



INDEPENDENT SCHOOLS INSPECTORATE

AVENUE HOUSE SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Avenue House School

Full Name of School	Avenue House School			
DfE Number	307/6075			
Address	Avenue House School 70 The Avenue London W13 8LS			
Telephone Number	020 8998 9981			
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Email Address	school@avenuehouse.org			
Headteacher	Mrs Carolyn Self			
Proprietor	Mr David Immanuel			
Age Range	3 to 11			
Total Number of Pupils	111			
Gender of Pupils	Mixed (60 boys; 51 girls)			
Numbers by Age	3-5 (EYFS):	34	5-11:	77
Number of Day Pupils	111			
Number of Boarders	0			
EYFS Gender	Mixed			
Inspection date/EYFS	04 May 2010 to 05 May 2010			
Final (team) visit	07 Jun 2010 to 09 Jun 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 May 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 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard 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 does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Avenue House School is a co-educational day school for pupils from the ages of three to eleven. It is situated in Ealing, a suburb to the west of London, and is based within a converted Victorian house. It was founded in 1995 by the current proprietor who administers the school with two other advisers. These three serve as the board of governors. The headteacher was also appointed at that time to set up the school.
- 1.2 At the time of the inspection, 111 pupils were on roll, with a marginally higher proportion of boys than girls. Of these, 34 were in the Early Years Foundation Stage (EYFS), seventeen of whom were part time. Pupils come from diverse social and cultural backgrounds, and most live within a five-mile radius of the school. Approximately three-fifths of all pupils belong to a minority ethnic group, and five come from families where English is not the principal language. However, none of these pupils is at an early stage of learning English. Ten pupils have been identified as needing support with their learning, but no pupil has a statement of special educational needs.
- 1.3 Overall, the ability profile of the school is in line with the national average. When they leave Avenue House, the majority of pupils continue their education at senior independent day schools in the area, with a few transferring to either independent boarding schools or local maintained selective or non-selective schools.
- 1.4 The school aims to provide a safe and happy environment in which pupils are encouraged to work and play with enthusiasm, enjoyment and confidence, while developing personal, social and moral values which enable them to make a positive contribution to society and to equip themselves for later life. The school seeks to promote academic achievement by providing a curriculum that encourages pupils to take responsibility for their learning and which prepares them for the next stage of schooling, maintaining a close partnership with parents. The school strives to develop an awareness of the world in which pupils live, encouraging a sense of responsibility through high standards of personal conduct based on respect for oneself and others, which strengthens good citizenship and social integration between cultures, whilst providing pastoral care that nurtures and supports the health and welfare of each individual pupil.

- 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.

Early Years Foundation Stage Setting

School	NC name
Nursery	Nursery
Reception	Reception

Preparatory School

School	NC name
Beech class	Year 1
Willow class	Year 2
Oak class	Year 3
Maple class	Year 4
Pine class	Year 5
Cedar class	Year 6

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 All pupils at Avenue House School, including those who have learning difficulties and disabilities, achieve well in relation to their ability and make good progress in their learning, successfully fulfilling the aims of the school to encourage pupils to work and play with enthusiasm, enjoyment and confidence. Children in the EYFS, where the overall effectiveness of the provision is good, make similar progress. Pupils throughout the school develop good literacy, numeracy and information and communication technology (ICT) skills across different subjects, and the school prepares them extremely well for the next stage of their schooling. The broad curriculum, together with an outstanding range of extra-curricular activities, trips and visits, supports learning well. Whilst teaching is effective overall, in a few lessons more able pupils are not given challenging enough tasks and the style of teaching does not always encourage the development of critical thinking skills. Pupils' excellent attitudes to their learning, their exemplary behaviour and their positive relationships with each other and with staff all play a significant part in contributing to their high quality educational experiences.
- 2.2 The personal development of pupils is excellent; they attain personal, social and moral values so that they are able to make a positive contribution to society and equip themselves for later life in line with the school's aims. A real strength, and an expectation within the school, is the understanding and tolerance of other faiths which encourages a positive appreciation of cultural diversity. The outstanding pastoral care shown by the staff supports pupils' spiritual, moral, social and cultural awareness exceptionally well. The quality of the provision for welfare, health and safety is also excellent and is given high priority within the management of the school. The safeguarding of pupils in particular is robust. Pupils say they are very well cared for, and whilst a few expressed concern in their pre-inspection questionnaire responses about the fairness of staff and the individual help given, these views were not substantiated in pupil interviews during the inspection.
- 2.3 Sound governance and effective leadership and management enable the school's aims to be successfully met and, whilst the board has satisfactory oversight of the school, it does not have sufficient involvement in monitoring the fulfilment of the school development plan. The strong commitment and highly effective leadership of the headteacher, senior team and staff enable a clear vision to be promoted, and management processes have improved significantly since the last inspection. However, the current development plan is not linked effectively to the appraisal process, the matrix calendar of self-evaluation or the monitoring of teaching and learning. Links with parents and carers are excellent; parents are overwhelmingly positive about almost all areas of school life, with the only significant concern raised being the quality of support given to those pupils who need help with their learning; however, inspection findings do not support this concern.

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 2003, as subsequently amended.
- 2.5 The school's provision for childcare met the requirements of the Early Years Foundation Stage and no action was required.

(ii) Recommended action

- 2.6 The school is advised to make the following improvements.
1. Review teaching methods and share best practice to ensure that critical thinking skills are developed and the needs of the more able pupils are met.
 2. Involve the board in monitoring the fulfilment of the school development plan, and link it to the matrix calendar, the appraisal process and the checking of teaching and learning.
 3. Ensure that written planning in the EYFS consistently focuses on the next steps in learning for individuals and groups of children.
 4. Use information from EYFS self-evaluation to identify the objectives for a formal development plan.

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 standards of pupils' achievements and the quality of their learning, attitudes and skills are good. The school does not enter pupils for national tests, but results from nationally standardised measures of progress indicate that pupils make good progress over time in relation to their average ability profile, in line with the aim of the school to promote academic achievement by encouraging pupils to take responsibility for their learning. Good foundations are being laid for the future as pupils develop effectively their knowledge, skills and understanding in a wide range of subjects and activities.
- 3.2 Pupils are articulate, both orally and in writing, expressing themselves confidently and clearly and using appropriate vocabulary in many subjects. They listen to each other and their teachers well and they enjoy reading both individually to teachers and in group reading sessions. It was not possible to see the library in action during the inspection, but it has been refurbished since the previous inspection. It is stocked more appropriately and it is a more inviting environment in which to enjoy reading for pleasure. Older pupils apply critical thinking strategies effectively when reasoning, as for example in a debate when they put forward strong arguments for and against the motion that sportsmen and women should not be paid vast sums of money. However, within a few lessons, opportunities for critical and independent thinking are restricted because of the prescriptive style of teaching, where interactions between staff and pupils are minimised and pupils' natural curiosity is occasionally stifled. Creativity abounds in inspirational displays around the school which reveal exceptional skills in art and design.
- 3.3 Pupils make good progress in the development of their numeracy skills, applying mathematical concepts effectively across different subjects, for example measuring and drawing charts in science. Pupils' skills in ICT are good, and pupils' work in word-processing, spreadsheets, presentations and paint and graphic images is of high quality. Achievements, both individual and team, in other areas have a significant impact on pupils' personal development, particularly their self-confidence. Almost all pupils gain a place at their first choice senior school and one or two scholarships are won every year. All pupils take part in dramatic productions each year, which encourages some to develop their talents outside school, and they participate in art exhibitions and competitions locally.
- 3.4 Pupils' attitudes to their work and study are outstanding and these support their achievements very effectively. Their exemplary behaviour and the extremely good relationships they enjoy between themselves and with staff also facilitate high quality learning. They concentrate well, are highly self-motivated and persevere at a given task when it offers them the right level of challenge, although in some lessons this was not always the case for the more able pupils. The presentation of their written work is extremely neat and reveals the pride they have and the care they take. They are given some opportunities to work in pairs and groups, which they approach with enthusiasm and enjoyment. Pupils arrive promptly to lessons and generally settle quickly and quietly to their work.

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

- 3.5 The curriculum within the school is excellent and is effective in its coverage of the required areas of learning, giving pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, making a very strong contribution to pupils' achievements. It is well balanced and covers all National Curriculum subjects, with aspects of design and technology being incorporated with art and design, as well as French, religious education (RE) and personal, social and health education (PSHE). It prepares its pupils thoroughly for the local entrance examinations at the age of eleven, achieving its aim of providing a curriculum that prepares pupils for the next stage of schooling. An excellent feature of the curriculum is its very close links to the requirements of 'Every Child Matters'. The school has embraced this policy, which is evident throughout the schemes of work for most subjects, and it aims to provide structure and support for every child. Whilst subject schemes of work are good overall, the best planning is excellent because it makes clear references as to how pupils' individual needs will be met. Cross-curricular links are developed exceptionally well, for example between art and the humanities or science.
- 3.6 The extra-curricular activities which broaden the curriculum are excellent. A full programme of activities, which the pupils thoroughly enjoy, takes place after school. In addition there is an outstanding programme of enrichment in which pupils are taken on trips and visits. The week's programme in the Black Mountains for the two upper years and the residential trip to the Isle of Wight for the lower years provide excellent opportunities for self-evaluation, reliance, responsibility and development of relationships, thus supporting their personal development extremely well. Day trips have included the high walkway through the tree canopy at Kew Gardens and a visit to Paris, and other residential visits include skiing holidays. The curriculum is further enriched by activities within the school, which have included discussions about politics, particularly during the election of the President of the United States and the recent General Election in this country.
- 3.7 The programme for PSHE within the school is comprehensive and covers areas of citizenship. For example, pupils understand what happens if a law is broken through the visit of a magistrate. The provision for pupils with learning difficulties or disabilities is good; they receive effective support from staff working alongside them within some of their class lessons, and a few pupils receive individual lessons. Individual education plans, which have focused targets, are prepared for these pupils and these are reviewed each term. The school is aware that the provision for pupils who are identified as gifted and talented is still in the early stages of development, and this has been made a focus within the school development plan. Pupils have benefited from some positive links with the local community. The choir has sung at a local elderly residents' home and performed carols at the 'Light Up the Avenue' Christmas celebration. Year 6 helped to design the display at a local flower shop and the pupils have taken part successfully in an annual poetry competition for the whole school which was judged by the Deputy Mayor and Deputy Mayoress. The pupils use local facilities for their sports activities and also for other educational experiences, for example visiting the World War Two museum and Gunnersbury Park.

3.(c) The contribution of teaching

- 3.8 The quality of teaching is good and makes an effective contribution to the achievement and learning of the pupils. In a significant proportion of lessons seen, teaching was excellent. Teaching is effective in enabling pupils' good progress and it supports the aims of the school, encouraging pupils to work and play with enthusiasm, enjoyment and confidence and promoting academic achievement.
- 3.9 In the best lessons, first-rate lesson planning and subject knowledge enable pupils to benefit from the expertise and enthusiasm of their teachers, and the question-and-answer teaching style encourages pupils to think at a higher level. Teachers use a good quality and quantity of resources well and pupils particularly enjoy teaching which involves them in using the interactive whiteboard. A brisk pace encourages all pupils to be focused on the activity in hand, apply themselves with concentration and effort and behave exceptionally well. In less successful lessons, the style of teaching is over-directed and the pace slows down. This limits the opportunities for pupils to think for themselves and take some responsibility for their own learning. On occasion, all pupils are given the same task, so the varying needs of pupils are not sufficiently well met and this lack of challenge for the more able pupils means that their achievement is limited. Teaching supports those pupils with learning difficulties or disabilities well. Additional teaching staff are deployed within some English and mathematics classes to give extra help to small groups of pupils.
- 3.10 The marking of pupils' work is undertaken regularly and, whilst comments are encouraging and reinforce what pupils can do, they are not always helpful in providing pupils with pointers on how they can improve. In some classes and subjects, targets are given to pupils, but they are not regularly adjusted when a target has been met. Assessment of pupils' work is good. The school uses their own system and a commercial scheme to help inform staff about their pupils' progress. Every subject co-ordinator analyses the results of tests. The system is in the process of being enhanced to include predictions of attainment levels. Results are collated in pupils' profiles, which include evidence of past work, details of reading ages, verbal and non-verbal reasoning scores and the fortnightly grade cards, which are signed by the parents. Many pupils confirm that they have made good progress since they have joined the school.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils throughout the school have developed excellent personal qualities. The school has been highly successful in its aims of developing an awareness of the world in which pupils live and encouraging a sense of responsibility through high standards of personal conduct based upon respect for oneself and others, which strengthens good citizenship and social integration between cultures. This is clear from the pride that the pupils take in being a part of their school and in their own and other pupils' achievements. Pupils are confident and positive when talking about their school life and interests. They are courteous to adults and to each other.
- 4.2 Pupils have a well developed sense of the spiritual. Their self-esteem and self-confidence are strong. They have a clear respect for each other's beliefs, and their local community includes a wide diversity of religions. Pupils have a good understanding of a variety of local places of worship through visits. They have a well developed appreciation of the intangible, such as beauty, goodness, love and truth. They also have a good understanding of themselves in relation to the world about them.
- 4.3 The pupils demonstrate moral awareness of high quality and think responsibly and with maturity about the consequences of their actions. Excellent behaviour, which is promoted consistently throughout the school, is evident. Pupils show a strong awareness of those less fortunate than themselves by fund-raising for local, national and international charities. Pupils have worked on moral dilemmas and gained an effective understanding of what they would do in difficult situations. Pupils are elected to participate in the eco-committee and they have an excellent awareness of their influence upon the environment; they regularly ensure that lights are turned off to save energy and they recycle materials as part of this initiative. They have a respect for living things through watching the delights of their front 'eco-garden', and they particularly enjoy the lunch when their own potatoes are served.
- 4.4 Pupils have developed extremely well socially through their contributions to the school community. They have taken part successfully in their own school fete through opportunities provided by the parents' social committee. They participate and collaborate extremely well in lessons and activities, including matches against other schools. Senior pupils have opportunities to take responsibility for younger ones. They have a strong understanding of institutions and services in England. Pupils wrote their own manifestos during the General Election campaign and presented them in assembly. They understand, through this and their own elections for the school council, about how democracy works and they have visited services such as the fire service.
- 4.5 Pupils have developed an excellent awareness, respect and appreciation of others and understand the differences in human lives because of the rich cultural diversity of the school. They have an exceptionally good understanding about their different cultural backgrounds because parents are regularly invited into the school to speak about the cultures in which they were brought up. Pupils make extremely good links between cultures, for example, in an English lesson, associating a pilgrimage made in medieval England with a family's experience of joining the Hajj. They understand British culture through visits to museums and theatres. Pupils' excellent art and design work around the school reflects a variety of cultures from Australian aboriginal art to clay statues in the style of the moai statues at Easter Island.

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

- 4.6 The quality of the provision for the welfare, health and safety of pupils is excellent. The pastoral care shown to pupils is outstanding, fostering their personal development and academic achievement extremely well, and fulfilling the aims of the school to provide pastoral care that nurtures and supports the health and welfare of each individual pupil within a safe and happy environment. The school has given much thought to embracing the agenda of the 'Every Child Matters' initiative, which is at the heart of their pastoral care procedures. Excellent systems of communication between staff, including weekly discussions and information sharing, ensure that pupils who may need extra help and guidance are supported effectively. Whilst a very small number of pupils in their responses to the pre-inspection questionnaire felt that they are not given individual help when they need it and that not all teachers are fair in giving rewards and punishments, there was no evidence to substantiate these views. Pupils say that they are very well cared for, and that they have an adult to turn to should they have a problem. Relationships between all in the school community are very strong. The responsibility for being a 'playground friend' is taken seriously and pupils try to ensure that no-one is lonely at playtime.
- 4.7 An extremely good pastoral care policy combines all aspects of welfare, health and safety, and various staff take special responsibility for different areas. Pupils know that staff, who are very good role models, have high expectations of their behaviour and their response to this is exemplary. They believe that bullying is extremely rare, and most agree that staff deal with any difficulties quickly and constructively. The safeguarding of pupils is excellent with all recruitment procedures carried out well. All staff are appropriately trained for their responsibilities in this area of welfare and the policy is robust.
- 4.8 Health and safety policies and procedures are strong. Measures are taken to reduce the risk of fire and other hazards and regular fire drills are carried out. Risk assessments cover all areas of school life, both on and off site. A large number of staff have paediatric or other first aid qualifications, and appropriate provision is made during the school day for those pupils who may fall ill. An accessibility plan has been written which is designed to improve the educational provision for those with disabilities. The admission and attendance registers have been accurately maintained and stored. Pupils understand very well the importance of choosing a healthy diet and participating in regular physical exercise. They can bring fruit snacks from home and have a choice of bringing a packed lunch or enjoying in-house prepared hot school lunches, for which the ingredients are bought daily to ensure the freshest meals are being served and that they are nutritious. Pupils participate with enjoyment each week in games and swimming.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The arrangements for governance of the school soundly support its aims and development. The administrative board is made up of the proprietor and two advisers, who together serve as a board of governors. The board retains good oversight of finance and premises. It has made well-considered provision for utilising the school's current accommodation to best effect and it ensures that good resources are available to supply educational needs. However, the proprietor leaves some areas of responsibility to one of his advisers, and until recently has not had a particularly close knowledge of the day-to-day life and work of the school. In addition, the board lacks educational expertise among its advisers. Meetings of the board are held termly, when it is kept well informed about school issues by the headteacher. It is aware that it relies heavily on the headteacher's reports. One adviser, whom the staff know well, takes a regular opportunity to find out about the work of the school at first hand and has undertaken training in relation to these responsibilities of governance. Recent changes in the organisation of governance have meant that staff have started to attend meetings in rotation to inform the board directly of progress in their areas of responsibility. The board has a general awareness of its legal responsibilities, particularly those for health and safety and safeguarding, which are undertaken with care. The board provides advice and support for future growth and improvement, although its involvement in the school's development plan is limited.

5.(b) The quality of leadership and management

- 5.2 Leadership and management are effective in fulfilling the school's academic aims of providing a good quality education within a safe and happy environment in which pupils are encouraged to work and play with enthusiasm, enjoyment and confidence. The highly effective leadership of the headteacher, her senior team and a strong, dedicated group of staff supports pupils by developing within them excellent personal, social and moral values so they are able to make a positive contribution to society and equip themselves well for later life.
- 5.3 Since the previous inspection, the workload of the headteacher has been reviewed and improved, enabling her to lead more effectively. Whilst the vision of the leadership team is represented in a clear school development plan which sets out specific areas of improvement across various aspects of school life, the objectives, most of which have now been completed, are not sufficiently focused on raising the quality of teaching, learning and achievement still further. Subject co-ordinators are involved in monitoring the outcomes for pupils, a recommendation of the previous inspection, through regular scrutiny of pupils' books, and the headteacher undertakes lesson observation of staff on a termly basis. Subject policies and schemes of work are of good quality overall with some excellent examples.

- 5.4 Effective policies and procedures have been written, covering all areas of school life, and a detailed matrix calendar has been planned, and is in the process of implementation, to monitor, review and evaluate areas of management and curriculum development. Staff deployment is good and provides strong support for those pupils who have learning difficulties or disabilities. A suitable appraisal system operates annually, but is not effectively linked to the school development plan, the matrix calendar or monitoring of teaching and learning. The safeguarding, welfare, health and safety of the pupils are high priorities, with all staff trained in these areas. Pupils' progress and welfare are discussed in all staff meetings and in addition a great deal of informal discussion takes place. The recruitment of staff is carefully carried out, and all checks, including those with the Criminal Records Bureau, are recorded accurately on the single central register. In-service training, both internally and externally, is a regular feature. The accommodation is used to best effect with imaginative and highly creative displays of work around the building which value and celebrate pupils' achievements. Very good use is made of excellent external facilities for sport and swimming. The pupils are very happy and are proud of their school.

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

- 5.5 Links between the school and parents are excellent. This represents an improvement since the last inspection, and fulfils the school's aim of seeking to maintain a close partnership with parents; these links have a beneficial effect on the achievement and well-being of the pupils. In their responses to the pre-inspection questionnaire, parents were overwhelmingly supportive of nearly all aspects of the school's work, and they were appreciative of the many opportunities for contact offered by the staff. All who responded were positive about the range of extra-curricular activities provided, the opportunity to be involved in the school's life and work, and the homework set. Other very positive areas were the pastoral help and guidance given to their children, the ready availability of information about the school and the ease of communication and timely responses. Only one issue, about the help given regarding special educational needs, was raised as a concern by a small number of parents. Inspection findings agree with the parents' positive views, but indicate that parents' concerns about the help for those pupils with learning difficulties or disabilities are unjustified. However, they do agree that, on occasion, the more able pupils are not given challenging enough tasks within lessons.
- 5.6 Parents have many opportunities to be involved in the work and life of the school. They can attend special assemblies, productions and teas, as well as sponsored fun days organised by the parents' social committee. Parents are also invited to come into school and speak to pupils in their professional capacities or about their life and cultural backgrounds. Questionnaires are generally sent to parents annually on topical matters such as lunches and activities, and seminars are held to inform them of recent developments in the curriculum or pastoral aspects and their effect upon the pupils. These have included a session on the use of the interactive whiteboards in lessons and their impact on learning. Parents of pupils and prospective pupils receive all relevant information about the school and the parents' handbook is a helpful introduction to school routines. Newsletters from the headteacher are sent electronically and the website is also used to highlight events and successes.

- 5.7 Parents' evenings are held three times each year and the spring term meeting allows for thirty-minute appointments, which parents appreciate and value. These are supplemented by two-weekly grade cards, an autumn short report and a summer full report. The latter contains detailed information for parents, giving very good comments on progress recently made, whilst also including some targets for future learning, particularly in English and mathematics. The vast majority of parents believe that the school handles their concerns with care, and evidence seen indicates that the headteacher and staff make themselves as available as possible to deal with issues as soon as they arise, keeping comprehensive records. Many parents stated that they appreciate the professional way in which their concerns are resolved.

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 Early Years provision is good. In the recent past, the setting has made rapid progress in embracing the curriculum and welfare requirements of the EYFS. The setting meets the needs of individual children well and largely fulfils its aims of providing a secure and happy environment, developing confidence and a love of learning within each child. All children make progress, and effective arrangements exist to ensure their safety and health.

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

- 6.2 The effectiveness of leadership and management of the Early Years Foundation Stage is good. Safeguarding of the children is outstanding; staff are well trained in their roles, and good policies and procedures are reviewed regularly. The staff have positive relationships with parents and carers, and they work together effectively to meet the needs of the children. Responses to the pre-inspection questionnaire show that parents are overwhelmingly supportive of the setting. All areas are well resourced and a comprehensive range of risk assessments ensures that buildings, furniture and indoor and outdoor equipment are regularly checked and are safe. All staff are suitably qualified and the required adult to child ratios are met. Strong policies and procedures promote equality and eliminate discrimination. The current action plan is about to expire. Self-evaluation is undertaken through regular EYFS staff meetings, but it does not link sufficiently clearly to the future learning and achievement of pupils, nor are its outcomes expressed in a formal development plan.

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

- 6.3 The quality of provision in the Early Years Foundation Stage is good with outstanding features. Staff know the children extremely well and are able to cater for individual needs. They plan work intuitively and undertake observations and assessments to inform them of what each child needs to learn next. However, these future steps in learning are not recorded in enough detail on written plans. The attention given to children's health, safety and well being is outstanding. Adults give this a high priority and children are taught about good health and hygiene and all children are extremely well mannered. Lunch and snack times are sociable occasions when good healthy food is provided. A good balance is achieved between activities led by adults and those initiated by children. Although the Reception class does not have direct access to the playground area, staff seize every opportunity to take the children outside in small groups for learning, and break times are active with a good range of small equipment available for the children to play with.

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

- 6.4 The outcomes for children are good. In this supportive environment, children feel safe, and from a wide range of starting points most make good progress so that the majority achieve the Early Learning Goals by the end of Reception. Their skills in communication, language and literacy, numeracy and ICT are developing well. Excellent relationships exist between the children and adults, and children play well together and independently. They display a wide range of interests and enjoy choosing their own activities. Children show a growing understanding of the benefits of a healthy lifestyle and the importance of taking physical exercise. They are aware of danger but know how to stay safe. They display excellent hygiene and safety practices when cooking, for example washing their hands before handling ingredients and taking extra care by following guidelines when using hot water. They are well behaved, friendly, and show respect for each other's differences.

What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.

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 proprietor and a member of the board, 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 Elizabeth Coley	Reporting Inspector
Mrs Lesley Highfield	Team Inspector (Deputy Head, IAPS school)
Mr Jonathan Meadmore	Team Inspector (Former Headmaster, IAPS school)
Mrs Vivien Tabone	Early Years Lead Inspector