



INDEPENDENT SCHOOLS INSPECTORATE

NOTTING HILL PREPARATORY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Notting Hill Preparatory School

Full Name of School/College	Notting Hill Preparatory School		
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Head	Mrs Jane Cameron		
Co-Chairs of Governors	Mr John Mackay and Mr John Morton Morris		
Age Range	4 to 13		
Total Number of Pupils	281		
Gender of Pupils	Mixed (152 boys; 129 girls)		
Numbers by Age	3-5 (EYFS):	40	5-11: 215
	11-13:	26	
EYFS Gender	Mixed		
Inspection dates	10 May 2011 to 11 May 2011 08 Jun 2011 to 10 Jun 2011		

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in March 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 Notting Hill Preparatory School is a co-educational day school which admits pupils aged from four to thirteen years. It is situated in the North Kensington/Notting Hill area of London. It was set up through the collaboration of parents and teachers in September 2003. In 2009 the school opened a new building to house Years 4 to 8 and incorporates a range of new facilities including a new dining hall, computer suite and specialist rooms for art, music and science. The school is financed through shareholders and was until recently managed by a board of directors. A separate board of governors monitored standards and general school management. The board of directors and the board of governors have now merged to form a new board of governors with equal representatives from the previous boards and a joint chairmanship.
- 1.2 The school is based on the principle that a successful education must be built on a partnership between teachers and parents. The school aims to nurture happy, confident, well-rounded children who are eager to progress both academically and socially. It aims for all pupils to fulfil their potential and gain a sense of achievement and self-worth.
- 1.3 At the time of the inspection there were 281 pupils on roll, 152 boys and 129 girls. Of these, 40 were in the Early Years Foundation Stage (EYFS). The pupils come predominantly from business and professional families. A small proportion come from non-European cultures and some from European backgrounds. The school has identified 45 pupils who have learning difficulties and/or disabilities (LDD), all of whom receive additional support. One pupil has English as an additional language (EAL) but does not need additional support. No pupil has a statement of special educational needs. The pupils leave at age eleven or thirteen, when the majority take the Common Entrance exam. The overall ability profile of the school is above the national average, with a spread of abilities.
- 1.4 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 Pupils of all abilities and needs are extremely successful in their learning and personal development throughout the school, including in the EYFS. The school meets its aim that children of all abilities should fulfil their potential and gain a sense of achievement and self-worth. Pupils in the EYFS receive a stimulating and enjoyable start to their education which is built upon successfully as pupils move through the school. Central to the pupils' success are their eagerness to learn and their excellent relationships with each other and their teachers. Pupils' achievements are particularly notable in music, mathematics, science and literacy. Achievement in physical activity is less successful but is satisfactory overall. Pupils of all abilities and needs make exceptional progress in their learning. As a result, pupils are extremely well prepared for their future lives and a feeling of mutual respect and trust pervades the school. Their success is promoted by excellent teaching and a developing curriculum, which is taking into consideration the growing needs of the school.
- 2.2 The personal qualities of pupils within the context of the school's life are significant. Pupils are tolerant and respectful of each other's differences and collaborate exceptionally well when working together. They are given many opportunities for responsibilities and accept these with enthusiasm and pride. The provision for the safeguarding, welfare, health and safety of pupils is outstanding and effectively supports their excellent personal development. Pupils' responses to pre-inspection questionnaires were overwhelmingly positive about the school. A small number commented that teachers are not always fair, but, in speaking to pupils and observing the care given to them, no evidence was found to support this.
- 2.3 The aims of the school are fulfilled and fostered by the governing body which is committed to the academic progress and personal development of the pupils. Governors have a clear oversight of the school, informed by the reports from the head and by their regular visits to the school. They have responded well to the recommendations from the last report to improve library provision and changing facilities. Leadership is excellent and management strong, with effective policies and procedures which support pupils considerably in their academic and personal development. The school recognises that the role of the subject leaders is not yet developed sufficiently to ensure a coherent approach to monitoring and evaluation throughout all subject areas. Recruitment procedures are efficient and safe, and all checks on staff, regular assistants and visitors are applied and recorded fully and correctly. Links with parents are extremely good. They are extremely positive about almost all aspects of the school's educational and pastoral provision.

2.(b) Action Points

(i) Compliance with regulatory requirements

2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Develop the role of the curriculum co-ordinators to provide greater responsibility and ensure consistency in the monitoring of the teaching of their subject across all year groups.
2. Continue to develop the curriculum in line with the growth of the school and its needs.
3. Improve the provision for physical education (PE) and opportunities for pupils to represent the school in sport.
4. Further enhance provision in the EYFS for outdoor play to facilitate its use in all weathers.

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 overall quality of the pupils' achievements and of their learning, attitudes and skills is excellent. During their time at the school, all pupils, including those with LDD, become increasingly confident in their individual abilities and make great strides in their academic progress, reflecting the school's aims to nurture all talents and allow each pupil to shine, and supporting its philosophy that 'a rising tide lifts all ships'. 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. Almost all pupils have been successful in gaining entry to their first choice senior schools, some of which have strong academic entry requirements.
- 3.2 Literacy skills across the school are exceptional. In all lessons, interviews and informal conversations, the pupils are open and interesting in their input. Pupils are extremely articulate when answering questions and presenting their ideas; even when dealing with sophisticated topics. They are able to write in various styles and with a legibility and concision which speak of pride and careful thought. In and out of lessons, pupils seize with alacrity the many opportunities for independent thought. Numeracy skills are highly developed and applied competently to solving problems. The pupils have well-developed information and communication technology (ICT) skills which they use creatively across the curriculum. Logical thought in science is excellent and pupils engage with enthusiasm in scientific investigation.
- 3.3 Pupils' creative and performing skills, particularly in music, are high and music is a strength of the school. Pupils regularly join together for musical events in and out of school. Pupils' skills in sport are less developed and pupils have few opportunities to represent the school in this area.
- 3.4 Achievements of all kinds both at home and school are strongly encouraged and celebrated. The well-supported extra-curricular programme offers pupils opportunities to achieve good levels of success in a wide range of activities. Throughout the school, the pupils are successful in passing music examinations, a large number gaining merits or distinctions, and a group of pupils were invited to play at the School Proms at The Royal Albert Hall.
- 3.5 The pupils' attainment cannot be measured in relation to average performance against national tests but on the evidence available, including standardised data, it is judged to be high in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make good and often excellent progress over time in relation to the average for pupils of similar ability. More able pupils make exceptional progress because of the provision the school has put in place.
- 3.6 Pupils develop essential skills for work and study from an early age and their attitude towards these is positive. A collaborative approach to learning is strongly nurtured and many opportunities are provided by teachers for pupils to develop strong personal skills by working in pairs, taking responsibility for decision making and undertaking their own research. The school fulfils its aims to be a 'thinking school' extremely well; pupils think creatively and actively enjoy and benefit from learning through using their thinking skills.

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

- 3.7 The curricular provision of the school is good overall with areas of excellence and fulfils its aims of enabling pupils to acquire new knowledge and make progress according to their ability. 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' high standards of learning and excellent personal development. As the school has grown, the curriculum has broadened and the school recognises the need now for further review of its breadth. The current provision of 30-minute lessons restricts the curricular provision, as some lessons diminish to 20 minutes if the children are delayed moving from class room to class room, making it difficult for the content of the lesson to be fully delivered.
- 3.8 A new literacy programme which has recently been introduced following staff evaluation and analysis of the existing scheme provides pupils with further opportunities for participation in drama, assemblies, and public speaking. Younger pupils benefit from some specialist teaching, and from Year 4 pupils are taught by specialist teachers for most subjects. French is taught from Reception and Latin is offered from Year 5. The curriculum is further enriched by the introduction of P4C (philosophy for children), Thinking Hats and Mind Lab. At present the PE curriculum is underdeveloped, particularly for the older pupils, and they have limited opportunity to represent the school in team games.
- 3.9 The curriculum meets the needs of all pupils, and those with LDD are provided with a high level of support individually and in the classroom. The most able pupils are challenged appropriately, with the emphasis on differentiation in the form of setting in mathematics and English providing greater opportunity for extension and support across the learning spectrum. The introduction of creative thinking and the provision of a Lateral Thinking club, together with the introduction of study skills and master classes for the older pupils, make substantial provision for the more able.
- 3.10 The curriculum is additionally enriched by a programme of one-day and residential visits, including to museums, art galleries, parks, a ski holiday and an educational visit to France. New school buildings have had a beneficial effect on resources for the curriculum. These include a dedicated science laboratory and computer rooms, a new school library and the creation of an art room.
- 3.11 This curriculum is supported by a wide-ranging choice of extra-curricular activities. These activities are well organised, and pupils say they are happy with the provision and the diversity of choice. Pupils are given the opportunity to experience a variety of instruments and participate in the school orchestra and bands. The music sessions at the beginning of the day are welcomed by pupils and are well attended.
- 3.12 Links with the community are an important part of the school's holistic approach to education. Pupils enjoy visiting the local Christian church where they hold their Harvest Festival and to places of worship of other faiths. Pupils take part in community initiatives and projects including singing in a home for the elderly.

3.(c) The contribution of teaching

- 3.13 The overall quality of the teaching is excellent, enabling all pupils to make significant progress and give of their best. Teaching is highly effective in promoting the aims of the school.
- 3.14 The teachers know their pupils well and this, together with the staff's strong subject knowledge, contributes greatly to the progress their pupils make. They have established an excellent rapport with their pupils and work hard to ensure that they achieve in line with the school's aims for all pupils to fulfil their potential. In the best lessons teaching is energetic, enthusiastic and brisk, and encourages application and good progress. These lessons are characterised by good time management, differentiated work and the opportunity for the development of independent thinking for the more able. However, in a small number of less successful lessons, opportunities are missed to promote responsibility in pupils for their own learning and exuberant behaviour is not always addressed and channelled towards a productive outcome, consequently pupils' progress is less rapid.
- 3.15 Lessons are mostly well planned and build on previously learned knowledge and skills; they include practical activities that engage pupils' interests fully. Discussion during lessons is encouraged and greatly assists with speaking and listening skills and in building pupils' self-confidence. Teachers make good and imaginative use of the excellent resources, as was seen in a music lesson in which pupils were composing, editing and recording using the computer.
- 3.16 The school is moving towards a more comprehensive and effective system for assessing and tracking pupil progress. Available assessment data and national standardised test results are now being used in some subjects to monitor pupils' progress. Individual target setting is emerging and pupils are also encouraged to decide their own targets. Pupils' work is marked regularly and the best examples include comments to guide pupils on how to improve their work; however, marking is not consistent across all subjects. Peer assessment is used to good effect by pupils, who are able to make constructive criticisms of their peers' work.
- 3.17 Planning is successfully monitored by subject coordinators and is constantly evolving. Close liaison exists between teachers across the school to ensure progression in pupils' learning and effective changes are made after discussions between staff. Provision for pupils' differing abilities is evident in the planning.
- 3.18 Most teachers celebrate pupils' work with imaginative displays in their classrooms, however, there is little opportunity for parents and pupils to appreciate the display of pupils' work in public areas of the school.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of personal development of the pupils is excellent and is promoted by exceptionally strong relationships with staff and outstanding pastoral care. In accordance with the school's aims, the pupils display a strong sense of purpose and individuals are valued for their contribution to the community.
- 4.2 Pupils' spiritual awareness is strong. They exhibit considerable confidence and self-awareness. Their self-worth is strongly evident and fostered through many aspects of school life. They recognise the abilities and skills of all members of the school community; during assemblies, the shared celebration of individual and group achievements is a genuine pleasure. The pupils have opportunities to participate in musical and drama productions and this enhances their sense of wonder and awe. During religious education (RE) lessons and circle time the pupils reflect and explore their feelings and emotions and develop values and principles to widen their perspective of life. They are caring and considerate towards others.
- 4.3 Pupils' moral development and awareness are excellent. Pupils have a keen understanding of right and wrong; this goes beyond a simple notion of rules and is grounded on a sense of mutual and collaborative responsibility. Pupils are effectively encouraged to develop an empathy with those less fortunate than themselves. This includes taking part in community initiatives and supporting local and international charities by holding fundraising events. Kindness, courtesy and concern for others are highly regarded.
- 4.4 Pupils interact with each other with tolerance and mutual respect, showing outstanding social development. From an early age the pupils develop excellent cooperative team working skills in their choirs and orchestras and in classroom activities. Children of all ages respond well to responsibilities as class monitors, ambassadors, house captains, prefects, head and deputy boy and girl. A school council is elected and pupils experience democracy, taking suggestions from the class to council where they are considered and acted upon. Pupils feel valued and have a voice within their school community. Throughout the school, pupils have a broad knowledge of public institutions and services appropriate to their age.
- 4.5 Pupils have an excellent appreciation of cultural diversity; it is a feature of their everyday lives. Cultural differences are readily accepted and celebrated through RE, assemblies and celebrations, where they learn about alternative faiths, cultures and traditions. Pupils happily share their personal experiences, and parents and speakers visit to enable a deeper understanding and tolerance of a variety of beliefs, cultures and faiths. Close links with a school in Malawi contribute to pupils' global citizenship and cultural awareness. A sense of tolerance and harmony pervades the school community.

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

- 4.6 The quality of welfare, health and safety is excellent. In all aspects the school is supportive of the well-being of the pupils and ensures care of the highest quality. Policies and arrangements are all in place to ensure pupils' welfare, health and safety and the parents are fully appreciative of the care that their children receive.
- 4.7 The excellent support and guidance for the pupils by all members of staff successfully fosters the pupils' personal development and academic achievements. Relationships between the staff and the pupils, and between the pupils themselves, are excellent, and the children are both appreciative of, and affectionate towards, the staff. A small number in the pupils' questionnaire expressed concerns that not all staff treat all pupils fairly. Inspectors found no evidence to support this. Respect for each other is evident in all areas and the pastoral aims of the school are fully realised. The warm family atmosphere is almost tangible and is appreciated by both the children and the parents.
- 4.8 The pupils confidently state that they can turn to the staff for help in the event of any concern, and pupils agree that bullying is rare. The anti-bullying policy is comprehensive and staff deal with any instances quickly and constructively. The school rules are clear and effective. The school has a strong culture of praise, rewarding good behaviour and effort through a variety of methods, including celebrating success in assemblies. Pupils behave very well around the school, although occasionally the behaviour in class can be less than exemplary.
- 4.9 Due attention is given to safeguarding and promoting pupils' health and well-being. The safeguarding policy is clear, suitable training has been undertaken by staff, the health and safety procedures are highly effective, and risk assessments cover all aspects of school life. The 'meet and greet' in the morning, for example, summed up the excellence of both the pastoral care and the concern for the well-being of the children. Fire prevention measures are in order and a fire risk assessment is undertaken frequently. Fire drills are held at least once a term and all alarms are tested regularly. An appropriate accessibility plan is in place to improve the educational provision for those with disabilities. The admission and attendance registers are properly maintained, with records in place for the previous three years.
- 4.10 The food served is nutritious, pupils have the opportunity to take regular exercise and playtimes are well supervised by a combination of the teaching staff and playground assistants.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governors provide an excellent level of support and ensure that a high quality of education is offered to all pupils in line with the school's aims, particularly through the generous provision for a large number of bursaries. The board of directors and the board of governors have successfully merged to form a new board of governors with equal representatives from the previous boards and a joint chairmanship. The board has a clearly defined structure, and benefits from a wide range of experience and professional background. It has established supportive sub-committees and promotes the school ethos well. The regular report of the head to the governing body provides comprehensive information on all aspects of school life.
- 5.2 Governors have a clear insight into the working of the school. Relationships with staff are enhanced by the regular visits made by governors to the school and opportunities for staff to meet governors informally. Governors provide the school leaders with much appreciated help, advice and, where appropriate, challenge, whilst recognising their operational autonomy.
- 5.3 Governors are strongly committed to the school and to its continuing development, and have a clear understanding of their roles. They are fully aware of their responsibilities and are determined through financial planning to ensure that the school meets pupils' educational needs and maintains educational standards. Careful financial planning has provided for the development of the facilities and resources, and a major building project has been completed since the previous inspection. The governing body is aware of its responsibilities for child protection, health and safety, and appropriate training has been undertaken. School policies are monitored and reviewed appropriately.

5.(b) The quality of leadership and management

- 5.4 Leadership is excellent and management strong, fully supporting the aims of the school. The ethos and direction of the school are clearly set from the head and leadership team, and all staff work hard to maintain these principles in the life of the school.
- 5.5 The management structure of the school has developed as the school has grown and each level of management is now established. The senior leadership team, and senior management team, under the guidance of the head, are highly effective and have been a catalyst in improving quality, whilst keeping the fulfilment of the school's aims firmly in focus. The management teams share a positive relationship and provide consistently good quality support to the head and also to colleagues. This significantly contributes to the successful management of the school and its positive ethos. The strengths in its work are reflected in pupils' high academic standards, excellent teaching and outstanding personal development, as well as the happy and friendly ethos that pervades the school.
- 5.6 The role of the subject leaders has been established and the enthusiasm and dedication of the staff ensure that there is a sense of purpose and shared vision. They now have a clear oversight of their subjects and are beginning to manage them across the school. Monitoring of the teaching of subjects is developing steadily, although subject leaders have a limited time given to them to do this.

- 5.7 The whole-school development plan has resulted from wide staff consultation and all staff are committed to its implementation. Communication and consultation are significant strengths of the school, being purposeful and informative and enabling all staff to make their views known and contribute to policy and practice. Procedures and policies throughout the school are clear and appropriately detailed. They are well implemented by staff and contribute successfully to the smooth running of daily school life.
- 5.8 Staffing levels are excellent, and staff are well qualified. The school pays careful attention to the development of all of their staff, and an appraisal system is effective. All those working with children are suitably checked and recorded through recruitment procedures which are followed scrupulously and all staff are trained in the areas of safeguarding, welfare, health and safety.

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

- 5.9 Links between the school and the parents are excellent, strongly supporting the academic and personal development aims of the school. Communication is open and varied, with parents encouraged to liaise closely with teaching staff and to play an active role in the education of their children.
- 5.10 Responses to the pre-inspection questionnaire indicate that parents are overwhelmingly positive and supportive of the school, and are very happy with the education their children receive. They commented favourably on the high standards expected of pupils and the support given to pupils to achieve these. An almost unanimous positive response was given on pastoral matters. A typical response was: 'The school is nurturing and caring'. The inspectors concur with this view.
- 5.11 Information flows freely from the school to the parents in a variety of ways. Informative weekly newsletters, excellent year group curriculum booklets and the 'home link' diary allow for a full exchange of information, while the prospectus and website are both helpful for prospective parents. Termly grades, an annual full report and regular parents' evenings keep parents fully informed about their children's progress, attainment and effort, while teachers and parents communicate easily on a less formal basis.
- 5.12 There is an active parents' association that serves to support the school and act as a conduit of information, as well as organising social and fundraising events. Parents have ample opportunity to be involved in the life of the school. They are welcomed into school for special events, such as assemblies and concerts, sometimes delivering talks or enhancing the educational provision of their children, for instance, authors reading from their books or members of various religious faiths discussing their practices.
- 5.13 The parents appreciate the commitment and confidence of the teaching staff, and are pleased with the development that has taken place recently, having confidence in the direction that the school has taken. The availability and approachability of the head are also prized, and parents feel that concerns are heard promptly and treated with care and consideration.

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 This is an outstanding setting, meeting the needs of all children, whilst fully appreciating their individual differences. An excellent system of review and self-evaluation ensures the achievement of the school's aims to provide a positive and enriching learning environment, enabling the children to blossom as confident, independent individuals and learners. Staff sustain existing high standards by regularly identifying areas for improvement. Children's needs are very well met through a broad and exciting range of activities, and inspirational teaching. Staff have a clear understanding of children's needs and create a stimulating, exciting environment, where each child feels valued and safe.

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

6.2 The leadership and management of the setting are outstanding. Safeguarding procedures are robust, with efficient and comprehensive policies and risk assessments firmly embedded. All adults have been suitably checked, are well qualified and appropriately trained. Records, policies and procedures necessary for the efficient management of the setting are implemented effectively. The capacity for sustained improvement is excellent and ensures that children have equal opportunities to learn and progress. Parents are overwhelmingly supportive of the school and express strong appreciation of their children's progress and the standard of their care. Weekly newsletters and regular e-mail contact keep parents well informed and encourage them to be involved in their children's learning. The effective use and good management of resources, including those outdoors, lead to successful outcomes for all children.

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

6.3 The quality of provision is outstanding. All children learn and develop well through stimulating play and experiences which are specifically aimed at their individual needs. A good balance is maintained between adult-led and child-initiated activities, with many opportunities for independent learning. Outdoor provision is used effectively, although its use is limited during inclement weather because of the lack of cover. Children are observant and inquisitive and staff ask challenging questions to develop their thinking skills. Provision for welfare, health and safety is exemplary, and good health and well-being are emphasised. The behaviour policy is well implemented, leading to a happy, busy atmosphere, where children benefit fully from all the opportunities provided.

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

- 6.4 Outcomes for children are outstanding. They make rapid progress and are on course to meet all the early learning goals, including communication, language and literacy, and mathematical development, by the end of their Reception year, with many likely to exceed them. Children are inquisitive and enthusiastic, relating well to adults and to each other. They co-operate well in their learning, and begin to make their own choices and decisions. Children respect and trust their teachers and understand the importance of staying healthy. They are provided with secure foundations for their future and respond to school life with great enthusiasm and enjoyment.

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Linda Donowho

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