



INDEPENDENT SCHOOLS INSPECTORATE

KINGSCOTE SCHOOL STANDARD INSPECTION

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Kingscote School

The preparatory school (Thorpe House School) was inspected at the same time and a separate report published.

Full Name of School	Kingscote School		
DfE Number	825/6012		
Address	Kingscote School 35 Oval Way Gerrards Cross Buckinghamshire SL9 8PZ		
Telephone Number	01753 885 535		
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Email Address	office@kingscoteschool.info		
Headmistress	Mrs Fiona Davies		
Proprietor	Mr Hugh Grieve		
Age Range	3 to 7		
Total Number of Pupils	91		
Gender of Pupils	Boys		
Numbers by Age	3-5 (EYFS):	39	5-11: 52
Number of Day Pupils	Total:	91	
EYFS Gender	Boys		
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 2007.

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

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

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

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

- (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 Kingscote School is a pre-preparatory day school for boys aged three to seven years, located near the centre of Gerrards Cross, Buckinghamshire. The school was founded in 1964. The nursery, which caters for boys aged from three to four years, opened in 1999. The school aims to provide its pupils with a firm foundation in the basic skills, whilst providing a broad and balanced education in a friendly and caring environment.
- 1.2 The school is privately owned and managed by a member of the family, closely assisted by a management advisory panel, who act in a consultative capacity. It has strong links with a neighbouring preparatory school, which was under the same ownership as Kingscote School until 1978, when it became an educational trust. Both schools share a common uniform, term dates, calendar, magazine and parents' association.
- 1.3 The school, which educates boys aged three to seven years of age, does not select at nursery level. Boys coming into reception are assessed by an appropriate range of teacher-led activities. In Years 1 and 2, boys are invited to visit the school with the year group they will be joining, where they are assessed by the class teacher in their basic skills of English, reading and mathematics. The boys cover a wide spectrum of ability and their average ability is judged to be above the national average.
- 1.4 The school currently has 91 pupils, 39 of whom are in the Early Years Foundation Stage (EYFS) located in the main school building, with direct access to the play areas and garden. Two pupils have English as an additional language (EAL) and receive support from the school. No pupils have statements of special educational needs. Thirteen pupils are identified as having learning difficulties or disabilities (LDD), and receive additional learning support in school.
- 1.5 The school reflects the diversity of ethnic and cultural backgrounds of the area; most pupils are from professional or business backgrounds. Most boys proceed to the neighbouring preparatory school at the age of seven, and a small number move to other schools in the area.
- 1.6 Since the last inspection, a new head was appointed in September 2010. Information and communication technology (ICT) resources have been updated and enhanced throughout the school.
- 1.7 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 All pupils, including those in the EYFS and those with LDD or EAL, generally achieve well for their ability and make good progress in their learning in line with the aims of the school. Pupils are enthusiastic and display excellent attitudes to learning. Teaching is good overall, but at times it is over-directed, lacks challenge and consequently limits the opportunity for pupils to think for themselves. Since the last inspection, assessment procedures have been strengthened and the marking of pupils' work is of a high standard. Some good progress has been made in curricular development and co-ordinators have been appointed for all subjects. However, the current balance of the curriculum is uneven and does not provide sufficient time for the teaching of geography, history and investigative science. The extra-curricular programme does not cover a wide enough range of interests for pupils beyond sport.
- 2.2 Pupils' personal development is excellent, in accordance with the aims of the school, and is supported by high levels of care and strong welfare procedures. Pupils are tolerant and respectful of each other's differences and collaborate very well when working together. Older pupils develop supportive relationships with younger pupils. Staff provide excellent support and guidance and pupils say that they are very happy in school and value the help and support they receive. Pupils' keen interest in being responsible citizens is evident in their strong charitable giving.
- 2.3 The proprietors' duties and responsibilities concerning child protection, safeguarding and the welfare health and safety of pupils are effectively undertaken. Earlier shortcomings in the provision of paediatric first aid training for EYFS staff have now been rectified. Strong leadership and good management effectively support the broad aims of the school. The recommendations from the previous inspection have been implemented but the lack of allocation of an annual financial budget means that it is difficult for the headmistress to plan effectively future developments in raising standards in teaching and learning. Staff recruitment procedures are rigorous and all necessary policies and procedures are in place. Links with parents are strong. Reports to parents are detailed and comprehensive but do not always indicate what pupils need to do to improve. Parents' replies to the pre-inspection questionnaire show that most are very happy with the school, especially their children's progress, and the pastoral care they receive. A small minority feel that the school does not provide a good range of extra-curricular activities and some had concerns regarding homework. Inspection findings agree with parents regarding extra-curricular provision and the school plans to develop and extend the programme to include a more varied range of interests. Inspectors judge that the amount of homework set is appropriate.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.
- 2.5 In order to comply with the learning and development requirements of the Early Years Foundation Stage, the school was required to:
- provide details of the arrangements under which the EYFS Profile and its results may be discussed between a practitioner and the parent, giving a reasonable opportunity for the parent to discuss the EYFS Profile and its results with that practitioner.
- 2.6 In order to comply with the welfare requirements of the Early Years Foundation Stage, the school was required to:
- ensure that first aid training is approved by the local authority and is consistent with guidance set out in the Practice guidance for the Early Years Foundation Stage.
- 2.7 At the time of the final team visit, the school had rectified all of the above shortcomings, as noted in the text of the report.

(ii) Recommendations for further improvement

- 2.8 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Raise the level of challenge for more able pupils and foster more independent and investigative learning by widening the range of teaching methods.
 2. Ensure that lesson planning pays explicit attention to the needs of individual pupils and assessment data is used to guide target setting and planning.
 3. Improve the balance of curricular provision to include geography, history and investigative science.
 4. Increase the choice of extra-curricular activities to include more diverse hobbies and interests.
 5. Share fully the responsibility for financial and strategic planning between the headmistress and proprietors and establish an annual financial budget to enable the headmistress to prioritise future spending in line with the school's development and improvement plan.
 6. Ensure that teachers within the EYFS work as a cohesive unit to plan continuity in children's learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' overall achievement is good. It is in line with the aims of the school to encourage in the boys a belief in their own abilities and confidence to achieve the very best of which they are capable.
- 3.2 Pupils achieve particularly high levels of skill in literacy, reading, speaking and writing confidently for a variety of purposes. Mature speaking and listening skills were evident in interviews. Pupils of all ages listen carefully to what others say and treat their answers with respect. The presentation of pupils' work is of a very high standard.
- 3.3 Pupils demonstrate excellent ability in number and mental calculations. For example, older boys can mentally add and subtract two-digit numbers, add and subtract three-digit numbers by written methods, and are accurate in their use of multiplication facts. Pupils develop ICT skills well and use these skills effectively across most curricular areas, as evidenced by work in books and classroom displays. However, there was little evidence during the inspection of opportunities for them to work independently, for example carrying out independent research.
- 3.4 Pupils display sound scientific knowledge. Older boys working with materials described various ways of sorting materials into groups according to their properties, and used and understood words such as transparent, opaque and translucent. Boys achieve good levels of creativity, which is encouraged from an early age through music, art and drama. Excellent displays around the school, which covered a wide range of creative work, demonstrate high standards.
- 3.5 The pupils' attainment cannot be measured in relation to average performance against national tests. From evidence gained from assessment data, in lessons, through interviews with pupils and in work scrutinised during the inspection it is judged to be high in relation to national age-related expectations. This level of attainment indicates that most pupils make good progress over time in relation to their ability. Pupils with LDD or EAL often make rapid progress, especially in English and mathematics, as they are well supported.
- 3.6 Achievements of all kinds, both at home and school, are strongly encouraged and celebrated during assemblies, newsletters and in the school magazine. The well-supported extra-curricular programme offers pupils opportunities to achieve good levels of success in a range of sporting activities such as short tennis, and judo. Pupils show that they can work well collaboratively when presenting to their peers during assemblies and when performing together in school productions, which showcase their musical and acting talents.
- 3.7 The quality of pupils' attitudes is excellent overall. Boys are quick to settle, apply themselves thoughtfully, work enthusiastically and take great pride in their work. While generally they reason well and think for themselves, on occasion the style of teaching restricts opportunities for interacting with each other or being challenged at their own level of ability. Subsequently they become unfocused, resulting in a slight deterioration in behaviour.

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

- 3.8 The curricular provision of the school is good overall and fulfils its aim of developing essential literacy and numeracy skills from an early age. All the required subjects, including personal, social and health education (PSHE) are covered. The curriculum is suitable for all ages, needs and abilities and is effective in promoting the pupils' good standards of learning and excellent personal development, whilst providing a range of creative, linguistic and technological experiences. The boys' learning is further enhanced by specialist teaching in music, football and swimming.
- 3.9 A distinctive feature of the curriculum is the cross-curricular approach to learning. While this approach enables pupils to explore a topic in depth and present information in a variety of ways, opportunities to promote independent learning by providing open-ended tasks and investigative work through this thematic approach are not yet fully exploited.
- 3.10 Pupils with LDD receive effective additional specialist support. Pupils with EAL are well-supported in class by form teachers. The small number of gifted and talented pupils identified by the school have their learning extended during specialist lessons, for example in music.
- 3.11 Since the last inspection, good progress has been made in curriculum development. This has been achieved by the appointment of co-ordinators for all subjects and a review of curricular documentation. However, the lack of distinctive teaching in history and geography detracts from the balance of the curriculum. Provision for science is under-developed, particularly in investigative learning. The practice of all boys, irrespective of their abilities, being removed from lessons for daily individual reading restricts their access to the curriculum.
- 3.12 The pupils are well-prepared for their transition to their next school and effective strategies are in place for the transfer of records and information. The arrangements for transfer from EYFS to Year 1 are less well developed. The school is aware of the need to refine the transition procedure in order to provide support for children who have not yet achieved the Early Learning Goals.
- 3.13 The school's provision for extra-curricular activities is satisfactory overall. It provides well for sporting activities, where high-quality tuition assists pupils to develop individual as well as team skills, but does not offer a varied range of other interests or hobbies from which pupils may choose. Pupils are supported in their excellent personal development by the good quality before- and after-school care.
- 3.14 Pupils benefit from strong links with the local community and have enjoyed visits and visitors covering a wide range of topics, including a recent visit from a well known author. This particular visit resulted in high quality creative writing. Pupils' horizons are extended, and their understanding of the needs of others enhanced, by their collections to support a number of local, national and international charities.

3.(c) The contribution of teaching

- 3.15 Teaching is good overall but variable in quality. A small number of lessons seen were outstanding, but a similar amount of teaching was unsatisfactory.
- 3.16 Most lessons are characterised by an air of mutual respect, and, as a result of positive encouragement, pupils remain focused and exemplary behaviour is the norm. In the most successful lessons, teachers display strong subject knowledge, incorporate a variety of teaching methods and activities to maintain motivation and interest and present appropriate challenges for all the pupils. However, some lessons lacked a clear purpose for learning beyond the completion of the next page or worksheet. Though boys make some progress in these lessons, teaching does not spark their curiosity or prompt further enquiry and they listen passively for too long.
- 3.17 Learning support teaching is effective in building boys' skills and encouraging confidence in their own abilities. Pupils with LDD have individual educational plans with specific and achievable targets for learning. However, lesson planning does not always display an awareness of these pupils' specific needs. In many lessons, pupils of all abilities do the same work rather than being provided with tasks matched to their abilities; this was confirmed by scrutiny of the boys' books.
- 3.18 Assessment procedures are good overall. Teachers use to good effect a variety of informal methods to check pupils' knowledge and understanding within the classroom, including written and oral tests, quizzes and end-of-topic mini-assessments. The school uses a range of standardised achievement tests to measure the pupils' progress. Analysis of this data is used effectively by senior managers to identify aspects of the curriculum that need to be developed in order to raise pupils' attainment. However, the use of this data by teachers to inform their planning for individual pupils' learning needs is at an early stage of development. Marking is of a high standard. It is regular and thorough, and is understood by the pupils who consider it helpful and encouraging.

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 all pupils, including those in the EYFS, is excellent. In accordance with the aims of the school boys display kindness, excellent behaviour, tolerance and good manners.
- 4.2 Pupils have a well-developed sense of the spiritual. They are confident and friendly and have high levels of self-esteem, encouraged by the effective system of rewards and praise. During assemblies, boys enter fully into the spirit of the occasion and sing well. Their spontaneous reactions to events around them show an appreciation and wonder of the natural world, as exemplified by their considerable knowledge and understanding of the devastation caused by natural phenomena such as volcanoes, tsunamis and earthquakes.
- 4.3 The school is highly successful in instilling a strong moral code in its pupils through its ethos and through the excellent example set by staff. Boys have a secure understanding of right and wrong and are very clear about ways in which to resolve disputes which might arise. The school encourages pupils to think of others and both circle time and PSHE lessons provide an effective forum for debate of moral issues. Pupils are effectively encouraged to develop their empathy with those less fortunate than themselves by becoming involved in a wide range of charitable fundraising activities.
- 4.4 Pupils' social development is excellent. From an early age they display excellent social skills. They play and work well together, co-operating and taking turns. Relationships between staff and pupils are strong and boys are confident and articulate when speaking to staff and visitors. Older boys are given positions of responsibility as house leaders and monitors, which enable them to contribute fully to the life of the school and to develop leadership skills.
- 4.5 Pupils' cultural awareness is strongly developed and they demonstrate a good knowledge of, and tolerant attitude towards, those from different cultural backgrounds, both within the school community and further afield. Vibrant displays around the school showcase the pupils' understanding of different cultures. The excellent programme of educational visits and visitors to school helps to build pupils' appreciation of their own traditions and cultures. They display an appropriate understanding of public institutions.

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

- 4.6 Relationships throughout the school are excellent. All staff provide outstanding support and guidance for all pupils, including those in the EYFS, through their role as form teachers or as support or administrative staff. The high quality arrangements for pupils' welfare, health and safety foster pupils' personal development and academic achievement extremely well in line with the school's aims. Pupils of all ages are well behaved and courteous and there is a commendable sense of mutual respect. A strong community spirit permeates the life and work of the school.
- 4.7 The safeguarding policy is robust and is implemented successfully. All staff receive regular training to ensure that their awareness of child protection matters is at a high level. The designated child protection officers have received training as appropriate

for their responsibilities. Comprehensive fire prevention measures are monitored through regular fire practices. The school has undertaken thorough fire risk assessments and carries out the required checks on fire safety equipment. Further risk assessments are undertaken for all areas of the school and identified hazards to pupils are dealt with immediately.

- 4.8 The school has clear behaviour and anti-bullying policies and pupils are confident that the staff would quickly deal with any unacceptable behaviour. Staff discuss individual pupils' concerns at staff meetings and detailed written records are kept. Frequent opportunities are taken in class and assemblies to reinforce positive attitudes to behaviour and mutual care and responsibility between pupils.
- 4.9 Pupils take great pride in their class gardens where they grow a variety of vegetables and herbs to eat. They understand the importance of a healthy diet and enjoy the school meals, which are nutritious and appropriate for the range of dietary needs. Pupils enjoy the opportunities given to participate in regular exercise.
- 4.10 Suitable provision is made for pupils who are ill. At the time of the initial visit the school did not have the required number of EYFS staff with paediatric first aid training. This matter had been rectified by the time of the final inspection visit. Records are maintained with care. The school has an appropriate plan to improve access for those with disabilities. The admission and attendance registers are maintained correctly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good. The school is privately owned and is responsibly governed by a member of the proprietor's family who acts as the managing partner, closely assisted by the headmistress and a management advisory panel. Together they are totally committed to ensuring that the boys receive a high quality education in a caring supportive atmosphere, in line with the school's aims.
- 5.2 The management advisory panel, consisting of the managing partner, the headmaster of the associated preparatory school and the school's former accountant is established in a consultative capacity. Members meet together at least once a term, and at other times as necessary, to provide guidance to the school on important matters. Meetings have prepared agendas and are formally recorded with clear and informative minutes. When necessary, outside expert advice is sought on areas such as health and safety.
- 5.3 The managing partner, who retains an extremely active interest in the school, has great confidence in the leadership and allows the headmistress considerable autonomy in managing the daily educational life of the school. However, the lack of allocation of an annual financial budget means that it is difficult for the headmistress to plan effectively for future developments in raising standards of teaching and learning.
- 5.4 The members of the advisory panel know the school very well. They have positive and constructive relationships with the headmistress and the staff and are fully supportive of them. They are committed to the growth and development of the school and provide effective advice, support and challenge as necessary.
- 5.5 The proprietors are aware of their responsibilities and are committed to the welfare of the pupils throughout the school. The oversight of the systematic review and updating of policies and procedures prepared by the headmistress enables them to fulfil their responsibilities effectively and monitor progress in those areas. They attend suitable training, especially in the important area of safeguarding. Earlier shortcomings in the provision of paediatric first aid training for EYFS staff have now been rectified.

5.(b) The quality of leadership and management

- 5.6 The quality of leadership is strong and management procedures are effectively carried out. The strength of the leadership, good standards of achievements, the exemplary care of the pupils, and the strong support of the parents as reflected in the pre-inspection questionnaire, all indicate leadership and management which provide clear educational direction.
- 5.7 On a day-to-day basis the school runs very smoothly. Teaching, non-teaching, catering, welfare and administrative staff effectively support the ethos of the school. They work together with the pupils to create a strong sense of community, and take pride and pleasure in their school.
- 5.8 The evaluation of the school's current position shows that the senior leadership is aware of the next steps needed to develop further the present good quality of

education. The school has addressed the issues highlighted during the last inspection. Teaching and learning have been strengthened by the development of more rigorous assessment procedures, and co-ordinators have recently been appointed for all subjects. The school development plan has been revised to represent the views of the whole school community. It looks successfully towards the school's future, but is not linked to a financial budget. Staff appraisal has been instituted to provide more opportunities for staff professional development and in-service training. An earlier shortcoming in the provision of opportunities for parents to discuss the EYFS Profile and its results has now been rectified.

- 5.9 The appropriate care is taken over all aspects of recruitment, such as checks on suitability and the recording of these checks, as well as ensuring effective staff induction, and training. All other necessary policies and risk assessments are in place.

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

- 5.10 The school maintains strong relationships with parents, carers and guardians and takes considerable care to communicate effectively with them, in order to involve them in the life of the school, in line with its aims. Responses to the pre-inspection questionnaire indicate that most parents are extremely satisfied with the school and are particularly appreciative of the progress made by the boys and the promotion of worthwhile views and attitudes. Inspection findings support these views.
- 5.11 Parents have many opportunities to be involved in the life of the school through concerts, assemblies and visits, and by volunteering to help with activities. The thriving parents' association provides good opportunities for further parental involvement.
- 5.12 All necessary information, including policies and procedures, is posted on the school website and parents of pupils and prospective pupils are provided with extensive and relevant information about the school.
- 5.13 Parents also receive detailed feedback on their children's achievement and progress. However, reports provide limited information regarding the next steps for the children's learning. Parents are well supported in their children's transition to the next stage of their education.
- 5.14 The school operates an open door policy for parents to come into school to discuss their concerns. As a result, most concerns are dealt with swiftly and informally. There are clear procedures for dealing with parental complaints and any concerns are dealt with sensitively in line with school policy.
- 5.15 In the pre-inspection questionnaire a small number of parents indicated that they do not think the school provides a good range of extra-curricular activities, and some had concerns regarding the amount of homework given. Inspection findings agree with parents regarding extra-curricular provision and the school plans to develop and extend the programme to include a more varied range of interests from which pupils may choose. Inspectors judge that the amount of homework set for pupils is appropriate for their age and abilities.

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 good. Staff know the children very well and provide a caring environment where each child is valued highly. Good teaching nurtures and directs children, promoting their confidence and eagerness to learn. Since the last inspection, the improvements made in the recording of children's progress have been of benefit in improved planning, which now ensures that the learning and development needs of each child are well met. Parents are most supportive of the setting and are encouraged to play an active part in the learning process. Self-evaluation is effective in enabling staff to identify areas for improvement and development.

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

6.2 Leadership and management are good overall. Effective policies and procedures are implemented to ensure that discrimination is eliminated and children are safeguarded well. Each child has an equal opportunity to succeed, supported by a wide range of appropriate resources. Strong links are established with parents and other agencies including the local authority. The school regularly reports to parents but is aware that parents have not been given the opportunity to discuss the EYFS Profile and its results. This omission has now been rectified. Regular meetings enable staff to evaluate the effectiveness of current practice but nursery and reception staff do not currently work as a cohesive unit to plan children's learning.

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

6.3 The provision is good overall with outstanding elements. The welcoming and stimulating environment, together with a detailed timetabling of activities, enable children to learn and make progress which is good overall and sometimes outstanding. The wide variety of resources provide good opportunities for children to develop their imagination through role and creative play and to acquire problem-solving skills. Staff plan for effective use of the outdoor area across all areas of learning and there is an appropriate balance between child-initiated and adult-led activities. Children's welfare is a high priority and is promoted well. At the time of the initial inspection visit staff did not have the required paediatric first aid training. This omission had been rectified by the final inspection visit. Rigorous risk assessments are in place for all aspects of the setting and regular checks create a safe environment.

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

6.4 Outcomes for children are at least good and for some, outstanding. Children enjoy their learning and achieve well, working happily both individually and co-operatively. From different starting points they make progress that is good overall towards achievement of the Early Learning Goals, and some exceed them. They achieve high standards in numeracy and literacy and communicate effectively. Nursery children are confident in recognising and using numbers up to ten, can click and

drag to solve problems set by a computer and, through water play, understand meanings of terms such as 'full' and 'empty'. Reception children understand terms such as 'more than' and 'less than', know about odd and even numbers and can read at a level that well exceeds expectations in early reading. Children feel safe, developing relationships that are strong at all levels. They respect and tolerate each other's differences as they develop skills for the future. Children understand that physical exercise, healthy eating and personal hygiene are all needed to achieve a healthy lifestyle.

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 proprietor, 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 Felicity Lawson

Mrs Julie Bolger

Mrs Sue Saunders

Mr Richard Balding

Reporting Inspector

Head of Pre-Prep, IAPS school

Head of Pre-Prep, GSA school

Early Years Co-ordinating Inspector