



INDEPENDENT SCHOOLS INSPECTORATE

**SANCTON WOOD SCHOOL
STANDARD INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Sancton Wood School

Full Name of School	Sancton Wood School		
DfE Number	873/6009		
Address	Sancton Wood School 2 St Paul's Road Cambridge Cambridgeshire CB1 2EZ		
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Associate Headmaster	Mr Richard Settle		
Proprietors	Dr Harriet Sturdy and Dr Daniel Sturdy		
Age Range	3 to 16		
Total Number of Pupils	208		
Gender of Pupils	Mixed (112 boys; 96 girls)		
Numbers by Age	0-2 (EYFS):	0	5-11: 86
	3-5 (EYFS):	32	11-16: 90
Head of EYFS Setting	Mrs Linda Russell		
EYFS Gender	Mixed		
Inspection dates	15 Feb 2011 to 16 Feb 2011		
	16 Mar 2011 to 18 Mar 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 May 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 Sancton Wood is a small family orientated day school, founded as a primary school by its first headmistress, Mrs Jill Sturdy, in 1976. In 1979, an additional site was acquired and a Senior School was opened. Currently, the majority of pupils are on one compact site in central Cambridge. In addition, some Senior School lessons are taught at the nearby Jill Sturdy Centre. The school has an Infant Department for pupils from the ages of three to seven, incorporating an Early Years Foundation Stage (EYFS) for children aged from three to five, a Junior School for pupils aged seven to eleven and a Senior School for pupils aged eleven to sixteen. The school is still owned by the same family, with some members remaining involved on a day-to-day basis as the managing and educational directors.
- 1.2 The school aims to make an outstanding contribution to the social, emotional and academic development of each pupil. The school's motto is 'Give grace to do always those things that are right'. It is run according to the tradition of the Church of England, but welcomes pupils from all faiths, reflecting the diversity of the community of Cambridge. The associate headmaster was appointed in January 2010.
- 1.3 Currently, the number of pupils on roll is 208. The Infant Department consists of 59 pupils, including 32 in the EYFS, of whom 27 children attend full-time and 5 attend part-time. The Junior School has 59 pupils and the Senior School has 90 pupils.
- 1.4 There are twenty-two pupils for whom English is an additional language (EAL), four of whom receive support for their English. Three pupils have statements of special educational needs (SEN). Thirty-seven are identified as having learning difficulties and/or disabilities (LDD), seventeen of whom receive specialist learning support from the school. Pupils generally come from business and professional backgrounds from within Cambridge itself, as well as the surrounding rural areas. The school reflects the diversity of ethnic and cultural backgrounds of the area.
- 1.5 Academic tests are not used when pupils enter the school. The majority of infant pupils transfer to the Junior School and then to the Senior School. Nationally standardised tests indicate that the ability profile of the school is above the national average.
- 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 highly effective in meeting its aim of making an outstanding contribution to the social, emotional and academic development of each pupil. From the EYFS upwards, pupils at Sancton Wood are highly successful in their learning and development. Their achievement is excellent. Underpinning this is the good quality teaching, which provides challenge for the full range of abilities in all classes. Pupils' academic progress is carefully assessed by teachers in lessons. However, the assessment of their progress in the use of information and communication technology (ICT) across the curriculum lacks rigour. Pupils are proud of their achievements, such as the quality of the work they produce and the success they have in all activities provided by the school. Enrichment activities across the good curriculum are extensive and valued highly by pupils. The range of extra-curricular activities at lunchtimes and after school is now beginning to expand.
- 2.2 All pupils make significant strides in their personal development as they move through the school, becoming articulate and confident as a result of the excellent support they receive. Pupils say the school feels like a 'family' because they are supported and guided in every way possible to enable them to achieve their best. Behaviour is exemplary and pupils are welcoming to visitors and eager to engage in conversation. Pupils' spiritual, moral, social and cultural development is excellent. They are particularly well prepared for the next stage of their education both within the school and when they leave. Excellent pastoral care, including mixed-age tutor groups in the Senior School, contributes significantly to pupils' personal and academic development. Arrangements for the welfare, health and safety of pupils are good.
- 2.3 Governance of the school is good. The managing and educational directors, as proprietors, are committed to sustaining the ethos established by the founder of the school. An advisory board supports their work and offers further help and guidance. The proprietors and the associate headmaster meet regularly to keep each other informed of developments. At the time of the initial visit, not all regulatory checks in relation to staff recruitment in the past had been carried out. By the time of the final team visit, the school had rectified this as far as it was possible to do so. The issues concerning the library and fire regulations raised at the previous inspection have been resolved. Leadership and management of the school are good. Currently, the teaching and curriculum commitments of the associate headmaster restrict the amount of time available for him to both lead and manage the school. Parents are very supportive of the school, particularly with regard to their children's progress, and personal development and attributes. Inspection evidence supports these views. A few parents felt the range of extra-curricular activities is somewhat limited, which the school has recognised and is improving. The school maintains excellent links with parents, providing them with much helpful information through regular lively newsletters as well as on its website.

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 all recruitment checks are carried out on staff before their appointment [Part 4, paragraphs 19.(2)(a) and (b), 19.(3), 22.(3)(b) and (c), and 22.(4), under Suitability of staff and proprietors, and, for the same reason, Part 3, paragraphs 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 far as it was possible to do so, as noted in the text of the report.

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Ensure the associate headmaster has sufficient time to carry out his leadership and management responsibilities.
2. Assess more robustly pupils' competencies in ICT across the curriculum.
3. Include EYFS procedures in whole-school policies and simplify self-evaluation to allow more time to plan effective outcomes for the children.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Throughout the school, the quality of pupils' achievements is excellent. This is a significant improvement since the previous inspection. During their time at the school, pupils become increasingly confident in their individual abilities and make great strides in their academic progress, reflecting the school's aim of making an outstanding contribution to the social, emotional and academic development of each. Pupils of all ages are particularly keen to learn and clearly enjoy what they do both in lessons and other activities, as well as committing themselves to producing work of the highest standards.
- 3.2 Pupils are articulate, expressing themselves clearly in both oral and written tasks, and they listen carefully to their teachers and to one another. They apply their excellent language, and mathematical and scientific skills with confidence across the curriculum. Pupils' ICT expertise is also honed well. They are particularly adept at using ICT to enliven the presentation of their work, and as a research tool to support their learning and deepen their knowledge and understanding of the tasks being undertaken. Excellent creative skills are evident in pupils' writing, speaking and art work. Their understanding of different genres in art and of the work of different artists is a particular strength.
- 3.3 Pupils also achieve outstandingly well across the school in a range of other activities, including academic pursuits such as music and mathematics, and winning film-making awards. Infant pupils have entered and been finalists in prominent art competitions. Several senior pupils have taken part in dramatic productions held at theatres in and around Cambridge. Pupils have gone on to county and national finals in athletics and cross-country, and some senior pupils have achieved county level cricket, football and rugby representative honours.
- 3.4 The following analysis uses the national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of seven have been excellent, and those at the age of eleven have been good, in relation to the national average for maintained primary schools. Results at GCSE have been good in relation to the national average for maintained secondary schools and similar to the national average for maintained selective secondary schools. The average proportion of pupils attaining A* to C grade passes is 95 per cent. In 2010, all pupils attained five A* to C grade passes. In addition, the number of passes obtained by pupils at A* or A has increased to 50 per cent. This level of attainment indicates that pupils of all ages and abilities, including those with LDD, with statements of SEN or with EAL, make good progress in relation to pupils of similar ability as they move through the school, as shown by standardised measures of progress. In the lessons observed, pupils' academic progress was often seen to be excellent. Upon leaving at the end of Year 11, all transfer to further education.
- 3.5 Pupils' attitudes to learning are excellent. Apart from working co-operatively or as individuals in lessons, older pupils relish the planned opportunities for private study. Here, they are highly competent, and confident, in taking initiative for research activities, as well as organising their own work to extend their learning in lessons.

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

- 3.6 Curricular provision is good and has improved since the previous inspection, supporting pupils' achievements well. It fulfils the aims of the school and now has some outstanding features. The curriculum covers all the requisite areas of learning. It is broad and balanced, and promotes pupils' intellectual, physical and personal development, as well as ensuring that they are fully prepared for the next stage in their education at every level as they progress through the school. In addition, pupils are prepared very well for life beyond Sancton Wood, all moving on successfully to further education. The curriculum also caters fully for different levels of academic ability.
- 3.7 Building on the EYFS curriculum, the infant and junior curriculum places particular emphasis on literacy and numeracy, and reflects the ethos of seamless progression throughout the school. Improvement in curriculum links since the previous inspection and better library facilities have supported learning effectively in the Senior School. In Years 10 and 11, the curriculum provides an excellent breadth of subjects for such a small school as a result of close co-operation and sharing of staff with the nearby international school that is also owned by the proprietors. Pupils benefit from being able to take a high number of GCSE courses, some of which they complete in Year 10. Further breadth has been added by the recent introduction of International GCSE English and a certified computer literacy course. Provision for languages is also strong across the school. All pupils study French and Spanish, and in the Senior School, Latin as well. A comprehensive personal, social and health education (PSHE) programme across the school reflects the school's aims and ethos, and is particularly effective in supporting pupils' personal development.
- 3.8 Provision is very effective for pupils who have LDD, statements of SEN or EAL. When appropriate, programmes of study are adapted to meet their needs. The most able pupils also receive targeted support. Able bilingual pupils, for example, are supported in taking GCSEs in their own languages. ICT is used appropriately to teach the curriculum and enliven learning. Since the previous inspection, a new ICT suite has been provided and laptops purchased.
- 3.9 The curriculum is enriched by an excellent programme of educational trips and visits locally, nationally and abroad, as well as themed weeks, for example on books or science. These are used highly effectively to support programmes of study and cross-curricular themes. Pupils in Years 10 and 11 are entered for The Duke of Edinburgh's Award scheme. Extra-curricular provision at lunchtimes and after school is improving, which pupils said they appreciate. Pupils also benefit greatly from the use of local sports facilities and close working relationships with the local international school.

3.(c) The contribution of teaching

- 3.10 The quality of teaching is good. Lessons range from many where exceptional skills result in high levels of pupil engagement, enthusiasm for learning and sustained progress, to a few where there are some weaknesses as well as some strengths. In these lessons, progress is not as rapid. Nevertheless, as in all lessons, pupils' attitudes and behaviour are excellent, and all remain attentive and responsive.
- 3.11 Teaching is effective in promoting pupils' progress and intellectual capacities, and supports the school's aims well. As a result, pupils' confidence in their abilities is high. Teachers know their pupils well and planning is effective in ensuring the work is matched closely to the differing needs of pupils. In an example of excellent practice, planning enabled outstanding collaboration in small groups and pairs within an English lesson where everyone was engaged throughout whilst studying the structure of newspaper articles. In a mathematics lesson, the teacher used good subject-specific language that enabled pupils to deepen their knowledge and understanding through a discussion of the differences between 'possible', 'probable' and 'even chance'. In a Latin lesson, challenging questions from the teacher encouraged pupils to use detailed vocabulary in their structured conversations, listening well to each other and willingly attempting to answer.
- 3.12 A particular strength in teaching is the contribution it makes to pupils' spiritual, moral, social and cultural development. Teachers' provision and use of a wide variety of interesting, contemporary and relevant resources, including evidence of the impact of tsunamis, underpin this, as was evident in a geography lesson where pupils were learning about plate tectonics. High expectations of good conduct are invariably met. Less successful lessons are characterised by variability in pace and a lack of appropriate challenge to meet the capabilities of pupils, which, on occasion, means they do not learn as rapidly.
- 3.13 Assessment procedures are now effective and robust, and the data collected is being used to identify areas for further improvement. Small class sizes mean that teachers can closely monitor the progress being made by pupils, and offer guidance and support to indicate the next steps required for improving work even further, both through written comments and orally. Pupils comment that they particularly appreciate this feature of the school's provision. The assessment of pupils' ICT skills and competencies within ICT lessons is effective. However, the school has recognised that assessment procedures are less effective in terms of how well pupils are using these skills across the curriculum.

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 excellent, successfully meeting the aims of the school, and is a significant strength. Pupils exhibit an outstanding level of moral and spiritual awareness, and as a community they are sensitive and caring, with a high regard for others.
- 4.2 Pupils' spiritual development is excellent as a result of not only attending assemblies in the local church, but also studying a broad range of religions and celebrating religious festivals throughout the year. Although there were few responses to the pupil pre-inspection questionnaire, it is clear from discussions with pupils that they are very supportive of one another. Pupils of different abilities, faiths and cultures feel valued members of the school community.
- 4.3 Pupils have a clear sense of their own identity and self-worth. They have strong moral awareness, and honesty, service and fairness are learned and developed in religious studies and PSHE lessons. Moral perspectives are a particularly strong focus and debated by senior pupils in a mature manner in the philosophy and ethics GCSE course. Pupils' behaviour around the school is exemplary and reflects the respectful relationships that exist within the school community. Their social development is excellent and they grow into well-rounded, confident and socially aware individuals.
- 4.4 Pupils show empathy for those who are less fortunate through involvement in fund-raising activities. The Sancton Wood Enterprise and Education Trust, formed in 2010, raises funds for the Teenage Cancer Trust, and is largely championed by the efforts of pupils in Years 6 and 7, along with some staff. Pupils raise money through cake sales and charity days, and write to local businesses for further sponsorship. They support the global community by contributing to national fund-raising and a range of international aid projects. This develops well their social, political and economic awareness.
- 4.5 Pupils accept responsibilities confidently and, through the school council and house meetings, they express their views and opinions. Their positive suggestions, such as changes to the lunch timetable and choices of charities to support, have been taken up by the school. Older pupils actively encourage their younger peers in the mixed-aged tutor groups that have recently been introduced in the Senior School. In conversation, pupils of all ages speak most warmly of their school, its aims and ethos. This positive attitude is reinforced in the pupils' questionnaire.
- 4.6 Pupils' excellent cultural development broadens their horizons. They have ample opportunities to visit world heritage sites, some of which are located in close proximity to the school, as well as museums and art galleries. Pupils relish the opportunities to rehearse and give public performances of musicals, such as *Joseph and the Amazing Technicolour Dreamcoat*. Displays of pupils' work around the school demonstrate a wide coverage and understanding of cultural diversity, including Western cultural traditions.

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

- 4.7 The contribution of arrangements for welfare, health and safety is good. The interests of the pupils are foremost. Excellent pastoral care is highly effective in fostering the pupils' personal development and academic achievement throughout the school. The caring and supportive ethos established by the school's founder is very evident and ensures that pastoral aims are met to help pupils become well-adjusted, mature young adults. Staff commitment results in outstanding support and guidance, and all pupils benefit from the warm, caring, family atmosphere, helped by the small class sizes.
- 4.8 Relations between staff and pupils, as well as amongst pupils themselves, are excellent. Teachers know their pupils extremely well and this creates a happy, supportive environment in which all pupils thrive. Pupils say that the school listens to their views and responds to them, and that teachers are fair, showing concern for them individually and treating everyone equally. Inspectors concur with pupils' views. The school has in place effective procedures for rewarding good, and dealing with the very rare occurrence of poor, behaviour. Pupils say that they are very well cared for and feel secure, and this gives them the confidence to turn to an adult or elder pupil if they have a concern. Bullying is not tolerated; incidents are very rare and dealt with promptly. The recent introduction of mixed-age tutor groups in the Senior School has proved to be effective and is much appreciated by the pupils. This supports their personal development particularly well, enables them to get on well with people of all ages, and reinforces the family nature of the school and its unique ethos.
- 4.9 Procedures to promote health and safety overall are effective, and an appropriate training programme for staff in child protection is undertaken. The safeguarding of pupils in day-to-day practice is scrupulous but there have been shortcomings in some of the recruitment checks on staff in the past. A comprehensive pastoral care policy ensures that staff understand their responsibilities in all matters of welfare, health and safety. Pupils play safely and co-operatively together.
- 4.10 Measures are undertaken to reduce the risk of fire and other hazards; regular fire drills are held and staff receive fire training. Electrical testing is carried out, and health and safety documentation is thorough. The recommendations from the previous inspection in this respect have been fully addressed. Risk assessments and arrangements for off-site visits are detailed and efficient. There is a suitable accessibility plan to improve access for those with disabilities. Admission and attendance registers are correctly maintained and absences followed up efficiently. Arrangements for first aid are adequate, with sufficient appropriately trained first aiders. Arrangements for pupils who are ill are satisfactory. The school promotes healthy eating and lifestyles effectively through PSHE lessons and through the healthy lunches it provides. Pupils understand the importance of diet and, because all take part in sport and games, they understand the need for regular exercise.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

5.1 Governance is good and supports the school's aims, particularly through the generous provision for a large number of bursaries. As proprietors, the managing and educational directors have a clear vision for the development of the school as a caring community in which all individuals are greatly valued. They keep alive and continue to build effectively upon the ethos established by the school's founder and they meet weekly with the associate headmaster. The recommendations from the previous inspection have been addressed, and the proprietors endeavour to monitor regulatory compliance carefully. As a result of the proprietors' educational provision elsewhere, the school benefits from the sharing of resources, including staffing, which has enabled extra breadth to be added to the school's curriculum, and financial control is sound. They keep abreast of their responsibilities, particularly in the areas of safeguarding, welfare, health and safety. After the initial visit, the proprietors responded quickly to a shortcoming with recruitment checks in the past, ensuring that these had been resolved by the time of the final visit. They now have the support of an advisory group, consisting of parents and professionals with a wide range of expertise, to assist in guiding the future direction of the school.

5.(b) The quality of leadership and management

5.2 Leadership and management are good and focused on supporting the aims of the school by generating a culture of continual improvement. Consequently, the school is one where every pupil matters and high academic standards are maintained. Indicative of the associate headmaster's strong leadership are the drive and ambition for moving the school onwards and upwards. This has resulted in clearer roles and lines of accountability for senior leaders, as well as closer monitoring of the curriculum across the whole school. As a result, there have been improvements in the quality of senior and middle leadership and management, which in turn are improving teaching and learning. In addition, this has made strategic planning more effective, which ultimately benefits the pupils. Whole-school assessment is now used effectively to monitor pupils' progress and as a means of planning future strategies. Currently, the teaching and curriculum commitments of the associate headmaster take up a large proportion of his time during the week, and this restricts the amount of time he has available to both lead and effectively manage the school.

5.3 Appropriate policies are monitored and evaluated on a regular basis, and are diligently implemented. As a result, the school is a safe environment in which to teach and learn. All staff have been checked for their suitability to work with children through the Criminal Records Bureau. Although safeguarding is central to the work of the school, some other recruitment checks on staff appointed in the past were not fully in place at the time of the initial visit, but these were rectified as far as it was possible to do so by the time of the final visit. Staff have been trained in safeguarding, welfare, health and safety. Professional development opportunities for staff have improved as a result of more rigorous staff appraisal procedures.

5.4 Excellent use is made of the school's compact accommodation as well as local off-site facilities for physical education. There is a strong sense of community throughout the school, which includes teaching, support and administrative staff, as well as pupils. This ensures that the founder's legacy and ethos are kept alive.

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

- 5.5 The school maintains excellent links with parents, carers and guardians, establishing and promoting constructive relationships, in accordance with its aims. Open dialogue is developed from the very first enquiry on entry to the school and throughout the pupil's career at Sancton Wood. Electronic communication is used effectively to communicate with parents and other stakeholders. The use of the informative and detailed website, and of email with all staff means that parents have easy and ready access to the school and all relevant information, at all times and at all levels. Regular newsletters, informal open mornings and telephone conversations cover academic and social matters as well as general information. Current parents have been invited to join the recently formed advisory board. The views of parents are taken seriously and responded to promptly.
- 5.6 The great majority of the parents who responded to the pre-inspection questionnaire were very positive about the education and support offered to their children. They understand and subscribe to the ethos of the school, its aims and objectives. They are particularly positive about the progress that their children make, the curricular provision, the high standards of behaviour and the way in which the school promotes worthwhile attitudes and views. The only area of concern expressed is the perception that provision of extra-curricular activities and after-school clubs for pupils of all ages is limited. The inspectors concur with these views. The school is well aware of this and the issue is currently under review and revision.
- 5.7 Parents' views are surveyed annually. The school handles any concerns that emerge speedily, sensitively and with due care. Regular written reports are sent home which are informative and which give pointers on how pupils can improve their work. There is a full programme of parents' consultation evenings to discuss each pupil's progress. Pupils in the Senior School attend these along with their parents. The school has a flourishing parents' association, with its own website, which supports the school with a wide range of social and fund-raising events. Parents regularly attend sports fixtures, concerts, plays and exhibitions. They are invited to accompany school trips and many take the opportunity to do so. There is also a well-attended book club for parents and staff.

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

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

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

6.1 The overall effectiveness of the EYFS is outstanding. The school's aim of making an excellent contribution to the social, emotional and academic development of each child is successfully illustrated in the vibrant and purposeful classrooms. Children achieve extremely well in all areas of learning, irrespective of ethnicity or ability, and their individual needs are met very effectively. Strong links with parents and outside agencies help to provide a highly effective and safe start to the children's education. Detailed self-evaluation produces useful plans to sustain high standards. Since the last inspection, the EYFS has developed close liaison amongst staff in planning and practice, and the Nursery area has been successfully developed.

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

6.2 Leadership and management are good, with many outstanding features. Effective implementation of comprehensive procedures and risk assessments ensures that children are always safeguarded, equality is promoted and diversity respected. Recruitment procedures confirm that adults are suitable to work with children. The dedicated and hard-working team constantly assesses all children's individual needs. Daily communications illustrate how the strong relationship with parents enhances children's development. Parents express a high level of satisfaction with their children's progress and the curriculum provided. Self-evaluation contributes successfully to identifying training needs and produces a clear vision for future developments. Staff recognise that some paperwork has become unnecessarily duplicated and burdensome to complete. Effective use is made of generous resources that are shared across the classes.

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

6.3 The quality of provision is outstanding. The welcoming, stimulating environment enables children to learn and make excellent progress. Imaginative use of classrooms and outdoor areas helps children to develop and enjoy both independent and group activities. As a result of their excellent knowledge of differing developmental stages and careful observations, staff plan challenging work for each child. Any difficulties are quickly identified and the necessary support given. In all sessions, planning includes an appropriate balance between teacher-directed activities and those initiated by children. All areas are checked regularly for safety. Frequently, staff use children's ideas to extend learning even further. Children are exceedingly well cared for, including during out-of-school provision. Staff set high expectations and together with older pupils, provide excellent role models for healthy and considerate behaviour.

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

- 6.4 Outcomes for children in the EYFS are outstanding. They frequently exceed the Early Learning Goals in all areas. Children's personal development is also exceptional. They clearly enjoy learning and excellent progress is made by all. Speaking and listening skills are particular strengths. The children also enjoy solving problems, and are especially adept when using basic number squares. They are confident, active learners who participate enthusiastically in planned activities, taking turns and helping one another in tasks, such as making beanstalks. They always work diligently, whether independently or collectively, as they discuss outcomes and results, responding to staff's expectations for success. Children use ICT competently. Outstanding behaviour is the norm throughout the day. Children move safely up and down the steps and on the wheeled toys. They are comfortable about confiding in staff. When eating, all demonstrate a good understanding of healthy choices and the need to have clean hands. They appreciate the importance of a warm-up during physical education.

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

Inspectors

Mr James Bowden	Reporting Inspector
Mr Nathan Close	Deputy Head Academic, IAPS school
Mrs Kirsten Lewis	Headmistress, GSA school
Mrs Jane Le Poidevin	Headmistress, ISA school
Mrs Ann Stranack	Early Years Co-ordinating Inspector