.2 Leadership and management are outstanding overall. Well qualified staff regularly update their knowledge of early years teaching and learning and are trained in all essential aspects of child welfare. Safeguarding procedures are good and effectively applied policies, underpinned by an excellent range of resources, ensure that all children have equal opportunities to succeed. Suitable risk assessments are in place to identify potential hazards. Parents are kept well-informed about their children's progress and are given clear information about the learning environment, methods and objectives. The present systems for communication between staff do not always ensure an effective relay of information. Strong links with EYFS consultants and external agencies exist. Self-evaluation and other quality checks accurately identify appropriate areas for development.

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

6.3 The quality of the provision is outstanding. The stimulating indoor and outdoor environments of this well organised community promote high quality learning. The capable early years team has a clear vision for ensuring children experience interesting, child-centred and challenging topics and activities which reflect their differing abilities and interests. Staff plan a carefully balanced interchange of occupation, continuous but varied both in an out of doors. Information gained from observation and assessment is used very effectively to provide a focused guide for planned activities which consolidate and extend learning on an individual basis. All adults show the tact and skill to know when to leave individuals to follow their own thoughts and when to guide and instruct. Staff are vigilant in their care of the children, helping them to develop safe and healthy habits and to learn self-reliance, individual responsibility and constant consideration of others.

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

- 6.4 Outcomes for the children are outstanding. Most children achieve well, making good progress in relation to their starting points and capabilities. Some make rapid progress. Children learn to articulate their thoughts and feelings with developing confidence. They enjoy communication with adults and peers alike and view conversation and play as a means of increasing their knowledge and understanding of the world around them. Despite the earliness in the term, nursery children show a desire to participate, to co-operate and to share with each other. Reception children have a secure understanding of numbers to 10 and can add by combining two sets. All children are confident in working with the interactive screen and are able to use resources independently to solve problems and to extend their learning. Children have a good understanding of the importance of exercise and healthy eating and are able to express a developing awareness of personal safety.

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

Mrs Marilyn Fenn

Mr David Littlefield

Ms Louise Savage

Reporting Inspector

Former Head, IAPS school

Former Head, HMC junior school

Early Years Co-ordinating inspector