



# **INDEPENDENT SCHOOLS INSPECTORATE**

**SNARESBROOK COLLEGE**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Snaresbrook College

Full Name of School	<b>Snaresbrook College</b>		
DfE Number	<b>317/6057</b>		
Address	<b>Snaresbrook College 75 Woodford Road South Woodford London E18 2EA</b>		
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Head	<b>Mrs Linda Chiverrell</b>		
Proprietors	<b>Mr Stephen Mathison and Mrs Elizabeth Simmons</b>		
Age Range	<b>3 to 11</b>		
Total Number of Pupils	<b>162</b>		
Gender of Pupils	<b>Mixed</b>		
Numbers by Age	0-2 (EYFS):	<b>0</b>	5-11: <b>115</b>
	3-5 (EYFS):	<b>47</b>	11-18: <b>0</b>
Number of Day Pupils	Total:	<b>162</b>	
EYFS Gender	<b>Mixed</b>		
Inspection dates	<b>17 May 2011 to 18 May 2011</b>		
	<b>15 June 2011 to 17 June 2011</b>		

## 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.

1. The Special Educational Needs and Disability Act (SENDA).
2. Race, gender and sexual discrimination legislation.
3. Corporal punishment.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Snaresbrook College is a co-educational day preparatory school for pupils from the ages of three to eleven. The main building is a Victorian house in an urban area where outer London meets Epping Forest. In the last fifteen years the house has been extended and the Early Years Foundation Stage (EYFS) unit has been rebuilt. Founded in the early 1930s, the school is a limited company which has been run by the same family for over fifty years. Members of the family, the headteacher and two others are directors of, and administer, the school.
- 1.2 The school encourages academic, creative and sporting development and strives to establish an enjoyment of learning, as well as focusing on the pupils' social education, extending their consideration, tolerance and respect for each other, together with a desire to help others.
- 1.3 There are 162 pupils in the school, of whom 47 are in the EYFS. There are similar numbers of boys and girls. The school has identified 19 pupils as having learning difficulties and/or disabilities (LDD), all of whom receive specialist help from the school. No pupil has a statement of special educational needs. Nearly half the pupils come from ethnic minorities. English is an additional language (EAL) for 11 pupils, one of whom receives support for his English from the school. Most pupils come from professional or business families living in the surrounding area.
- 1.4 From the results of standardised tests, the ability profile of the school is above the national average.
- 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 The school successfully meets its aim to provide a broad, enjoyable education, resulting in strong academic, creative, sporting and social development. The overall quality of pupils' learning and achievement is excellent. Teaching that is of very high quality overall promotes strong academic progress and accomplished attainment. It also engages the pupils' interest and imagination, features which were found wanting in the previous inspection. Furthermore, since that inspection, ICT has been significantly developed as a resource for teaching and learning. A positive attitude to study and exemplary classroom behaviour contribute valuably to purposeful learning. Work is marked regularly and constructively. Pupils' progress is systematically monitored, but not enough is yet done to plan for the most productive ways of learning for each pupil. The pupils achieve at least good and sometimes high standards across a suitable range of extra-curricular activities. A broad curriculum enriches the pupils' educational experience and enables them to achieve personal fulfilment.
- 2.2 The quality of the pupils' personal development is excellent. Outstanding pastoral care and effective safeguarding, welfare, health and safety arrangements contribute significantly to the personal development of pupils. Very high standards of behaviour are evident throughout the school and are appreciated by parents. Relationships are excellent. Occupying a large house, the school has a warm, 'family' atmosphere. In and around the school, pupils exhibit confidence, openness and courtesy which reflect pride in, and affection for, the community to which they belong. They take seriously their responsibilities when given the opportunity to lead or to serve.
- 2.3 The board of directors exercises conscientious oversight of the school. Lines of communication are excellent and the directors take an active interest in all aspects of school life. Development planning is thorough and realistic. Leadership is dynamic and direction is clear. Careful, committed management ensures that the day-to-day life of the school is orderly and well controlled. Pastoral and academic administration is excellent. The school promotes close links with parents, who expressed great satisfaction with their children's education.

### **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. Extend the use of assessment to ensure planning always takes account of individual pupils' ways of learning.
  2. In the EYFS, consider producing an 'achievement record' to enhance the setting's already strong two-way communication with parents.

### **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 pupils' overall achievement is excellent. They are extremely well educated in accordance with the school's aims. They display secure knowledge, understanding and skills in their academic disciplines and in a good range of activities. At every stage the overall standard of articulacy, literacy and numeracy is high, and pupils are confident and competent users of information and communication technology (ICT). Pupils enjoy the study of French and German and show through their contributions in class that they have mastered what they have been taught. Classroom displays of pupils' work are of high quality and the pupils themselves are very proud of their publicly recognised achievements. Many pupils displayed skill and flair in choral singing, art, design and drama. Individual and team successes have been achieved in badminton, swimming and football. They take pride in their written work, which is, on the whole, smartly presented. Pupils produce a substantial volume of work and some long pieces by older pupils reflect real diligence and perseverance. Pupils gain proficiency in their use of ICT and enjoy experimenting with new applications. Pupils participate in extra-curricular activities with enthusiasm and gusto, qualities which were much in evidence on sports day, which took place during the inspection.
- 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 currently available. Results in national tests at age eleven have been good in relation to the national average for maintained primary schools. Pupils have a strong record of success in examinations to their senior schools, with a significant proportion of Year 6 leavers annually winning scholarships. This level of attainment indicates that pupils make good progress in relation to pupils of similar ability. This good, and often rapid, progress was evident during the inspection, manifested by lesson observations, work produced and curriculum interviews with pupils. In all subjects, pupils with LDD gave evidence of making good progress.
- 3.3 The quality of their academic progress and attainment is due in no small measure to the pupils' very positive attitude to learning. Their behaviour in class is exemplary. They settle readily to their work and are highly attentive and responsive in class. Applying themselves with evident enjoyment, the pupils are enthusiastic students, keen to do well and eager to be challenged. They are willing to contribute and prepared to think for themselves. They co-operate very well in group work and listen appreciatively to one another's views.

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

- 3.4 The excellent academic curriculum is broad and well-balanced and makes a strong contribution to pupils' achievements. It covers all of the required areas of learning and is suitable for all ages, abilities and needs. It fully supports the stated aims of the school. Linguistic breadth is provided by the introduction, at various stages and as part of an academic extension programme, of French, German and Latin. The personal, social and health education programme incorporates excellent material on confidence, responsibility, citizenship, relationships and the exercise of choice. ICT skills are taught discretely and are also very well developed across subjects. The curriculum includes many opportunities for creativity, independent thought and the development of reasoning skills. Coming into class for morning registration, pupils may find a teasing puzzle on the board: they enjoy these exercises in mental gymnastics.
- 3.5 The identification and consideration of the ablest pupils is a continuing process, and provision for them is regularly discussed at staff meetings. Extension work presently includes music theory, German, additional mathematics and further reading, as well as the more challenging work which they are given in class. Their needs are very well provided for. The same can be said of pupils with LDD and EAL. Again, their requirements are systematically identified and they receive appropriate specialist help. Furthermore, clear, concise individual action plans highlight pupils' learning difficulties and indicate the support that is being given in class, in small groups or in one-to-one sessions. Pupils with LDD benefit from the close attention of the teaching assistants, whose support enables them to keep up with their contemporaries.
- 3.6 Thanks not least to the skilful and successful deployment of resources in order to make the best use of limited space, pupils enjoy a good range of extra-curricular activities which enrich their all-round education and personal development. Use of nearby facilities enables them to develop their talents in a suitable range of sports. The adventure challenge scheme, which is recognised by the Duke of Edinburgh's Award scheme, develops skills such as cooking and first-aid, introduces pupils to community service, and fosters resilience and independence. The creative and performing arts find expression in plays, concerts and colourful displays of artwork.
- 3.7 A number of flourishing links in the community help the pupils towards a more mature appreciation of the society in which they are growing up. Older pupils visit elderly residents in the neighbourhood; there are strong links with the parish church; pupils support local charities; and representatives of various public services, such as the police and the local authority, provide guidance and training. Pupils gain a strong social awareness and widen their horizons as a result of the help that they give to a school in Ghana, their residential trips in this country and abroad, and their pen-friendships with contemporaries in France.

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

- 3.8 The quality of the teaching is excellent overall. It makes a central contribution to the pupils' progress, attainment and enjoyment, and to the school's fulfilment of its academic aims. Teachers are well qualified; the level of their knowledge and expertise is high. Behaviour is managed outstandingly well, to the benefit of effective learning. The teachers' rapport with their students is excellent. Teachers pay close attention to the needs of each individual student, involving them all throughout lessons. Responses to the questionnaire show that pupils find their teachers helpful and appreciate their willingness to help them with their work outside the timetabled lessons, and inspectors agree.
- 3.9 Throughout the school the lessons are carefully planned, and in many cases scope for flexibility and improvisation is maintained. At every stage, lessons observed were taken at a brisk pace, with many imaginative and varied approaches to the work in hand. Versatile use of ICT as a teaching resource stimulates lively responses. Great advances have been made in the application of ICT as a resource for teaching and learning, which was found wanting at the time of the previous inspection. Where teachers had an open choice, in practical subjects for instance, themes and topics were chosen with the clear purpose of exciting the pupils' imagination. Exposition of material is clear, confident and enthusiastic, and a number of lessons were led with real flair. Central to many of the lessons observed was the teacher's communication of a real passion for his or her subject. The previous inspection found that some of the teaching failed to engage the pupils' interest and imagination. This deficiency has been rectified. Pupils said that they found their lessons interesting, and this was borne out by their animated engagement in class. In modern foreign language lessons there is a good mixture of English and the foreign language. Teaching is characterised by high expectations of all pupils' performances and by friendly but firm encouragement of all pupils to do their best. Teachers stimulate a spirit of enquiry. In their questionnaire responses, the pupils acknowledged that they were encouraged to do things for themselves and to think independently, and this was confirmed during the inspection.
- 3.10 Marking of books is thorough, regular and with many useful and encouraging comments. Data about ability and performance, in combination with teachers' knowledge of their pupils, are used to monitor progress and set academic targets. However, the fullest application is not being made of the processes of assessment for planning for the most productive ways of learning for each pupil.

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

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

- 4.1 The pupils' personal qualities are developing excellently, in accordance with the aims of the school. The school successfully generates self-assurance and self-esteem, through its wide range of opportunities for personal fulfilment. Pupils spoke confidently in class, displayed assurance in the drama sessions, conversed articulately, and conducted tours of the school personably and with evident pride. Their appreciation of the spiritual dimension is shown by the active and reverent part which they take in the acts of worship.
- 4.2 Pupils have a secure sense of right and wrong. Their social development is extremely good. They display courtesy to adults and treat younger fellow-pupils kindly and considerately. A strong sense of friendly co-operation permeates school life. Whether in small or large groups, the pupils enjoy their free time in a lively but civilised manner. Parents agree that the school promotes worthwhile attitudes and views, and that it achieves high standards of behaviour; the pupils' behaviour is exemplary.
- 4.3 The school encourages pupils to take responsibility: they respond very well and undertake their duties conscientiously, in roles which offer opportunities for leadership and service. Day-to-day jobs and duties are allocated by rotation in accordance with the school's principle that every pupil should be given opportunities to take responsibility. The school council, with two representatives from each year group from Year 2 upwards and run by Year 6 pupils, makes helpful proposals, for instance regarding fund-raising initiatives. Pupils respond enthusiastically to charitable ventures and they clearly appreciate that through their charitable giving they are helping those less fortunate than themselves. The adventure challenge scheme, especially its community service and residential elements, plays a crucial part in pupils' social development.
- 4.4 Pupils develop an increasingly mature understanding and appreciation of other cultures and traditions. In this ethnically diverse school, the pupils co-exist in complete harmony. Teaching about world faiths, art and music, the introduction to modern foreign languages, and visits outside school all enrich pupils' cultural awareness, as do imaginative initiatives such the display board which focuses on a different language every month.

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

- 4.5 The quality of pastoral care and the arrangements for the pupils' welfare, health and safety are excellent, as parents affirm in their responses to the questionnaire, and contribute greatly to their outstanding personal development. The staff provide high-quality support and guidance for the pupils, who are clearly as happy to be at Snaresbrook College as they say they are. Relationships throughout the school, between staff and pupils and amongst the pupils themselves, are outstanding. Appropriate pastoral structures are monitored by senior management. The staff know their charges very well indeed and frequent informal exchanges about pupils' welfare complement formal arrangements such as the weekly staff meeting. At this meeting, all staff are able to learn of matters of interest or concern regarding individual pupils. The close knowledge of each pupil means that their particular needs are met, thus contributing greatly to their personal well-being and development. On many different occasions during the inspection, staff, pupils and

parents used the word 'family' when describing the school and this sense of belonging to a safe, intimate, close-knit community was always in evidence.

- 4.6 Parents agree that the school achieves high standards of behaviour, and this view was fully borne out during the inspection. Courteous and considerate, the pupils conduct themselves excellently. Traffic in confined spaces is smooth and manageable, thanks to the pupils' orderly queuing, willingness to hold doors open for others and patient progress from place to place. The school's behaviour policy is clear and fair; sanctions rarely have to be invoked. The many pupils interviewed were unable to recall any instances of bullying and they said that differences were resolved promptly and effectively.
- 4.7 Arrangements for pupils' health and safety are effective. The safeguarding policy is robust and implemented successfully. All staff receive regular child protection training. Appropriate measures are taken to reduce the risk from fire and other hazards, and thorough risk assessments are undertaken before school trips. The personal, social and health education programme contains excellent material on personal well-being and pupils are given sound advice on internet safety and cyber-bullying. The medical facilities for those who are ill are suitable. The school has a detailed plan further to improve educational access for pupils with special educational needs or disabilities, and this is reviewed at every meeting of the board of directors. The attendance and admission registers are properly maintained and correctly stored.
- 4.8 Encouragement of the pupils to develop healthy eating habits is supported by the lunch menus, which offer nutritious dishes and always plenty of salad and fresh fruit. Lunches are civilised and sociable occasions. A full programme of games, outdoor play and physical education ensures that pupils take regular exercise.

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

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

- 5.1 The quality of the governance of the school is excellent. The board of directors exercises effective oversight and fully supports the aims of the school. It conscientiously discharges its responsibilities for educational standards and investment in staff, accommodation and resources. The school's financial well-being is regularly and carefully monitored.
- 5.2 Liaison between the directors and the school is outstanding. The headteacher is a member of the board and her monthly meetings with the chairman ensure that both parties are fully informed of current school issues. New members have recently joined the board, widening its range of expertise and the already excellent extent of its involvement with the life and work of the school. The directors are mindful of the importance of succession planning.
- 5.3 The school's development plan is thorough, realistic and far-sighted. The directors closely monitor its implementation, endeavouring to make the best use of the school's site and resources. They employ external consultants, where appropriate, and they are kept up-to-date with regulatory requirements. Policy documents are subject to a programme of review. The directors receive and review regular reports on health and safety, child protection and safeguarding matters.

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

- 5.4 The leadership and management of the school are excellent and highly effective in furthering its aims through the provision of an education which promotes enjoyable learning and the nurturing of strong personal values. Energetic leadership drives this lively, creative community, while efficient management ensures the orderliness of its day-to-day life. Priorities and expectations are effectively communicated to all staff, thus ensuring that the school has a clear sense of direction. This is reflected in the high quality of the pupils' education and the excellence of their personal development. Unity of purpose is achieved not least because of the transparency with which the school is managed.
- 5.5 The school is extremely well run and communication at all levels is outstanding. The success of the school's management may be attributed to a mixture of the formal and the informal: on the one hand, there are clear structures and weekly staff meetings; on the other, in this intimate setting it is the work of a moment for a member of staff to go and talk to a colleague about a matter of interest or concern. Consequently issues concerning the pupils' well-being tend to be spotted and dealt with at an early stage. Thanks to excellent teamwork, administrative arrangements and the management of daily routines are carried out smoothly and effectively, to the benefit of the pupils' all-round education. The school not only carries out a large amount of purposeful activity on a confined site but also makes the best use of space and resources very cleverly.
- 5.6 The scheme for evaluating and improving standards of education incorporates regular meetings, lesson observations, target-setting and a staff appraisal programme which includes a review of the need for in-service training. All members of staff, both teaching and non-teaching, are given the opportunity to contribute to the updating of the school development plan. Rigorous procedures are followed

concerning the recruitment of all staff and directors, and a centralised register of appointments is accurately kept. All staff are suitably trained and aware of their important roles in safeguarding, welfare, health and safety.

- 5.7 In their responses to the questionnaire, parents expressed great satisfaction with the governance and management of the school, with which inspectors agree.

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

- 5.8 Relationships between the school and parents are excellent. Parents are closely involved in the life of the school from the start, when information for current parents and for parents of prospective pupils is thorough and helpful. The school offers many opportunities for parents to attend events, such as concerts, plays or sports fixtures; the level of parental attendance at sports day was exceptional. Parents involve themselves in the life of the school through, for instance, membership of the parents' association, which is active in its support of the school, arranging various social and fund-raising events, the profits being used to buy 'extras' for the school or to lay on special treats for the pupils. The school also offers information meetings, for instance giving advice to parents as to how they can help their children, about transition to the next stage of their education and about internet dangers. Parents are also consulted from time to time through surveys. Parents appreciate the flexibility of the school in operating a breakfast club and providing after-school care.
- 5.9 Parents receive regular information about their children's academic progress. Parents' evenings are held termly and written reports are sent twice a year. These detailed, informative and constructive reports also include objective statistical data about the pupils' ability and a designated section on personal and social development. Parents receive a regular newsletter. They are encouraged to contact the school whenever they feel they need to, and the accessibility of staff, both teaching and administrative, makes such contact readily achievable.
- 5.10 In their responses to the various sections of the questionnaire, parents expressed a high or very high level of satisfaction. Parents appreciate the openness of the school, the availability of information, the ease with which they can communicate with the school, the timely responses they receive to questions and the way in which concerns are handled. A great deal of contact between home and school, by email, letter, telephone or in person, leads to issues being dealt with quickly, efficiently and effectively. Senior staff are always present at the front of the school at the beginning of the day, ensuring not only a friendly greeting as parents bring their children to school but also the opportunity for a word about a matter of interest or concern.
- 5.11 Parents subscribe to the ethos of the school and approve wholeheartedly of the education which their children are receiving. This was evident from questionnaire responses and underlined by remarks made on sports day and when parents brought or collected their children.

**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 effectiveness of the EYFS is outstanding. The needs of all children are met exceedingly well and so they make excellent progress in their learning and development. All staff know the children extremely well, creating an inspirational environment where each child is valued highly. Rigorous self-evaluation enables existing high standards to be maintained and identifies areas for improvement. Since the previous inspection, improvements have included more parental involvement and an increase in resources, providing a greater choice of activity for the children.

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

6.2 Leadership and management are outstanding. Comprehensive policies are implemented rigorously and consequently children are safeguarded extremely effectively. Parents show strong support for the school. They appreciate the detailed written reports, parents' evenings and daily contact through the 'yellow book' that keeps them fully informed of their child's progress. A clear vision of the way forward is shared by the dedicated staff team who meet regularly to reflect upon current practice and make plans for further improvement. Each child has an equal opportunity to succeed, supported by an extensive range of appropriate resources which are used extremely well.

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

6.3 The quality of the provision is outstanding. The bright, spacious setting, most effectively run by well qualified and caring staff, enables children to learn and make rapid progress. Children develop their imaginations and problem-solving skills through role play, learning to choose from the wide range of materials and toys. The 'sensory garden' for the Nursery provides many opportunities for play, learning about different surfaces and growing plants. The Reception children benefit from a large well-equipped outdoor area. A balance is struck between child-initiated and adult-led activities. Whilst an accurate profile of each child informs staff about the next steps in learning, the school does not produce currently an achievement record for each child which would increase the parents' role in their children's development. Children are cared for extremely well and are taught about keeping safe and healthy in many contexts. Regular checks of all equipment create a safe environment. Risk assessments are carried out thoroughly.

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

- 6.4 Outcomes for the children are outstanding. From different starting points they all make substantial progress. By the end of Reception, most achieve high standards in all six areas of learning, well exceeding the expectations of the Early Learning Goals. Children are enthusiastic learners who enjoy participating in all their activities and work industriously, both individually and co-operatively. By the end of Nursery, most children can order numbers up to twenty and use a computer mouse. They develop personal skills and become keen to ask and answer questions. At the end of Reception, most children can read by using basic phonics and are able to use a computer to access the internet. The various styles of painting on display demonstrate the children's considerable creative skills. Children care for and respect each other, take turns, share willingly and offer to help. They develop a strong sense of personal safety, as shown by the way they use cycles and scooters outside. They understand that healthy eating, personal hygiene and physical exercise are pre-requisites of a healthy lifestyle. They are developing considerable skills for the future, displaying exemplary behaviour and relating extremely well to one another and to adults.

**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, one of the proprietors and a member of the board of directors, 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 Paul Spillane

Reporting Inspector

Dr Alison Primrose

Head, IAPS school

Mr Nicholas Rees

Head, ISA school

Mr Richard Balding

Early Years Co-ordinating Inspector