



INDEPENDENT SCHOOLS INSPECTORATE

HIGH MARCH SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

High March School

Full Name of School	High March School
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Head	Mrs Susan Clifford
Proprietors	Mrs Belinda Avery and Mr Michael Chapples
Age Range	3 to 11
Total Number of Pupils	285
Gender of Pupils	Mixed (281 girls; 4 boys)
Numbers by Age	3-5 (EYFS): 75 5-11: 210
Number of Day Pupils	285
EYFS Gender	Mixed (71 girls; 4 boys)
Inspection date/EYFS	04 May 2010 to 05 May 2010
Final (team) visit	07 Jun 2010 to 09 Jun 2010

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 November, 2003.

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 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard 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 does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 High March is a mixed ability school which aims to foster in every child values of sensitivity, courtesy and responsibility and to develop in pupils enthusiasm, love of learning, good study skills and a sense of achievement. It aims to educate the whole child through a broad curriculum including sport, art, music and drama, as well as a range of extra-curricular activities. To pursue these aims it seeks to create a family atmosphere, where all activity is underpinned by a sound Christian ethos. The school's motto is 'kindness and friendship is the rule'. High March is a proprietorial school, with the two proprietors being assisted in the governance by a board of seven further governors.
- 1.2 High March is primarily a girls' school, taking boys only in the Upper Nursery. It is situated in a residential area of Beaconsfield, where it was founded in 1925. Most pupils live within a five mile radius of the school. The Early Years Foundation Stage (EYFS) setting currently provides for 50 pupils aged between three and four and 25 pupils aged four to five. The setting has one class for rising three year olds, and two parallel classes thereafter. Children have opportunities for learning and play both indoors and in the gardens.
- 1.3 Since the last inspection, in November 2003, the school has done much refurbishment and relocation of classrooms and has opened a new indoor swimming pool and a new music suite in Upper School.
- 1.4 The school has 275 pupils on roll. The 75 in the Foundation Stage, together with the 65 pupils in Years 1 and 2, form Junior House, which is situated in two adjacent buildings, while the 145 pupils in Years 3 to 6, the Upper School, are housed in a building a few minutes' walk away.
- 1.5 Tests indicate that pupils' ability on entry is above average. Most pupils live locally, and come largely from professional backgrounds. Currently one pupil for whom English is an additional language is receiving specialist support, and the school has 23 pupils from ethnic minority groups. Twenty-four pupils receive support for learning difficulties and/or disabilities (LDD). The school has no pupils with statements of special educational needs.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 From the EYFS onwards pupils of all abilities are successful in their learning and personal development. They are well prepared for transition to senior schools, in which they are very successful in achieving the schools of their choice. Their achievements are most notable in mathematics, English, art and sport. Their progress is good in relation to their above average ability. Pupils' work in information and communication technology (ICT) lessons is of high quality, but they make insufficient use of their ICT skills across the curriculum and in the six areas of learning in the EYFS. Pupils show enthusiasm for their work, encouraged by the very positive attitudes of their teachers, who provide excellent learning support to pupils with LDD. Very able pupils are also supported in some curricular areas, though this was not seen across all teaching. Children in the Reception classes make too little use of the outdoor space adjoining their classrooms.
- 2.2 Pupils' personal qualities are outstanding, fostered by the very friendly atmosphere of the school and very much in line with the school's aim to promote kindness and friendship. Many posts of responsibility exist for pupils to develop self-confidence and reliability, and the pupil council enables all pupils to feel that their opinions matter to the school. The many channels of communication the school has developed ensure that no child need feel disregarded, and pastoral care is a strength of the school. Extra-curricular activities are an important part of the school's provision, catering for many areas of pupils' development, and including various creative clubs as well as the more cerebral activities involved in board games and the computer club.
- 2.3 The governance, leadership and management of the school ensure that the ethos of the school is maintained, while at the same time making provision for high standards of education to be achieved. Much work has gone into the school's various administrative systems since the last inspection, so that teachers may be fully supported in their work. The recommendations of the previous report have all been implemented. Recent failures in compliance with regulations relating to staff recruitment have now been rectified. Parents, in their response to the questionnaire, expressed no significant criticism and were very supportive of all the school does; they expressed warm appreciation of the way the school projects a parent/school partnership.

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 2003, as subsequently amended, and therefore it was required to:
- implement all parts of the safeguarding policy [Regulation 3.(2)(b), under Welfare, health and safety]; and, for the same reason,
 - ensure that necessary checks are completed and properly recorded for all staff and governors [Regulation 4(2)(a); 4(2)(b); 4B(4)(a); 4B(5); 4C(3); 4C(7), under Suitability of staff, supply staff and proprietors];
- 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.
- 2.6 The school's provision for childcare met the requirements of the Early Years Foundation Stage and no action was required.

(ii) Recommended action

- 2.7 The school is advised to make the following improvements.
1. Increase the pupils' use of a range of ICT skills across the curriculum.
 2. Ensure that all teaching offers a consistent level of challenge to the most able pupils.
 3. Within the EYFS, provide more planned opportunities for pupils to use ICT and to develop critical thinking across the six areas of learning.
 4. Increase provision of outdoor learning opportunities for the Reception classes.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The pupils' learning and achievements are good in relation to their ability and age. Standards observed at the previous inspection have been maintained, and improved in some areas. The school does not enter pupils for national curriculum tests at 7 or 11 years of age, so there are no national benchmarks with which to compare the pupils' performance. However, pupils achieve high levels of success in entry to secondary schools, including gaining outstanding results in grammar school entry tests. The pupils achieve good levels of knowledge, skills and understanding relative to their ability. They make good progress thus meeting the school's aim to provide education of the highest quality and promote excellence in all fields.
- 3.2 Pupils of all abilities are well grounded in knowledge, understanding and skills and have learned to apply these skills as well as thinking creatively and critically. They demonstrate positive, enthusiastic attitudes to their work and activities, and display good levels of independent thought and initiative. They display well-developed literacy skills and read, speak and write confidently for a variety of purposes. Mature speaking and listening skills were evident in pupil interviews. Excellent numeracy skills were evident in a Year 6 lesson on median, mean and mode in which pupils ably demonstrated various mental strategies using different groups of numbers. Upgraded computer facilities are well used in ICT lessons, although computer use in other subjects is very uneven.
- 3.3 Pupils demonstrate good speaking and listening skills in a variety of situations and are articulate, friendly and confident with adults. In a Year 5 English lesson, pupils used sophisticated and ambitious vocabulary to describe using their senses. Creativity is encouraged, and the pupils' success in various music examinations and art and recycling competitions enhances their creative development. In a Year 1 class, pupils analysed what made a good dust jacket for a book and went on to create their own.
- 3.4 The pupils have very positive attitudes to learning, showing great enthusiasm, as observed in a Year 2 mathematics lesson where pupils enjoyed measuring different volumes of water to establish the relationship between litres, half litres and millilitres. Pupils work effectively on their own and particularly well co-operatively with others. They are able to take notes and organize their work well; they enjoy their work, describing it as fun. Their good and often excellent behaviour is evident in lessons and activities and around the school. All pupils achieve significant success in a range of academic and sporting activities; the Year 6 netball team has successfully competed in the Independent Association of Prep Schools (IAPS) and various local netball tournaments.

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

- 3.5 Curricular and extra-curricular provision is good. The broad and balanced curriculum contributes positively to the pupils' achievements and has a substantial impact on their personal development. It is well designed, is reviewed annually, and ensures that the education offered is in line with the school's aim to educate the whole child through a wide-ranging curriculum. From Year 1, pupils are taught all National Curriculum subjects, whilst effective personal, social and health education (PSHE) and religious studies cover an appropriate range of topics at each stage of development.
- 3.6 The curriculum meets the needs of pupils of all ages and abilities. The school has in place a comprehensive learning support policy. Support is well organised through the special educational needs co-ordinator and careful records are maintained. Effective individual educational plans are written and applied for pupils with LDD. Assessments for all pupils from Year 2 upwards are regularly monitored and updated, and can lead to the setting of individual objectives.
- 3.7 Music and drama play a significant role in the interesting and varied extra-curricular activities on offer. These are enjoyed by the majority of pupils, some taking part in 4 or 5 clubs per week ranging from swimming to sewing and judo to serendipity gardening. The new indoor swimming pool is well used to provide a valuable resource for all the pupils.
- 3.8 High-quality curriculum documents and schemes of work are devised, implemented and monitored by subject coordinators, whose roles and responsibilities have been strengthened since the previous inspection. Opportunities exist to develop numeracy skills using a variety of methods, and a Year 6 Second World War diary entry gave pupils the chance to use empathetic writing, which they did to a high standard. The curriculum provides additional breadth and depth through widespread specialist teaching, as well as through the early introduction of specialist subjects from Year 4.
- 3.9 The curriculum includes excellent arrangements for transition between different stages of the pupils' education. Pupils in Year 2 make a smooth transition to Year 3, aided by detailed files which follow them up the school, and pupils in Year 6 are well prepared to move to their choice of senior school with confidence through the PSHE programme.
- 3.10 The school promotes positive links with the community mainly through a variety of educational visits. Visiting speakers are regularly invited to the school and the school fundraises for local charities and the NSPCC. In Year 5 pupils can go on a residential trip to an outdoor activity centre and in Year 6 there is an annual ski trip and three-day trip to France.

3.(c) The contribution of teaching

- 3.11 Teaching is good, and maintains the standard noted in the previous report, enabling pupils to make good progress. Positive relationships between staff and pupils promote successful learning in line with the school's aims. Careful planning in revised schemes of work and good classroom practice ensure that pupils of all ages and abilities make good progress. However, some lessons lack sufficiently challenging opportunities for the most able pupils. In the best lessons, particularly in those where pupils are set by ability, the more able pupils were given suitably challenging work, but not all highly able pupils are consistently given more complex or different work in all lessons. Pupils with LDD make good progress both through teaching in the Learning Support Department and in the classroom.
- 3.12 Teachers know the pupils' learning needs well. All lessons have clear, achievable learning objectives and outcomes and show good time management. A learning intention is given to the pupils at the beginning of each lesson and is reinforced during the lesson with success criteria given for pupils. Lessons are well planned to foster pupils' interest. Learning resources are generally used well and teachers make good use of the interactive white boards provided, but in only a few lessons were the pupils observed to use them. Computer equipment is used competently by teachers and by pupils in the ICT suite, but use of ICT across the curriculum by pupils is not yet widespread. The library has been much improved since the last inspection. A rich selection of fiction and non-fiction books, newspapers and subscription magazines is available and pupils enjoy reading in the library's relaxed environment. The use of teaching assistants to provide additional teaching support throughout the school is well managed.
- 3.13 Teachers provide good oral feedback which pupils find helpful. Since the previous inspection the school has made major developments in measuring pupils' progress. Simple and effective forms of self assessment have been introduced. Teachers' marking varies in quality; the best is encouraging, poses questions, provides targets and requires pupils to complete corrections, but practice is inconsistent across all subjects. The results of regular testing help to identify pupils who are underachieving and additional support is provided. Target setting has been introduced and is proving to be beneficial. The school uses standardised data and school data to track pupils' progress but these data are not yet used to analyse particular trends to inform planning. Such analysis has been identified by the school as a priority for future development.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent, and firmly based on the school's stated Christian ethos. Pupils of all ages have outstandingly well-developed personal qualities and are confident and friendly. The pupils are considerate and courteous and exemplify the school motto 'kindness and friendship is the rule'. They appreciate the opportunities they have in the school, as they indicated in their responses to the pre-inspection questionnaire, and personal development continues to be a strength of the school.
- 4.2 Pupils have a well-developed sense of the spiritual and are self-aware. They understand that different people have different beliefs and customs, and displays around the school further demonstrate the pupils' knowledge and understanding of the range and depth of faith. Regular prayers foster the spiritual values of Christianity across the school. Many opportunities are given for spiritual reflection, which were seen, for example, in art displays of pupils' work on Australian aboriginal painting. The Upper School pupils are reflective in their appreciation of how they are valued as members of the school.
- 4.3 Pupils' moral development is seen in their well-developed sense of right and wrong; they treat each other and their teachers with respect and courtesy. Pupils in interviews were very clear that it would be wrong to treat others less well than they themselves would wish to be treated.
- 4.4 Pupils benefit from the excellent relationships in the school not only between staff and pupils but between the pupils themselves. Pupils show initiative and are eager to accept responsibility for tasks within the classroom and around the school. Older pupils accept the relationship between privilege and responsibility. The Year 6 pupils act as school prefects and house captains while Play Watch monitors and Play Pals assist pupils in the playground. Many reminders around the school reinforce the ethos of good behaviour and care for one another. The pupils' concern for those less fortunate than themselves is seen in their many fund-raising activities. Pupils are knowledgeable about public institutions and services.
- 4.5 Pupils show tolerance and respect for those from different cultural backgrounds. They learn to appreciate their own cultural traditions and the diversity of others through various lessons, including religious education, geography, art, music and PSHE. Their sense of justice is well developed and they understand that rules are necessary, both in school and in the wider community.

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

- 4.6 The pastoral care of the pupils is good, with many excellent aspects. Pupils are supported by form teachers, senior staff and older pupils and feel secure in the knowledge that, if they needed help, there are many people to whom they could successfully appeal. Relationships between staff and pupils, and among the pupils themselves, are excellent. The school extols the virtues of kindness and friendship and this is seen in relationships at all levels. Systems using senior pupils to ensure that no child feels lonely at playtimes not only reassure less confident pupils but also develop a sense of responsibility in the older ones. In their questionnaire responses large numbers of pupils thought that the school listened to their views and responded to them, showed concern for them as individuals and provided support in any difficulty. Pupils told inspectors that bullying issues were very rare, and felt that any that might arise would be noticed by staff and dealt with effectively. An effective pupils' council operates, and facilities exist for pupils to raise any matter confidentially if they wish. A weekly staff briefing is held, where any member of staff may raise a concern about any pupil. Thus the school operates effective channels of communication at all levels.
- 4.7 The school has a sanctions policy, though it rarely has to be implemented. Pupils, in their questionnaire, generally felt that teachers were fair, and all teachers place an emphasis on using a constructive approach to dealing with any misdemeanours which may arise.
- 4.8 Since the last report the school has developed appropriate first aid rooms for both Junior House and Upper School to cater for pupils' medical needs, and many staff are trained in first aid. The school has an appropriate safeguarding policy and all staff are trained in the safeguarding of pupils. Suitable measures are taken to reduce the risks from hazards. Comprehensive risk assessments cover the areas of fire, outside visits, laboratories, store rooms and the swimming pool. Attendance and admission registers are properly maintained, and health and safety policies are comprehensive and compliant with current regulations. The school has suitable planning for access for those with disabilities. However, not all aspects of the safer recruitment policy have been properly followed in the past, although all staff now are fully compliant with requirements, and procedures are suitably robust.
- 4.9 In their questionnaire responses pupils expressed strong support for all the activities of the school, although several made adverse comments about school dinners. Inspectors found these to be satisfactory, and suitable for developing healthy eating habits. Pupils have plenty of opportunity for regular exercise. Those who talked to inspectors were forthright in their approval of the school.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of the governance, which has very many good features, is satisfactory overall. The governors preside over a successful school, which effectively secures its aims, promotes academic and pastoral development of its pupils, makes appropriate financial planning and provides a rich environment in which pupils thrive. Both proprietors (known as directors) sit on the governing body and receive the minutes of all staff and Senior Management Team meetings. Governors are appointed for their expertise in various relevant fields, and the directors are thus supported by a strong advisory body. The governors have four sub-committees with both staff representatives and parent governors serving on them. By these means, and by the very regular contact between the school and the directors, governors have ensured they keep in close touch with the school's activities. They receive regular reports from the headmistress, and have made a significant contribution on both strategic and operational levels to the school development plan.
- 5.2 Governors maintain an attractive and well-resourced environment for the pupils' education, and have recently overseen a substantial building programme to produce a large indoor heated swimming pool. They take advantage of appropriate training opportunities to enable them to improve their governance still further. Governors have taken responsibility for the undertaking and recording of statutory recruitment checks, but this has lacked sufficient rigour. The school has now put in place appropriate systems for safe recruitment. Governors contribute to the drafting of policies, and to their regular review.

5.(b) The quality of leadership and management

- 5.3 The leadership and management of the school are excellent. Clear educational direction is given to all staff by the head and senior management team, and through the school's well-thought-out development plan. The school has various effective management policies in place, for appraisal, scrutiny of pupils' work and for its assessment. Work is ongoing in the analysis and use of assessment data in future planning. Day to-day organisation of the school is thorough, and learning support is effective. Departmental policies are comprehensive. This strong management is reflected in the good quality of education and excellent personal development of the pupils. A warm and caring atmosphere has been created, in which self-confidence, concern for others and good manners are all flourishing.
- 5.4 High quality staff are appointed and staffing levels are good, so that strong support is given to pupils. Non-teaching staff also make a strong contribution to pupils' development. All staff are trained in their roles in safeguarding pupils, and in welfare, health and safety. Senior management now delegate responsibility for checking the suitability of staff appointed to the school to administrative staff, who report monthly to directors.
- 5.5 The last report found many areas of the school's management to be insufficiently effective. These included appraisal procedures, definition of middle-management responsibilities, communication with staff and the formulation of the school development plan. Much hard work has been done since the last inspection six years ago, and the school now has a very clear senior and middle management structure, whose responsibilities are well defined, and cover all the areas of

shortcoming noted in the previous report. Faculty and staff meetings provide good forums for discussion and improvement of educational standards, while a programme of mutual lesson observations supports the appraisal scheme in ensuring that best practice is disseminated throughout the staff. The element of self-assessment in the appraisal scheme ensures that all staff, including those with senior management responsibilities, evaluate their performance regularly.

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

- 5.6 Links between the school and parents are excellent. The school has a good quality website, containing policies and much useful information for parents and prospective parents. Reports to parents are detailed and personal, indicating targets for pupils to aim at as well as containing information on the areas of the curriculum covered. Parents' evenings are held throughout the school, in the two terms in which written reports are not issued. An appointments system at these meetings ensures that parents are able to see all the relevant staff. Parents also have school email addresses and can contact staff through the school's open door policy. They receive information through the weekly school bulletin and through the informative parents' handbook.
- 5.7 The parents have a high level of involvement with the school, largely through the Social Group, which organises many social activities throughout the year, both for parents and pupils. It has a system of parents representing different year groups so that all parents can feel well represented. The school's aim to foster a family atmosphere is greatly supported by the ease and regularity of its links with parents. Parental complaints are very few, and are generally handled informally through the personal contact between school and parents. The school's formal and appropriate complaints policy has not been implemented in recent years. In their questionnaire responses parents gave wholehearted support to the school, there being no area in which significant levels of dissatisfaction were recorded.

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 some outstanding features. Children are safeguarded effectively, cared for exceptionally well and their needs are met. A range of approaches to observations and resourcing ensure that individuality is recognised and that children make good progress. Outstanding relationships have been fostered with children, as adults adopt a friendly and encouraging approach to them. The drive for constant improvement is strong, as illustrated in a recent evaluation of provision. The strong relationships with parents, carers and local education services underpin a good quality of education and care.

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

6.2 Leadership and management are good, and, in some areas, outstanding. The high standards noticed throughout the setting in the previous Ofsted report have been maintained. Comprehensive policies and risk assessments are implemented and monitored efficiently and children are safeguarded effectively. Through their policies and procedures staff promote equality so that, irrespective of background or ability, children achieve well. Managers' high aspirations and clear vision are communicated well. Perceptive and detailed self evaluation identifies priorities for development and demonstrates the capacity to improve. Leaders ensure a positive approach to well focused training for the suitably qualified staff and provide a wide range of very good quality resources. These are generally deployed effectively to promote many aspects of their learning. Good links have been established with parents, such as through sharing of observations, and parents were overwhelmingly positive in their responses to their questionnaire.

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

6.3 Provision for learning and development is good overall. Planning is comprehensive, making use of assessment information and children's specific needs are provided for well. Suitable activities, well balanced between adult-led and child-initiated, are provided for all abilities in all six areas of learning, and children are capably supported by adults who demonstrate good knowledge of children's learning, development and welfare requirements. The outdoor environment is enhanced by a well-equipped outdoor classroom, but Reception classes do not make sufficient use of their own available outdoor access. Children play and explore purposefully, particularly in the nursery. Good creative work was seen in displays and activities, but progress in developing ICT skills is less evident. Children's welfare is given a high priority. Staff guide and support children well, establishing clear routines that assist the understanding of safety and development of good attitudes to health and personal hygiene.

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

- 6.4 Children are eager to attend and are working securely within all assessment areas. Most are reaching a good or very good level of overall achievement and are developing their skills for the future. They are articulate, offer ideas and show good levels of concentration and motivations; however, they need more opportunities for developing their critical thinking skills. Their early writing and reading skills are well developed and they enjoy solving number problems appropriate to their age. They show good understanding of how to keep themselves healthy, understanding why they should eat healthily at lunch, and being pro-active in their personal hygiene. Children demonstrate exceptionally positive behaviour and show respect for others.

What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.

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, 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 Jenny McCallum

Mrs Jane Scott

Mrs Finola Stack

Mrs Sally Gray

Reporting Inspector

Team Inspector (Headmistress, IAPS School)

Team Inspector (Headmistress, IAPS School)

Co-ordinating Inspector (Early Years)