



INDEPENDENT SCHOOLS INSPECTORATE

DEAN CLOSE PRE-PREPARATORY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Dean Close Pre-Preparatory School

The preparatory school and senior school were inspected at the same time and a separate report published.

Full Name of School	Dean Close Pre-Preparatory School
DfE Number	916/6034
Registered Charity Number	1086829
Address	Dean Close Pre-Preparatory School Lansdown Road Cheltenham Gloucestershire GL51 6QS
Telephone Number	01242 258079
Email Address	squirrels@deanclose.org.uk
Head	Dr Carolyn Shelley
Chair of Governors	Mrs Patricia Napier
Age Range	2 to 7
Total Number of Pupils	139
Gender of Pupils	Mixed (84 boys; 55 girls)
Numbers by Age	0-2 (EYFS): 0 5-7: 66 3-5 (EYFS): 73
Head of EYFS Setting	Mrs Deborah Atwick
EYFS Gender	Mixed
Inspection dates	20 Sep 2011 to 21 Sep 2011 17 Oct 2011 to 19 Oct 2011

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in October 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

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

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

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

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Dean Close Pre-Preparatory School is a co-educational day school originally established in 1992. The pre-preparatory school together with the preparatory and senior schools educate pupils from rising three to eighteen years. Each school has its own headteacher and senior management team. Governance is overseen by a trustee body elected by the council from its membership. The Board of Trustees delegates the day-to-day management of the three schools to the headmaster of the senior school. The schools are set in 50 acres of parkland, close to the centre of Cheltenham. The pre-preparatory school is based in a modern, purpose-built building with a range of educational facilities and resources.
- 1.2 Through clear Christian principles the school seeks to provide the finest all-round education for its pupils, within a happy community and caring, family atmosphere. In doing so it seeks to develop each pupil's spiritual, moral, social, cultural, mental and physical progress in a stimulating environment.
- 1.3 Of the 139 pupils on roll, 73 (34 girls and 39 boys) are in the Early Years Foundation Stage (EYFS) organised as Nursery, Kindergarten and Reception classes. 66 pupils (22 girls and 44 boys) are in Years 1 and 2. Extended day care is provided from 8.15 am until 5.00 pm. Most pupils transfer to the preparatory school at the end of Year 2 with a small number of children moving to local maintained schools or other local independent schools.
- 1.4 Entry to the school is based on a visit for younger children and, from Reception incorporates informal assessments in literacy, numeracy, physical and social skills. Standardised tests show that most pupils are of above average ability within a wide ability range. The school has identified twenty pupils who require extra support with their learning. No pupil has a statement of special educational needs. Twenty pupils have been identified as having English as an additional language (EAL). Most do not require extra support with their English. The majority of pupils are white British, with a small number from a range of minority ethnic British families. Pupils come from mainly business and professional families living within a fifteen-mile radius of the school.
- 1.5 Since the last inspection improvements have been made to the information and communication technology (ICT) provision and the outdoor learning environment has been extensively developed. The headmistress was appointed in September 2011.
- 1.6 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 is successful in achieving its aims and meeting the needs of its pupils, including those in the EYFS. It has many significant strengths, most notably the good standards achieved, the pupils' outstanding personal development, the high quality pastoral care and the school's excellent communication with parents. Within a supportive and stimulating environment pupils are encouraged to learn. All pupils achieve effectively because the quality of teaching is consistently good and successfully addresses the needs of individuals. The school places strong emphasis on literacy and numeracy and high standards are attained. The school is aware of the need to increase opportunities for pupils to take greater initiative in their own learning and think more for themselves. High quality provision is provided for pupils who require additional support, both in the classroom or with specialist help and this enables them to achieve well. More able pupils are often given extension work or challenging activities. Pupils are strongly motivated to learn, enjoy their activities and want to succeed. The curriculum is carefully planned and enriched with an interesting range of educational visits and visiting speakers. Activities, both within and outside the curriculum encourage pupils to do their best and extend their experiences. They gain considerably from the lunchtime and after-school clubs on offer but these are limited in range. Pupils' high levels of personal development are nurtured through the school's commitment to providing a supportive, caring environment within a framework of family and Christian values.
- 2.2 Strong leadership and management, together with a cohesive staff team, are central to the school's success. Accurate and highly effective self-evaluation procedures have enabled the development of a clear vision for the future and have prioritised key areas for immediate focus. The school is responsibly governed by the board of trustees who are deeply committed to the good of the school and its development. They contribute appropriately to the fulfilment of the school's aims and overall carry out their statutory duties well. Parents who responded to the pre-inspection questionnaire are highly supportive of the school. They are extremely pleased with all aspects of its provision, in particular the excellent care and support offered to the pupils. Although no specific recommendations were made regarding the pre-preparatory school at the time of the last inspection, the school has made wide-ranging improvements in the curriculum, and to the provision of ICT and the development of the outside area as a learning environment.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.3 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

- 2.4 The school is advised to make the following improvements.
1. Further develop leadership and management in order to strengthen systems of identifying and sharing best practice in teaching.
 2. Increase the opportunities for pupils to take responsibility for their own learning with less teacher direction.
 3. Ensure that the many exciting opportunities for learning are disseminated throughout the whole of the EYFS.

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 pupils' achievements is good. They are well educated in accordance with the school's aim to 'develop pupils' achievements in their individually-discovered talents'. Pupils throughout the school develop excellent attitudes towards their learning. They enjoy lessons, are eager to learn and they work hard. As a result, they achieve well. From an early age pupils learn how to listen intently to explanations, questions, stories and instructions. They are articulate and provide descriptions that are increasingly complex. They quickly learn the basic skills of reading, writing and numeracy and their attainment in these areas is above and frequently well above average. Younger pupils make rapid progress with their reading, enjoying their books and relaying what they have read accurately in their own words. Pupils' writing skills develop early and by Year 2, show imagination and developing use of simple grammar and accurate spelling. Pupils also develop strong numeracy skills and master mathematical concepts of increasing difficulty as they move through the school. The development of basic ICT skills is built up securely and pupils are confident in using a range of applications and programmes appropriate to their age. In other areas of the curriculum, pupils' knowledge and understanding are well developed and strong links are made between subjects in pupils' topic work. Pupils often achieve particularly well in activities such as art, singing and outdoor education which enrich pupils' aesthetic and creative development in interesting and enjoyable ways. Access to the whole-school sporting facilities promotes the development of good quality physical skills. Individual achievements are strongly encouraged through music, dance and sports such as swimming and tennis. Pupils often gain high standards in these areas for their age and ability.
- 3.2 Through all year groups, pupils make good and sometimes rapid progress in relation to the average for pupils of similar ability and achieve good standards overall. This is supported by standardised test information. As a result, pupils are well equipped with a range of learning skills which they use effectively to work purposefully and productively. Pupils' rapid gains in their learning are particularly evident during the parts of the lesson when they work independently or collaboratively on activities or challenges. For example, in an outdoor lesson Year 1 pupils were highly motivated by the challenge of making mud hedgehogs. Pupils worked together to use their problem solving skills, and a range of equipment to achieve a successful outcome. Occasionally, achievement is slowed down in lessons where these skills are not so consistently developed. Pupils, including those with EAL, who require extra support with their learning make good progress because they frequently receive individual attention to their specific needs. For example, they are given strong support to develop their numeracy skills, as seen when a small group of Year 2 pupils made particularly good progress playing a bingo style game to work out simple numeracy problems. More able pupils are generally well served by the use of extension activities and make good progress. Pupils greatly enjoy school and this is evident in the way they take part in lessons with enthusiasm and apply themselves wholeheartedly to their activities. Pupils concentrate well and show pride in their achievements. By the age of seven, they are well prepared for the next stage of their education.

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

- 3.3 The curriculum is good with excellent elements such as the effective utilisation of the outside environment and strong curriculum links with the preparatory school. It reflects well the aim of the school to enrich the learning environment through a broad curriculum. The curriculum is well coordinated by staff and is presently under review to ensure that the balance of subjects is appropriate for the age of the pupils. For instance, the timetabling arrangements for French and science which are presently given similar amounts of time, are being re-considered. The broad curriculum incorporates all the subjects of the National Curriculum, and additionally religious education, French, swimming, drama through assemblies and productions, and dedicated outdoor education lessons. The education provided is suitable for all ages, abilities and needs. Pupils receive a thorough grounding in speaking and listening, literacy and numeracy, so that they have the basic skills they require to underpin their work in other subjects. Subjects are consolidated and linked through stimulating and imaginative themes and topics, and as a result pupils have a broad knowledge base. Their experiences are enriched through visits and visitors and specialist teaching in subjects such as French and music. Excellent links with preparatory school teachers enable Year 2 pupils to benefit from specialist teaching in art and music. Pupils' creativity and aesthetic skills are developed through stimulating experiences in imaginative art and model-making and drama and music.
- 3.4 Extra-curricular activities held during lunchtime and after school are appropriate for the age of the pupils. Pupils have an opportunity to discover and develop new talents, skills and interests in activities such as music, choir, speech and drama, dance, tennis and the 'Glow Club'. The school recognises that these as yet are limited and are looking at ways of expanding the provision to appeal to pupils' wider interests. The outstanding use of the outdoor environment allows the pupils opportunities to learn and solve problems from first-hand experiences and promotes their spiritual development and a sense of wonder at the natural world. Pupils' experiences are also enhanced by links with the local community, such as visits to nearby parks and places of interest.

3.(c) The contribution of teaching

- 3.5 The quality of teaching is good and supports the aims of the school well. Pupils' achievements are strongly promoted by well-informed, interesting and helpful teaching. Teaching is consistently well planned with time managed effectively. It fosters pupils' interests and enables pupils of all abilities, to acquire new knowledge, make good progress, increase understanding and develop skills through a range of beneficial teaching methods. The most successful lessons demonstrate a strong focus on developing effective learning skills, with pupils actively involved in working independently and collaboratively with less teacher direction to tackle challenges, solve problems, make decisions and think for themselves. Question-and-answer sessions are mostly successful in facilitating good understanding, although on occasions, the style of questioning does not allow pupils to fully develop their ideas and think critically. Pupils who need additional help with numeracy or literacy are provided with effective specialist support and focused tasks matched to their ability. The most able pupils are often provided with more challenging homework activities and for more able Year 2 mathematicians, a 'Maths Challenge' activity group promotes reasoning skills at a higher level. The use of specialist subject teachers in

some subjects is beneficial and contributes well to pupils' good achievements and progress.

- 3.6 Pupils' behaviour in lessons is exemplary and is managed and promoted by the staff, who are excellent role models. Teachers use their subject knowledge well to extend pupils' interests and abilities through the use of creative and exciting classroom and playground resources which engage and motivate them. All pupils have dedicated ICT lessons where skills are built up well. Classrooms all have interactive whiteboards, although these are used more by the teachers than the pupils. A well-stocked library provides a wide range of interesting books appropriate to the age of the pupils.
- 3.7 Assessment is firmly embedded in the teaching and is reflected in the well-planned and effectively taught lessons. The teaching is well-informed by standardised assessments in addition to an effective tracking process which follows each pupil's attainment and progress. Marking across the school is excellent. Written comments are encouraging and appropriate to the age of the pupils. Much feedback takes place with the pupil and often includes advice or provides targets to help pupils understand what they need to do to improve.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Through the school's promotion of a strong Christian ethos in line with its aims, the pupils develop outstanding levels of personal development. Pupils demonstrate strong self-esteem and confidence, developed through the value teachers place on them as individuals and through the excellent support they provide. They benefit from an uplifting and caring environment in which they can develop their self-awareness and interpersonal skills. Pupils enjoy daily assemblies where they come together and share Bible stories, prayers and hymn singing and celebrate pupils' achievements. Pupils were spellbound when listening to a story on Joshua and the walls of Jericho during the assembly taken by the school chaplain. Visits to the school chapel, the well attended 'Glow Club' and weekly Bible-based religious education lessons reflect the strong Christian ethos of the school and enrich pupils' spiritual development. Pupils talk readily about themselves, their feelings and attitudes and the awards system which contributes positively to their self-esteem.
- 4.2 Pupils' moral development is excellent and they demonstrate a growing understanding of the difference between right and wrong. Strong role models and the high expectations of staff reinforce this aspect of the pupils' development. Pupils understand the code of behaviour expected, reinforced through 'golden rules', which effectively promote the development of a strong moral sense. Pupils show a high level of social awareness and are encouraged to take account of each other in their daily routines. They relate positively to one other and to adults at school. Pupils are given responsibilities which give them a sense of self-worth and increased self-confidence. They take responsibility by acting as buddies to new pupils and as helpers in the classroom. Those in Year 2 are given additional responsibilities including the daily postbag run, escorting younger pupils to the theatre or sports fields and assisting at playtimes, as well as attending the Year 2 forum where they express their views and thoughts about the school.
- 4.3 Pupils engage well in a range of cultural activities and have good and improving cultural awareness. This is supported by opportunities to participate in art, dance, music and drama and through visits and visitors. Pupils further their cultural understanding through the diversity of pupils at the school and the themes of 'our diverse world' and 'multicultural understanding' explored in personal, social and health education (PSHE) lessons. Parents visit Year 1 pupils when they study the topic of 'where we live' and talk to the pupils about their customs and ways of life. The school is open and welcoming to people from all faiths and cultures. The pupils greatly enjoyed the performance of a Chinese dragon during the school's celebration of Chinese New Year. Charity work to help underprivileged children enable pupils to support and help those less fortunate than themselves.

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

- 4.4 The excellent quality of the pastoral care fully supports the school's aim to treat every pupil as unique and equally valuable. The measures taken to safeguard the pupils' welfare, health and safety are good with areas of excellence such as the first aid provision, the quality of the lunches and the measures taken to promote the pupils' exemplary manners and behaviour.
- 4.5 The outstanding care of the pupils and the excellent relationships between staff and pupils and among pupils is based on mutual respect. Staff know the pupils

exceptionally well and in turn the pupils trust teachers to address any problems they may have. From discussions with pupils, it is clear that they feel safe and their sense of belonging to the school community is strong. The school's detailed procedures to ensure the well-being of all the pupils are thought out carefully and applied efficiently. Measures to promote good discipline and behaviour are effective and deal constructively with unacceptable behaviour when it occurs, taking due account of any related difficulty or disability. Pupils understand the importance of 'golden rules' which are firmly embedded into the school day. They appreciate the need for sanctions and rewards that help them live and learn happily in a community in addition to keeping them safe. The focus on encouragement and positive reinforcement is promoted with great success and as a result pupils respond extremely well to the encouragement they receive. The anti-bullying policy operates effectively and pupils know to whom to turn if any unacceptable behaviour occurs. The manners and courtesy shown by the pupils are a particular strength of the school.

- 4.6 The safeguarding policy is appropriate for the age of the pupils and in line with requirements. All staff have received effective training in child protection procedures. Pupils are well supervised, both inside and outside school buildings. Attendance and admission registers are maintained correctly. The school's accessibility policy and plan include a regular and on-going review with regard to improving educational access for pupils with special educational needs and/or disabilities. Risk assessments for off-site visits and inside and outside areas are thorough. Appropriate measures exist to deal with risk from fire and other hazards. Regular fire practices are undertaken and recorded. Pupils are very well cared for if they are ill during the day. First aid provision is excellent and supported by clear policies and procedures. All staff have first aid training and in addition the school is able to call on the services of the highly trained staff from the whole-school medical centre. A healthy eating programme is well supported by the kitchen staff who prepare high quality lunches. The school recognises that provision of healthy option snacks is not yet available and this is under review. Children's health and dietary needs are well known to all staff. Pupils are aware of healthy foods and the importance of taking regular exercise.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Good quality governance ensures that effective oversight and guidance is provided to the pre-preparatory school within the whole-school organisation. The efficient and capable direction of the trustees ensures that they make a significant contribution to the school's achievement of its aims appropriate to the age range of pupils. They provide good support and are dedicated to ensuring that a high quality of education is offered to the pupils. The work of trustees with a designated interest in the pre-preparatory school is suitably defined. Their professional skills, knowledge and experience are appropriately aligned to the needs of the school and enable them to oversee its work effectively.
- 5.2 Trustees are effective in discharging their responsibilities for the areas of child protection, safeguarding and health and safety throughout the school. They promote regular staff training in these areas, ensure that provision is reviewed annually and that school documentation is updated and implemented as required. One trustee with delegated responsibility for the oversight of child protection visits the school regularly to ensure consistent implementation of procedures. The trustees' strong involvement in robust financial and strategic planning results in high quality educational provision and standards and considerable investment in staff, accommodation and learning resources to support the needs of all pupils. Overall, trustees have a good insight into the working of the school and exercise their monitoring role through detailed reports from the headmistress, visits to see lessons, presentations from staff about their subject area and attendance at a variety of school functions. This enables them to provide staff with support and guidance and growing levels of challenge. Teachers in turn welcome and value the trustees' interest in the school's continuing growth and improvement.

5.(b) The quality of leadership and management

- 5.3 Leadership and management are good, with exceptionally strong features, such as the school's capacity for development and the excellent relationships evident throughout the school. The school's aims and values are clearly articulated and it is successful in achieving them. Following the recent changes to the management structure with the appointment of a new head, a strong vision and clear educational direction is quickly being established. This has been communicated successfully to all staff, who are fully supportive and work extremely well together as a team. A positive ethos is widely evident and characterised by high-quality provision for the pupils' education and their personal development.
- 5.4 Responsibilities for the various areas of school life are delegated well. Recent initiatives have focused on enhancing areas of the curriculum, developing pupils' critical and creative thinking skills, and strengthening staff leadership roles. The school is aware of the need to ensure that these changes are now consolidated. Subject co-ordinators have done well in developing their subjects further. However, opportunities to judge the impact of recent initiatives on raising achievement are not yet fully embedded. Leadership of the provision for pupils who require extra input with literacy or numeracy ensures that their standards are appropriate for their abilities and that they make good progress.

- 5.5 The school has a wide range of effective procedures and policies outlining its provision in all areas of its education, pastoral care and welfare. These policies are rigorously implemented and indicate clearly the principles on which the younger pupils' education is based. Development planning is realistic and focused on analysing the specific needs of the pre-preparatory school through high quality self-evaluation procedures. This means that the school is fully aware of its strengths as well as what needs to be refined further. Staff performance is regularly evaluated through the school's appraisal system. Good training opportunities are provided and individual staff are encouraged to develop their specific expertise. As a result, the school has well-qualified, hardworking and loyal staff. Excellent team spirit and shared determination ensure that all pupils get the best start possible to their education.
- 5.6 All staff are suitably trained in their roles in safeguarding, welfare, health and safety. Arrangements in these areas are prioritised and firmly established in policies, working practices and the ethos of the school. The school's arrangements for staff appointment procedures are secure. Checks on staff are recorded correctly. Health and safety checks and risk assessments are carried out in all areas of school life.

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

- 5.7 The school has excellent partnerships with parents and others, which promote a strong sense of community. Parents are regularly consulted and are kept well informed about how they can help their children. This helps them to make a very positive contribution to their children's learning. They are extremely supportive of the school and their response to the pre-inspection questionnaire was overwhelmingly positive and shows that they are extremely happy with everything the school provides.
- 5.8 Parents are provided with high quality information about the school. Regular consultation evenings and formal written reports keep parents well informed about their child's progress and personal development. Reports are detailed and helpful and provide specific information about progress made and target areas for improvement. The prospectus and other publications such as the magazine and parent handbook are of a very high standard and informative. The website contains a wealth of information and includes the safeguarding and other policies for parents and prospective parents to view. Parents are given many opportunities to be involved in the life of the school. They provide valuable help with activities such as outdoor education, swimming and school visits and are welcomed into school to share their cultural knowledge and expertise. A thriving parents' social committee is energetic in its organisation of social events which are not only enjoyable, but add to the strong sense of a family community.
- 5.9 Any parental concerns are dealt with promptly and sensitively. Parents appreciate the ready availability of staff and their willingness to listen to their concerns. Any complaints are handled with professional care, and parents are aware and have access to the school's complaints procedure should it be needed.

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, with excellent features reflected in the high level of care and support. Activities carefully tailored to children's individual needs promote confidence and an eagerness to learn, so that all make good progress. The caring environment, ensuring a warm, family atmosphere, is a strength of the school and gives all children a secure start to their education. Good progress has been made since the previous inspection when improvement in provision for outdoor learning in the Nursery was recommended.

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

6.2 The overall quality of leadership and management is good with significant strengths, including excellent relationships with parents. Self-assessment which identifies areas for improvement is a routine and thorough part of improving quality. For example, procedures are being developed to extend opportunities for critical and creative thinking, although have yet to become embedded. Policies and procedures support strong and effective management. Strategies to ensure children's welfare, including safeguarding and equality, are of high quality. Relationships with parents, who are welcomed into school, is a strength of the setting. Visitors such as dentists and opticians give children valuable insights into the wider world. Staff further their own development through opportunities for training. The learning environment is good; resources inside and outdoors are plentiful and of high quality.

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

6.3 The good quality of the provision ensures that children are effectively helped to learn and develop. Adults work as a close-knit team to ensure that teaching is effective, although at times too much reliance is placed on photo-copied materials. Regular assessment ensures that staff have a thorough knowledge of each child's stage of development which is used well to plan activities which focus on individual children's needs leading to good progress. The curriculum is broad and a sensible balance is maintained between adult-led and child-initiated activities which contribute well to children's independence and confidence. Many exciting opportunities are provided to extend children's critical and creative thinking, but are not consistent throughout the setting. The calm, orderly routines include high levels of attention to children's safety and welfare, creating an atmosphere in which children concentrate well, feel secure and thrive.

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

- 6.4 Outcomes are good with excellent features such as the behaviour of the children and their relationships with staff. Children are enthusiastic, make significant gains in their knowledge and achieve well. They are well prepared for the next stage of their education. By the end of the EYFS many children achieve or exceed the early learning goals in most areas of learning. Children in Nursery settle quickly and explore confidently. The youngest children enjoy practising their pre-reading skills and in Reception they proudly demonstrate their phonic knowledge. Throughout the setting children count carefully and start to understand the concept of 'more'. ICT skills are developing at expected levels. Children listen attentively and speak clearly and fluently. They understand clearly about being safe and the importance of healthy eating and good hygiene. Their social skills are exceptionally good for their age. Consequently, they make happy friendships and their behaviour is excellent.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Gail Purt

Mrs Catherine Peuleve

Mrs Gillian Venn

Mrs Jenny Clayphan

Reporting Inspector

Head of Lower Years IAPS school

Head of Pre-Prep IAPS school

Early Years Co-ordinating Inspector