



INDEPENDENT SCHOOLS INSPECTORATE

HARVINGTON PREP SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Harvington Prep School

Full Name of School	Harvington Prep School
DfE Number	307/6002
Registered Charity Number	312621
Address	Harvington Prep School 20 Castlebar Road Ealing London W5 2DS
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Email Address	admin@harvingtonschool.com
Headmistress	Mrs Anna Evans
Chairman of Governors	Professor Alan Gillett OBE DSc MA FRICS
Age Range	3 to 11
Total Number of Pupils	101
Gender of Pupils	Mixed 3 to 4; girls 5 to 11
Numbers by Age	3-5 (EYFS): 32 5-11: 69
Number of Day Pupils	Total: 101
EYFS Gender	(Mixed)
Inspection dates	07 Dec 2010 to 08 Dec 2010 17 Jan 2011 to 19 Jan 2011

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in March 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 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 Harvington Prep School is a day school for girls aged from three to eleven and boys aged from three to four. Founded in 1890, it was originally a boarding school and moved to its present premises soon after 1900. Since the last inspection, the school has become a preparatory school, consequently changing both its ethos and aims; until recently, it educated girls up to the age of sixteen. The school occupies three adjoining Victorian houses in a residential road near the centre of Ealing and has a small purpose-built hall. Recent additions to support the conversion to a preparatory school include a dining room, kitchen and extended art room. The current governing body reports to a board of trustees. The headmistress is responsible for the day-to-day running of the school.
- 1.2 At the time of the initial visit, the school had 101 pupils on roll, including the co-educational Early Years Foundation Stage (EYFS) section of 20 girls and 12 boys, and a total of 69 girls in Years 1 to 6, known as the Prep School. Certain year groups move into the year above at the beginning of each summer term. Pupils come from a range of business and professional backgrounds, and travel from a wide area including Ealing, Chiswick, Wembley, Southall and Northolt. Some of the pupils come from a range of minority ethnic groups which reflects the local community. The ability profile of pupils varies considerably but is generally in line with the national average. Ten pupils have been identified as having learning difficulties and/or disabilities (LDD), and six pupils receive support for English as an additional language (EAL).
- 1.3 No entry requirement is made for children joining the Nursery or Reception. Entry to Year 1 upwards is dependent on satisfactory assessments in English and mathematics, using school based tests and a report. Leavers at the age of eleven mostly go on to other independent schools.
- 1.4 The school aims to provide pupils with knowledge and experience appropriate to their age and to teach cultural skills through a broad and stimulating curriculum. In seeking a happy and safe environment, the school endeavours to provide a sense of security through consistent expectations within an organised structure. It aims for pupils to develop confidence to lead full and independent lives by creating a caring atmosphere where they are confident that their individual needs will be respected and considered.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used for the EYFS by the school and its National Curriculum (NC) equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Nursery	Nursery
Transition	Reception

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 All pupils, including those with LDD or EAL, are successful in their learning, and the overall quality of their achievement is good. Throughout the school, including the EYFS, pupils attain well and make good progress in their learning. Their overall success is promoted by their positive attitudes and excellent relationships with one another, and through the good teaching they receive. This enables the school to fulfil its aim to provide pupils with knowledge and experience appropriate to their age within a caring environment. The curriculum is broad and includes all the required educational experiences. It affords opportunities for both independent learning and critical thinking, but the application of these is not yet fully consistent across the year groups. The good extra-curricular provision builds on the school's objectives for pupils to develop an appreciation of art, drama and music.
- 2.2 The quality of pupils' personal development is outstanding and is supported by excellent pastoral care. Pupils' care for one another is embedded in all aspects of school life and they demonstrate outstanding levels of spiritual, moral, social and cultural development. High levels of self-esteem and confidence are encouraged through the many opportunities to celebrate success, from the use of stickers, house points and visits to the headmistress, to performance assemblies. Pupils' awareness of those less fortunate than themselves shows in their positive approach to charitable giving. Effective attention is given to welfare, health and safety. Safeguarding procedures have not always been implemented rigorously although current procedures are robust.
- 2.3 Governance, leadership and management are good. The governors have guided the school's strategic development well, and exercise effective oversight. Governors are committed to the academic progress and personal development of the pupil and as a result have enhanced the facilities to meet the needs of the school. Although procedures for the vetting of new staff have, in the past, lacked rigour, successful leadership and management ensure that policies and recruitment procedures are now robust in all areas, and support pupils' welfare strongly. The role of the subject co-ordinators is developing and is supported effectively by clear procedures to monitor the progress of pupils. The total commitment of staff is apparent at all levels. The school promotes strong links with parents. Communication with parents is extremely thorough and they are supportive of the school.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.4 At the time of the initial visit, the school did not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it was required to:
- ensure that recruitment procedures are rigorously followed and checks are carried out before staff are appointed [Part 4, paragraph 19.(2)(a) and paragraph 22.(3)(b), under Suitability of staff and proprietors] and for the same reason [Part 3, paragraph 7.(a) and (b), under Welfare, health and safety].
- 2.5 At the time of the final team visit, the school had rectified all of the above shortcomings, as noted in the text of the report.

(ii) Recommendations for further improvement

- 2.6 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Monitor the developing role of the subject co-ordinators.
 2. Extend the existing good practice to ensure consistency and breadth in teaching methods and provide further opportunities for independent learning, reasoning and critical thinking.
 3. In the EYFS, build on the provision for the outdoor curriculum in the Nursery in order to develop a better balance between indoor and outdoor activities across all six areas of learning.
 4. In the EYFS, allocate sufficient time for the programme of focused peer observation to be maintained and developed in order to allow for best practice to be consistently applied throughout the setting.

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 quality of the pupils' achievements and their learning, attitudes and skills is good. Their success in academic work fulfils the school's aims to provide pupils with knowledge and experience appropriate to their age within a caring atmosphere.
- 3.2 At all stages of the school, pupils show strong levels of knowledge and understanding, and display high literacy and numeracy skills. They are articulate, listen carefully to the views of others and generally express themselves with confidence. They write well in a variety of different contexts. Pupils show a thorough understanding of mathematical concepts and apply these effectively across the curriculum. For example, in a science lesson, pupils calculated the time taken for a micro-organism to grow. Whilst generally pupils reason well and think for themselves, on occasion the style of teaching restricts opportunities to engage in activities that further develop these skills. Information and communication technology (ICT) skills are carefully applied in specific lessons although, as the school is aware, these skills are not always used across the curriculum. Physical education skills within the taught curriculum are effectively developed. Encouraging pupils' creativity is a focus of the school, with musical talent being nurtured through the recently formed choirs and orchestra. Opportunities for performance in drama and school productions are keenly enjoyed by pupils of all abilities, and pupils achieve highly in London Academy of Music and Dramatic Art examinations. Art work displayed across the school and within the dedicated art room reflects the creative efforts of pupils from all ages.
- 3.3 Pupils' overall attainment cannot be measured in relation to average performance against a fixed national norm but, interpreted in the light of available evidence; it is judged to be high in relation to national age-related expectations. Inspection judgements confirm this evaluation of the pupils' attainment and indicate that pupils make good progress in their learning over time in relation to those of similar ability. Pupils follow a broad curriculum, with a strong emphasis on literacy and numeracy. Pupils have excellent attitudes to learning and this contributes to their successful achievement. They work successfully both independently and with others. Overall, they benefit from an environment where learning is consistently monitored and, through the careful system of target setting, they are fully aware of their own achievements. The ability of pupils to organise themselves effectively and the high quality of the presentation of their work demonstrate the effort they put into it.

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

- 3.4 The curriculum and extra-curricular provision are good and strongly assist the school in meeting its aims. They make a significant contribution to the quality of pupils' achievements and their personal development, and prepare them effectively for the next stage of their education. The curriculum is broad and pupils are provided with an interesting range of experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. All pupils develop the knowledge, understanding and skills they need to make progress. Strong emphasis is placed on literacy and numeracy. The personal, social, health and citizenship education (PSHCE) programme covers a good range of topics relevant to pupils' ages. The needs of pupils requiring learning support are well provided for both individually and in the classroom. The provision for the most able pupils is under review, with the school's drive to establish firmly an effective gifted and talented programme through activities and within the taught curriculum. The school extends the curriculum opportunities for the pupils, with each class in Years 4 to 6 moving to their next teacher at the beginning of the summer term.
- 3.5 Curriculum planning provides continuity and progression across all year groups. Schemes of work are detailed and structures are in place to ensure that these are regularly reviewed. The curriculum affords opportunities for independent learning and critical thinking, but their application is not yet fully consistent across the year groups.
- 3.6 Throughout the school, a programme of visiting speakers and off-site activities enriches the curriculum, including the Year 6 residential visit to Flatford Mill and the class visits to local and regional places of interest, such as Hampton Court Palace and the Verulamium centre.
- 3.7 The extensive range of extra-curricular activities, including film making, Latin and cookery, provides enrichment to the pupils' education, which they value and enjoy. The range of sporting activities is limited. Participation in clubs is widespread, as is the number of opportunities to participate in initiatives that are linked to the life of the school, the local community and the wider world. Year 6 took part in delivering Harvest Festival boxes to a local care home whilst Year 5 attended the St Peter's club Christmas party.

3.(c) The contribution of teaching

- 3.8 Good teaching makes a significant contribution to progress and the achievement of high standards. It fully supports the aims of the school and effectively provides a secure foundation for pupils to acquire knowledge, increase their understanding and develop their skills.
- 3.9 The best teaching is characterised by clear objectives, effective questioning, a variety of tasks and a range of teaching styles that meet individual needs; for example, in a Year 2 mathematics lesson on weighing, the pupils were encouraged to explore the concept of weight on their own. Such teaching stimulated and challenged pupils to think critically and work things through for themselves. At times, the lack of variety of teaching styles that encourage investigative work restricts the learning opportunities for pupils of all abilities. The majority of lessons are conducted in a manner that maintains pupils' interest.

- 3.10 Teachers have high expectations of their pupils, and praise and encouragement are used effectively, adding to pupils' enjoyment of lessons. Class teachers, subject teachers and support staff know their pupils well. The arrangements to support pupils with EAL or LDD are of a good quality. Good individual education plans are prepared by the learning support staff with class teachers, and these are reviewed twice a year with parents and pupils. Specialist teaching in music, drama, French and physical education provides good opportunities for the pupils to develop further their subject understanding.
- 3.11 Teachers' subject knowledge is strong and they generally make efficient use of resources to support their work. When used effectively, ICT is shown to support pupils' learning in other curriculum areas. The pupils benefit from many specialist teaching areas that have a positive impact on their learning, including a suite for ICT, two libraries, a science room and an art studio. The libraries are well used and have a good range of both fiction and reference materials.
- 3.12 Relationships between teachers and pupils are excellent. Teachers expect pupils to behave responsibly and to work hard, and they are given every encouragement to do so. The house system is used to reward pupils for good work at every opportunity. The arrangements for assessment are comprehensive and enable teachers to have an accurate understanding of pupils' abilities. Good use is made of standardised test information to monitor pupils' progress. The bank of data, readily available as a resource to all staff, is now becoming valuable in guiding planning. Pupils' progress is regularly reviewed and any concerns are discussed with the headmistress who has a clear overview of the abilities of the pupils in the school. The school has introduced a mechanism to encourage pupils to be involved in self-assessment of their learning, through target setting and the 'traffic light' system, at the end of lessons. Marking is regular and extremely thorough, and gives pupils an accurate understanding of their ability level, with teachers identifying what a pupil should do next in order to progress further.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The personal development of the pupils is outstanding. The school achieves its aims to enable pupils to be happy and confident. It successfully encourages pupils to develop confidence in themselves to lead full and independent lives by creating a caring atmosphere where they are secure that their individual needs will be respected and considered. It is supported by positive relationships at all levels and amongst all members of the community.
- 4.2 Spiritual development is excellent. Pupils are self-confident and highly respectful of each other and adults. They have an aesthetic awareness, listening with care to music and responding to visual aids both in lessons and around the school. Pupils have high levels of self-esteem, encouraged through the highly effective use of the rewards system, including visits to the headmistress to show work of particular merit. Pupils' strong sense of school community is enhanced through performance assemblies during which they share their skills and experiences together and celebrate with great warmth the achievements of others.
- 4.3 Moral development is excellent. Pupils show considerable understanding of moral issues and are highly considerate to others. The pupils value greatly the comprehensive PSHCE programme, recognising its importance to their personal growth. For example, they showed empathy and understanding as they considered prejudice and the impact of this on people's feelings. They appreciate the distinction between right and wrong, and have a concern for the environment. The 'golden rules' and school motto "truth conquers all" are deeply embedded in the school, and the pupils are extremely kind and thoughtful in their dealings with others. Pupils show their awareness of the needs of those less fortunate than themselves through their collaborative relationship with a school in Soweto and by raising considerable funds for local, national and international charities.
- 4.4 The pupils' social development is outstanding. They show highly developed social skills, and relate positively to each other and to adults. This is greatly encouraged through the family setting for lunch, with form teachers and pupils sitting together and enjoying each other's company. Responsibilities in roles such as head girl, heads and deputies of forms and houses, and members of the school council are undertaken highly conscientiously, for example in the thoughtful leadership of house assemblies by house captains. The active school council, drawn from members from Reception to Year 6, is seen by pupils as a highly worthwhile forum that enables their ideas to be considered by the school. Their personal behaviour is excellent and pupils show great consideration for each other.
- 4.5 The pupils' cultural understanding is excellent. The multi-cultural mix of the pupils encourages awareness of difference and an understanding of what this can contribute to their community. It enables a well-developed understanding and knowledge of the diversity of faiths. This is reinforced through the celebration of such festivals as Eid and Diwali during assemblies shared with parents. Through art, music and the humanities curriculum, pupils further develop their cultural knowledge. The school menu is appreciated by pupils and aids their awareness of differences within cultures, as they experience a variety of dishes from around the world. Visits to art galleries, theatres and museums, and visitors to school raise awareness of different cultural strands. For example, the visit of a former pupil encouraged pupils to create their own examples of South American art work.

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

- 4.6 The excellent pastoral care provided for pupils and the good attention given to their welfare, health and safety successfully fulfil the aims of the school.
- 4.7 Pastoral arrangements are highly effective, fostering pupils' personal development and academic achievement extremely well. The caring environment, facilitated by the total commitment of staff, is a strength of the school. Staff provide excellent support and guidance through the roles of form teachers. Regular staff meetings are held to discuss pupils in particular year groups and for any other pupils for whom there may be concern. Pupils are provided with a clear sense of purpose and direction through detailed target setting, which is greatly valued by all within the school. The house system and its regular meetings, with pupils from different classes, enable a sense of identity across the age groups. Relationships between staff and pupils, and amongst pupils themselves, are extremely positive. In the pupil pre-inspection questionnaire, a small minority of pupils stated that teachers do not always treat them equally and do not always deal with bullying that occurs. However, during interviews, pupils were clear that they are well cared for and that they have an adult to turn to should they have a concern. The policy of all staff, including the headmistress, that encourages pupils to talk to them is valuable and is appreciated by the pupils. The school has a clear anti-bullying policy and comprehensive posters in all classrooms. Most pupils agreed that, should bullying occur, staff would deal with any difficulties quickly and constructively. They appreciate the recently installed 'worry box', an initiative of the school council. There is a strong culture of praise. Rewards, including certificates, stars and house points, and successes that are celebrated in assemblies encourage the exceptionally positive and caring behaviour of pupils.
- 4.8 The safeguarding of pupils is thorough, with staff, including designated child protection officers, being given appropriate training in child protection issues. All understand their roles. Statutory guidance on safeguarding children and safer recruitment has not always been rigorously followed in the past, although all staff have now been checked in line with requirements, and procedures for recruitment are now robust. Health and safety procedures are highly effective, with risk assessments covering all aspects of school life. Fire prevention measures are in order and a fire risk assessment is undertaken regularly. Fire drills are held every term and all alarms are tested appropriately. Registration of pupils is methodical, with absence followed up quickly, and the school maintains an appropriate admission register. Suitable medical facilities ensure that pupils' needs are catered for sensitively and effectively. The school has an accessibility plan in place designed to improve the educational provision for those pupils with disabilities and this is in line with the Special Educational Needs and Disability Act. Pupils enjoy the school meals, which are nutritious. They understand the importance of a healthy diet and the need to participate in regular exercise.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good. It is clearly defined and promotes carefully the aims and ethos of the school. The governors know the school extremely well and they provide a keen concern for its stability and sustained development.
- 5.2 The governing body is currently small in size due to the recent changes in the structure of the school. The school has recognised the need to include on the board of governors a balance of expertise and experience: consequently the board has begun to recruit new members. Almost all governors attend the majority of meetings and they are therefore very well informed of their responsibilities to support pupils' academic and personal development. They are highly involved in financial matters and planning for the school's future, and seek expert advice where necessary. Through careful planning, governors provide high standards of accommodation and ensure that material and human resources are used to best advantage to support the needs of the pupils. To this end, governors have successfully identified the needs of a preparatory school and have adapted the site accordingly.
- 5.3 The governing body places high importance on child protection and the welfare, health and safety of pupils, and now discharges its responsibilities in these areas well. However, in the past, the governors' oversight and monitoring of the undertaking and recording of recruitment checks have not always been sufficiently rigorous.
- 5.4 The governors' relationships with the school are outstanding. The chairman is frequently in touch with staff and visits the school regularly. Other members of the governing body provide similar support through their regular contact. These visits, along with the regular reports of the headmistress, give governors a complete insight into the school, its achievements and its challenges, and enable them to support improvement.

5.(b) The quality of leadership and management

- 5.5 Good leadership and management strongly promote the aims of the school. The headmistress has overall responsibility for the school, and has a clear vision which is reflected in the good quality of education and the excellent personal development of the pupils.
- 5.6 The total commitment of staff is apparent at all levels. Non-teaching staff make an important contribution to pupils' development through their support roles within the school community. The needs of the school are thoroughly analysed; priorities are set, and the school's one-year development plan sets out relevant areas of educational improvement, is mostly well written and is reviewed regularly. Subject co-ordinators have begun the process of analysing areas for development and they are involved in the practice of curriculum review to improve further the progress and achievement of pupils. Structures are in place to monitor the quality of teaching and learning through book scrutinies, lesson observations and pupil surveys but, as the school is aware, not all subject co-ordinators have yet been able to fulfil these responsibilities because their current positions are new.

- 5.7 Policies and procedures have been produced for many aspects of school life. Arrangements throughout the school are explicit and defined in written procedures, and implemented effectively by staff. For example, marking throughout the school and in all subjects is extremely thorough. A revised appraisal system has recently been established to aid the professional development of staff, and this has been enhanced by recent in-service training days in pastoral and subject areas.
- 5.8 The safeguarding, welfare, health and safety of the pupils are given high priority, with all staff trained in these areas. Whilst the recruitment of staff is now carried out satisfactorily with all checks in place, checks on a very few members of staff were not always appropriately undertaken before appointment. The centralised register is carefully maintained. The school's premises are used to best advantage, with subject specific rooms contributing much to the quality of the education provided.

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

- 5.9 The quality of links with parents, carers and guardians is good throughout the school, and supports the academic and personal development of the pupils.
- 5.10 Parents have good opportunities to be actively involved in the work of their children. They are welcomed into the school for various events and particularly value the performance assemblies, where pupils of all ages display their various skills, from teaching the school a song to demonstrating their abilities on musical instruments. The carol service at the end of term was well supported and all parents enjoyed the nativity play provided by younger pupils. Parent representatives have now been appointed for each class in the school and the recent cake stall was extremely well supported. A new parent teacher association is in the process of being formed, and is helping to foster a sense of the school's identity amongst parents and in the community.
- 5.11 The quality of information provided to parents is outstanding. All relevant documentation is easily available for parents of current and prospective pupils. Each class issues helpful curriculum information booklets to parents at the beginning of each school year, and parents are also invited to attend information evenings to discuss specific aspects of the curriculum. The school weekly newsletters highlight all the events that have taken place as well as the successes of the pupils. Together with informal communications, these publications keep parents up-to-date with the life of the school community. The school website also provides an excellent source of information for parents. Pupils' homework diaries are used particularly effectively to provide an excellent method of daily communication between home and school. There are termly parents' evenings and reports. The latter are of an exceptionally high standard, providing parents with thorough information about their children's work and progress. In addition, individual pupil targets for future progress are sent home each term.
- 5.12 In the pre-inspection questionnaire, parents were particularly positive about the curriculum, communication with the school and the ready availability of policies. A small number expressed that they are not encouraged to be involved in the life and work of the school, and that they do not feel the school provides satisfactory information about the progress of their children. The inspection findings did not support these views.
- 5.13 An open-door policy operates extremely well and the headmistress greets parents and children daily. Parents are encouraged to raise any concerns about their

children as soon as possible with the relevant member of staff. Complaints are treated seriously, with due care, and are appropriately documented.

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 setting is good. The school's aim to inspire children in a stimulating and encouraging environment is well met. Adults recognise, respect and account for diversity and difference. They support the children well and meet their individual needs. The children make good progress; they enjoy school and participate with enthusiasm. They are prepared well for the next steps in their education. Strong links exist with parents, who are particularly pleased with the pastoral care their children receive. This positive relationship allows them to be involved in their children's education, care and progress, as seen in the morning when they bring them to school. Comprehensive self-evaluation demonstrates the capacity for sustained improvement. Since the last inspection, improvements in assessment methods have allowed for individual children's learning needs to be identified.

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

6.2 Leadership and management are outstanding. Comprehensive policies and risk assessments are implemented efficiently, as seen when the children went out to play on a frosty morning. These ensure that children are safeguarded extremely effectively. There are strong working partnerships with parents and outside agencies. Staff are suitably qualified, and make use of local training opportunities and EYFS consultants to update skills and expertise. Parents are overwhelmingly positive about the setting and praise the balance between nurturing and work. They feel extremely happy with the information they receive about their children's progress and the learning environment. The EYFS co-ordinator constantly reviews provision with a view to improving practice. Self-evaluation is accurate and a development plan identifies priorities for progression. Colleague observation, a recent initiative, enables good practice to be shared but opportunities for this are currently limited. The adults who work with the children recognise and celebrate the unique qualities of each child and show sensitive understanding of how to meet their individual needs. A wide range of age-appropriate indoor resources is used effectively and the children have ready access to these.

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

6.3 Provision for learning and development is good overall. Teaching is rooted in an appropriate knowledge of the learning, development and welfare requirements of the EYFS framework. Adults apply their experience in comprehensive assessment on an individual basis. Children's welfare is afforded a high priority and care is excellent. Children's specific needs are catered for and staff provide strong support, as was seen with a child for whom English is an additional language who joined enthusiastically with the songs for the forthcoming end-of-term production. Adults and children alike make excellent use of the generous classroom space. Outdoor provision is good for Reception and satisfactory for Nursery. Whilst staff do what they can to allow the Nursery children to take their learning out of doors, this is within the constraints of limited access due to building restrictions. Good use is made of assessment information. Throughout the EYFS, learning includes a suitable balance between purposeful play that is teacher-directed and that which is child-initiated. On occasion, the planning of activities in Reception is insufficient to extend fully the children's learning opportunities. Key people guide children extremely well and provide safe, clear routines for them. They help them to develop safe and healthy habits.

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

6.4 Overall outcomes for children are good. Literacy and numeracy skills are strongly promoted and progress in these areas is particularly well advanced. For example, in the Nursery, children develop their speaking and listening skills highly effectively as they use the classroom 'hospital' for extended role play. The majority are on course to meet or exceed the Early Learning Goals in all six areas. They are well motivated, confident, fully involved and well behaved as they work happily in groups and on their own. They are eager to contribute and listen to each other's views. Their knowledge of the world develops from first-hand experience. The children enjoy using the interactive whiteboard and computers, tackling problems through which they acquire skills that are a valuable foundation for future learning. Relationships at all levels are excellent, and children share and take turns, care for their possessions and understand the need for personal hygiene. Children relate exceptionally well to their key person. The children feel safe, secure and fit, and understand potential hazards. They benefit from physical activity and choose healthy food to eat.

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 chairman of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Sara Wiggins

Mr Graham Gorton

Mr Michael C Abraham

Mrs Penny Oates

Reporting Inspector

Headmaster, ISA school

Former Headmaster, IAPS school

Early Years Co-ordinating Inspector