



INDEPENDENT SCHOOLS INSPECTORATE

ELMHURST SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Elmhurst School

Full Name of School	Elmhurst School
DfE Number	306/6005
Registered Charity Number	N/A
Address	Elmhurst School 44-48 South Park Hill Road South Croydon Surrey CR2 7DW
Telephone Number	020 8688 0661
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Principal and Proprietor	Mr Henry Wickham
Executive Head	Mr Charles South
Age Range	4 to 11
Total Number of Pupils	196
Gender of Pupils	Boys
Numbers by Age	3-5 (EYFS): 18 5-11: 178
Head of EYFS Setting	Mrs Tanya Mawanda
EYFS Gender	Boys
Inspection dates	24 May 2011 to 25 May 2011 22 Jun 2011 to 24 Jun 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 June 2007.

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 Elmhurst is a day school for boys from the ages of four to eleven. Situated in a residential area of South Croydon, the school traces its history from 1869 and has been based at its present site since 1936. It has expanded its facilities over the years through building additional accommodation and occasionally purchasing nearby property. The school is proprietorial and the ownership changed in 2008. The proprietor became the principal in September 2010 and is undertaking a reorganisation of the school's management structure, including the reassignment of some senior roles; an executive head was appointed in April 2011. Two new lodge-style classrooms have been built near the infants' playground.
- 1.2 The school strives for each individual to achieve excellence in a friendly, caring family community. It sets out to foster personal and academic development through the enjoyable experience of hard work, good manners, honesty and consideration for others. The school further aims, through the provision of wide ranging opportunities and the expectation of high standards, to develop lively, enquiring minds and a love of learning. Elmhurst also seeks to ensure that each boy achieves his full potential.
- 1.3 One hundred and ninety-six boys are enrolled, including eighteen in the Early Years Foundation Stage (EYFS). Pupils largely come from local business and professional families, and represent the area's wide range of ethnicity. Sixteen pupils have been identified by the school as having learning difficulties and/or disabilities (LDD) and receive support. No pupil has a statement of special educational needs. A very small number of pupils are receiving support for English as an additional language (EAL). Based on the results of standardised tests, the ability profile of the school is above the national average.
- 1.4 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 Pupils of all abilities and needs achieve highly in their academic studies and extra-curricular activities. Pupils' learning is strongly fostered by their positive attitudes. The school thus meets its aims well. Pupils approach their studies with considerable interest, their differing aptitudes and abilities being well supported. Teaching is good overall. Most marking and assessment are of exceptionally high quality. These strengths are not consistent across subjects and year groups, and so pupils' progress, and planning by teachers to address their individual requirements, are occasionally less well informed. Nevertheless, teaching enables pupils to progress especially well towards sitting the entrance tests set by the independent and maintained schools to which they apply. The broad curriculum enables pupils to achieve highly and they are generally strongly supported by staff members' care and concern which, in turn, helps to foster pupils' own enthusiastic attitudes. An outstanding variety of extra-curricular activities, coupled with a wide range of trips and outings, strongly enhances boys' experiences, including those in the EYFS.
- 2.2 Pupils' personal qualities are excellent. They are fostered well by the school's open, welcoming atmosphere, which is strongly exemplified by the senior management team (SMT). Pupils' spiritual, moral, social and cultural development is especially strong, fulfilling well the school's aims. Good opportunities for the recognition of their achievements are enjoyed and many boys hold posts of responsibility. The systems for support and pastoral care are highly effective and well understood by pupils. They know clearly, for example, the school's arrangements for safety when moving between buildings and whom they may approach for help should they have a difficulty.
- 2.3 As proprietor, the principal has particularly strong knowledge and understanding of the school's nature, policies and practices. As a result, the governance exercised by the principal is extremely well informed. A formal advisory group of professionals has been established so that governance functions are supported well by readily available expertise. All legal responsibilities are fulfilled, including those for child protection and safeguarding. The school's senior leadership has been restructured and is providing clear educational direction, whilst exemplifying the school's overall strong pastoral care. Staffing has been reassessed so that sufficient, appropriate, well-resourced staff are employed. Management is generally good, with clear procedures and policies providing good guidance to staff. Monitoring and appraisal are not currently receiving a high profile and so managerial oversight is reduced for some staff. The previous inspection's recommendations have been fulfilled well. Parental contact is strong and well fostered. Responses to the pre-inspection questionnaire indicated considerable parental support, particularly in the school's promotion of worthwhile values, its communications and its overall leadership. Parents were less satisfied with the school's handling of their concerns, the consistency of pastoral support, the information about pupils' progress and the effectiveness of learning support for those with LDD. With the exception of the information provided on pupils' progress, inspection evidence did not support parents' views.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

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

1. Monitor middle management and teaching to ensure that high quality practice is evenly reflected across subjects and year groups.
2. Ensure that the implementation and recording of assessment are carried out consistently and used more effectively to inform teachers of pupils' next steps in learning.
3. Improve the quality and consistency of reporting to parents.
4. Improve the transition between the EYFS and Year 1 by ensuring that the good information provided is used to inform staff of future learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Pupils' academic and other achievements are excellent. They are accomplished in academic work, are highly successful in competitive entry to senior schools and their attainments in other areas are of equally high quality. The school therefore strongly fulfils its aim to provide boys with the best possible chance of success in senior school entrance examinations, and to develop the traditional values of respect, responsibility and reliability within a happy, caring, family environment. Pupils attain high levels of knowledge and understanding across the broad range of subjects, games and activities which are provided within and in addition to the curriculum. In the breadth of skills appropriate to all areas of learning, pupils develop considerable competence. These evolving attributes enable them to become well-rounded members of the school community, displaying confidence and enthusiasm for their studies and activities. Across the age and ability range, including pupils with LDD or with EAL, and children in the EYFS, pupils write well, are increasingly articulate, read with confidence and learn to listen effectively. Pupils with LDD or EAL, for example, answer questions clearly, making strong efforts to use correct words, and they approach written tasks enthusiastically. During discussions, pupils presented work of which they were particularly proud with assurance, eloquence and, in the case of science and creative writing, especial linguistic and technical ability. Literacy and, in particular, numeracy, are advanced for pupils' ages and abilities. Pupils discuss matters sensibly, respecting the opinions of others. They agree outcomes and are keen to describe their work and ideas to the class. Information and communication technology (ICT) skills are well developed and used effectively. Creative skills are strong and were seen especially in the food aspects of design technology.
- 3.2 The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are available. Results in national tests at the age of seven have been good in relation to the national average for maintained primary schools, and those at the age of eleven have been excellent in relation to the national average for maintained primary schools. This level of attainment, supported by additional inspection evidence, indicates that pupils make good progress in relation to pupils of similar ability. On leaving school, pupils generally transfer to local independent or maintained schools, many of which have high standards of entry, with a significant number of pupils over the years gaining scholarship awards. In 2011, pupils won seven academic scholarships to local independent schools, were highly placed in a national mathematics Olympiad, were finalists in a primary mathematics challenge and an under-11 local soccer tournament, and were regional representatives in the Independent Schools Association national soccer competition. Boys have represented Surrey in cricket and national tennis, gymnastics and judo competitions. These achievements, coupled with levels of attainment in academic work, indicate that pupils make particularly strong progress over their time in the school.
- 3.3 Throughout the school, pupils show the ability to concentrate well in class and present their work particularly neatly. Pupils want to do well and their attitudes to learning are especially positive; they are keen to learn and evidently much enjoy the opportunities offered at school. They can organise themselves effectively and work well both independently and together, for example in drama, games, the orchestra

and the large junior and senior choirs. This attitude to learning, very well fostered from the Reception class onwards, contributes strongly to pupils' successful achievement.

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

- 3.4 Curricular and extra-curricular provision is excellent. The curriculum is highly effective, makes a significant contribution to pupils' achievements and personal development, and prepares them strongly for the next stage of their education, in line with the school's aims. The curriculum is broad and well balanced, giving pupils of all ages and abilities experiences in a wide range of subjects, covering all the requisite areas of learning. It is strengthened by a suitable personal, social and health education (PSHE) programme which includes aspects of citizenship. Pupils' linguistic skills are broadened as French lessons commence in the EYFS. All pupils, including the youngest, benefit from ICT lessons. Reasoning is also taught in Year 6. Years 5 and 6 benefit from a biannual business studies challenge concerning the structure of companies, linked to the Year 6 business studies course. Library provision has improved since the previous inspection, particularly the system through which boys log their borrowing of books electronically.
- 3.5 The pupils enjoy an excellent range of extra-curricular activities. They expressed great satisfaction with the many and varied sporting, musical and dramatic opportunities available. Pupils stated that the school supports their interests, and thereby their personal development, fulfilling its aims especially well. A large number and variety of visits linked to subjects, including a Year 6 residential trip, further enrich their experiences. Pupils' understanding of the needs of those less fortunate than themselves is extended by their fundraising activities in support of charities at home and an orphanage abroad. They gain an awareness of the community within which they live through visitors to the school such as representatives from Transport for London and the local fire service.
- 3.6 Effective systems, which have evolved and been formalised since the previous inspection, identify and support pupils who require additional help, including those with LDD or EAL, and those who would benefit from greater challenge in their work. Where appropriate, formal assessments are arranged and individual educational plans are created; these are used well by staff. These arrangements give rise to particularly good results for such pupils. Their success is due in part to the great concern and personal attention paid by the staff to individuals.
- 3.7 Pupils receive careful preparation for the next stage of their education, thoughtfully integrated into the all-round provision. This commences early, as sporting and other facilities at nearby senior schools are regularly used. By Year 5, pupils are undertaking a well-planned series of practice interviews and experiencing taster days at their future schools.

3.(c) The contribution of teaching

- 3.8 Teaching is good overall. Teaching generally supports the pupils' learning and progress well, in strong support of the school's aim to foster academic development. As they advance through the school, pupils benefit well from lessons taught by specialists. Teachers are particularly patient and are always prepared to take time to answer questions or to help individuals when necessary. At the same time, teachers have high expectations of the amount and quality of work each pupil should complete. Teachers have good subject knowledge, and usually plan and organise their lessons thoroughly. Some planning lacks detail and this, together with occasionally slow lesson pace, causes pupils' concentration to waver. Teaching assistants are deployed to great effect, especially in support of pupils with LDD or EAL. As a result, each pupil's interests and independence are fostered well throughout the school.
- 3.9 Much marking is excellent and offers helpful suggestions for improvement. Pupils throughout the school are often involved in evaluating their own work so that they can set their own targets. A wide range of assessment data is collected, analysed and used to identify pupils' individual needs. This data complements the teachers' detailed knowledge and awareness of pupils' competencies and progress. In some areas, there is an inconsistency in the quality and use of such records to address individuals' requirements and track their progress.
- 3.10 Teachers employ a variety of methods that hold pupils' attention well; attractive, well-used resources support these methods equally effectively. The introduction of interactive whiteboards has particularly helped the delivery of mathematics, English and French.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils' personal development is excellent. As a result, the school is highly successful in meeting its aims of encouraging hard work, good manners, honesty and consideration for others.
- 4.2 Pupils' spiritual development is excellent. The school instils considerable self-knowledge and self-esteem, and boys develop their self-confidence. They are particularly friendly and sensitive to their own feelings and those of others. Pupils have a strong understanding of the non-material world, which is nurtured through their religious education (RE) lessons as well as assemblies in which they learn well the tenets of Christianity and other faiths. Their art and music add a further dimension. Spiritual awareness is underpinned well by the school's ethos of care for individuals.
- 4.3 Moral development is excellent. Pupils have a clear understanding of what constitutes right and wrong. They understand and practise the school's behaviour code, recognising it as fair. They are self-reliant and demonstrate strong responsibility for others. Year 6 pupils, for example, are paired with Reception as 'buddies', and the older boys mentor the younger ones with great care. Moral development is especially well supported by the PSHE programme and form time, in which pupils have excellent opportunities to discuss and reflect on their behaviour and personal development.
- 4.4 Social development is outstanding. Pupils are particularly committed to the school's ethos. The boys enthusiastically embrace the social mix, playing and working together most harmoniously. Additionally, they take seriously the many opportunities to hold positions of responsibility including, in Year 6, heads of houses and prefects. Elections are held for representatives on the school council. This is strongly supported and is efficiently used by pupils to communicate ideas for school improvement such as menu adaptations. Pupils, through the council, have written their own rules for the playground and classroom, and have designed playground developments. Teamwork is strong, especially in sports and the choirs. The school's charitable giving encourages good awareness of others, whilst visits and visitors enable a good understanding of public services and institutions in England. The popular house system fosters a sense of community across the years. Recently, it has been extended and its effectiveness furthered by the appointment of housemasters and housemistresses.
- 4.5 The pupils' cultural awareness is especially strong. Pupils appreciate well and understand clearly the diversity of modern society. As a result, they are thoughtful and mature. They have a significant appreciation of citizenship issues, and an excellent understanding and enjoyment of music and the performing arts. These strengths are fostered through language, PSHE and RE lessons, assemblies and such events as talent shows. A recent show enabled some Year 2 pupils, for example, to demonstrate their rap skills.

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

- 4.6 The school's arrangements for welfare, health and safety are excellent and make a strong contribution to the personal development of the pupils. All staff have received child protection training and this is updated appropriately. The safeguarding policy and procedures are well understood within the school. Policies are reviewed regularly and evaluated annually by the principal in his role as proprietor. Pastoral care is excellent. Staff provide effective support and guidance for the pupils, in accordance with the school's aims. Pupils of all ages explained how staff vigilantly help them with regard to welfare, health and safety. They know where to go and whom they can approach for help and advice should they have a concern. During discussions, pupils expressed confidence in the procedures and in the support of staff at various levels of responsibility. Relationships between staff and pupils, and amongst pupils themselves, are almost always positive.
- 4.7 The school has effective procedures for promoting good behaviour and guarding against harassment and bullying. Similarly effective procedures are in place to deal constructively with unacceptable behaviour, and the school is able to adapt these measures, as appropriate. Pupils and staff, whilst having a thorough understanding of the procedures, were quick to emphasise that good behaviour, in and out of class, is the norm.
- 4.8 A limited response by pupils to the pre-inspection questionnaire indicated that a small proportion were concerned about teachers' all-round care for individuals and the equality of their treatment by staff members. Inspection evidence did not support any of these views.
- 4.9 A healthy choice is available at lunch. The school has recently achieved Healthy School status in a national awards scheme. Pupils are well aware of the importance of a balanced diet and opportunities for exercise in playtimes, sports and physical education.
- 4.10 The health and safety of pupils receive excellent attention. Risk assessments are fully and suitably carried out within the school and on external trips. The school's fire policy contains all the necessary details and efficient evacuation procedures are in place to ensure the safety of all individuals. Alarms and extinguishers are tested regularly and clear records are kept. Suitable arrangements are in place for any pupils who may become ill. A good number of staff members have first aid qualifications, including paediatric first aid, and appropriate numbers of staff qualified at each level are always available. The school has a suitable plan to improve educational access for pupils with special educational needs or disabilities. The attendance and admission registers are appropriately maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The school's governance is good. All legal responsibilities are suitably executed, including child protection, employment checks on staff, and welfare, health and safety, so that pupils' needs are supported effectively. A thorough review of the school's current and likely future requirements regarding accommodation and staffing has resulted in the provision of two excellent new classrooms. Additional staff have been appointed in areas identified as requiring improvement. The necessary finances for these developments have been made available, as well as for a suitable range, quality and quantity of resources to underpin teaching and other roles.
- 5.2 A review of proprietorial responsibilities is underway, with the intention to develop further the effectiveness of governance in relation to the school's leadership and management. As proprietor, the principal has established an advisory panel of experienced professionals to support him in his governance role. This includes experts in education, strategic planning, safeguarding, health and safety, and legal and financial matters and, in consequence, governance decisions are well advised.

5.(b) The quality of leadership and management

- 5.3 Leadership and management are good. At the time of the inspection, these functions were particularly closely linked with governance. The proprietor, who assumed the role of principal in September 2010, and thereby undertook much of the routine work of a head, appointed a new executive head in April 2011 and restructured the SMT. Together, the principal, executive head and SMT fulfil all leadership and management responsibilities, in accordance with the school's aims. As a result, the school is functioning well.
- 5.4 The SMT sets clear educational direction that drives the quality of the pupils' experience as well as the excellent standard of their personal development, in line with the school's aims. Senior managers meet weekly, discussing and refining the school's weekly plans, and addressing longer-term aims through the thorough school development plan. Together with the subsequent information flow to staff, pupils and parents, this ensures that the school runs smoothly. This is not consistently exemplified in the effectiveness with which monitoring and common practices such as self-evaluation, assessments and record-keeping are carried out. Nevertheless, the outcomes for pupils, particularly as they leave the school in Year 6, are seen in the excellence of their personal development and the high quality of their academic and other achievements.
- 5.5 Middle management responsibilities are well defined and addressed with considerable care, in fulfilment of the previous report's recommendation. Heads of subject and co-ordinators generally provide a strong lead, although this is not consistent in all subjects and year groups. Management at all levels is successful in recruiting, motivating and training high quality staff. All staff have been appointed in accordance with safer recruitment guidance. All appropriate recruitment checks have been made and are recorded clearly. Senior leaders ensure that staff are suitable for their roles and have undergone appropriate training in safeguarding, welfare, health and safety.

- 5.6 Since September 2010, the SMT has reviewed the annual appraisal system. These arrangements continue to evolve and teachers and pupils are already beginning to benefit as personal targets are agreed and professional development is formally planned. Concurrently, procedures are developing for the monitoring of teaching standards and assessment, and the setting and consistent achievement of priorities.

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

- 5.7 Links with parents are good. They have improved recently with the addition of an excellent, colour newsletter which is published several times each term and a 'blog' from the principal. School news is also clearly disseminated through the website so that parents have ready access to information concerning current events, and communication is strong. Parents are able to attend matches and performances, and to participate in parents' association events such as fund-raising dances, and can easily make formal and informal contact with senior managers and staff, all of whose availability is excellent. All this is in full accord with the school's aim to create a friendly, family community, and pupils benefit considerably from parents' interested involvement.
- 5.8 Parents of current and prospective pupils are provided with comprehensive and relevant information about the school, and its policies and procedures. These are helpfully available on the website or in hard copy from the school office. Parents of current pupils may attend parents' evenings at least annually for each year group. They receive grade reports every three weeks and fuller written reports each term. These comment fully on pupils' knowledge, understanding and skill although they do not yet report on the topics studied in each subject, nor do they always indicate boys' efforts as well as their achievement.
- 5.9 Parents' response to the pre-inspection questionnaire indicated considerable satisfaction with the school, its values, and the progress pupils make through curricular and extra-curricular activities. A proportion were dissatisfied with the information provided about their children's progress and, as a result, the school has recognised that reports are not sufficiently strong in content. Inspection evidence did not substantiate the view, held by some, that the school provides inadequate pastoral care and support, that there is insufficient help for pupils with LDD and that homework tasks are poorly selected. The school handles parental concerns with great care, following its published procedures closely. A suitable complaints procedure is in place.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 The overall effectiveness of the EYFS is good, with a number of outstanding features. A particularly secure, friendly environment gives children considerable self-confidence and independence. Careful planning ensures that all children progress well towards the Early Learning Goals and that their needs are well met. Since the previous inspection, the range of outdoor play activities has been expanded and planning is now undertaken with care. Self-evaluation and parental feedback have helped to develop plans further to improve outdoor facilities and communications.

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

6.2 Leadership and management are good. Effective implementation and regular review of policies, procedures and risk assessments ensure that all children are safeguarded well and that equality is promoted. Thorough employment checks ensure that adults are qualified and suitable to work with children. Liaison with the local authority and other settings enables good reflective practice, and the EYFS staff meet weekly to evaluate the strengths and areas for development of the provision. The resulting actions specify clear targets for improvement and provide realistic criteria to measure success. Appraisal and monitoring identify staff needs well. Pre-inspection questionnaires indicate good parental support, particularly for the school's pastoral care and the wide range of opportunities available. Close, supportive partnerships exist with parents and families. They have many opportunities to contribute to their children's learning and are immediately consulted over any concerns. Historical shortcomings in arrangements to discuss fully with parents their children's individual EYFS profiles have been resolved recently. Imaginative use of resources supports all areas of learning.

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

6.3 The quality of the provision is good, with many outstanding features. Meticulous planning comprehensively covers the six areas of learning. This, together with small classes and effectively deployed support staff, fully meets each child's needs. Careful organisation ensures strong, individualised observations, and these are used well to record progress, set targets, identify needs and personalise support. However, records passed on to Year 1 staff are not always used to best effect, although the care which staff exercise for individuals remains strong. The setting's location restricts easy access between the indoor classroom and outdoors. A good balance of adult-led and child-initiated opportunities, including imaginative play, is achieved in afternoon outdoor activities. A new, decked outside area provides quieter space, whilst safe, wheeled toys provide exciting challenges that develop motor skills. Playground rules, compiled by the school council, ensure good outside safety, and classroom routines successfully guide behaviour and hygiene. Swimming, music and French are taught by specialists, enhancing children's experiences well. Trips and visits strongly extend and reinforce a rich experience of ethnic diversity. Year 6 'buddies' are welcomed and, with staff, encourage good behaviour, reflecting the school's care. Nutritious lunch choices are provided, water is always available and medical facilities are good.

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

6.4 Outcomes are outstanding. Most children achieve the Early Learning Goals and many exceed them. Children thoroughly enjoy learning, working strongly independently and in groups. They articulate ideas keenly, and focused questioning promotes decision making, problem solving and, particularly, listening skills. Equally strong progress is made in free writing and numeracy. Children can, for example, use numbers up to twenty with confidence, and handle well the concepts of two- and three-dimensional shapes. Children play together especially well, feeling safe and confident to share any concerns with adults. They know how to stay safe, and understand hygiene, healthy eating and fitness. ICT is used competently within the school's facilities; daily ICT opportunities are more limited.

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 proprietor, 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

Mr Robin Lewis

Reporting Inspector

Mr Adrian Downie

Director of Studies, IAPS school

Miss Susan Woodward

Former Head, ISA school

Mrs Gill Bilbo

Early Years Co-ordinating Inspector