



INDEPENDENT SCHOOLS INSPECTORATE

ST GEORGE'S COLLEGE JUNIOR SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St George's College Junior School

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

Full Name of School	St George's College Junior School		
DfE Number	936/6566		
Registered Charity Number	1017853		
Address	St George's College Junior School Thames Street Weybridge Surrey KT13 8NL		
Telephone Number	01932 839 400		
Fax Number	01932 839 401		
Email Address	contact@st-georges-college.co.uk		
Head	Mr Antony J W Hudson		
Chair of Governors	Mrs Kathleen S Quint		
Age Range	3 to 11		
Total Number of Pupils	586		
Gender of Pupils	Mixed (282 boys; 304 girls)		
Numbers by	3-5 (EYFS):	150	5-11: 436
Number of Day Pupils	Total:	586	
Head of EYFS Setting	Mrs Catherine Peuleve		
EYFS Gender	Mixed		
Inspection dates	18 Jan 2011 to 19 Jan 2011		
	16 Feb 2011 to 18 Feb 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 January 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.

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendation(s) for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and their learning, attitudes and skills	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	7
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(a) The quality of governance	9
(b) The quality of leadership and management	9
(c) The quality of links with parents, carers and guardians	10
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	11
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	11
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	11
(c) The quality of the provision in the Early Years Foundation Stage	11
(d) Outcomes for children in the Early Years Foundation Stage	12
INSPECTION EVIDENCE	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St George's College Junior School is a co-educational day preparatory school for pupils between the ages of 3 and 11. It is situated in twelve acres of land in Weybridge, Surrey about one and a half miles from St George's College. St George's College was originally founded in 1869 in Croydon and included the younger pupils. In the 1950s the lower forms were separated from the main body of the school and became Woburn Hill School. The name was changed to St George's College Junior School in 1995 and in 2000 the school moved to its present site in the building previously occupied by St Maur's Convent. A large proportion of the pupils transfer to the College at the age of eleven. The junior school shares a governing body with the senior school; all governors have special areas of interest and these include the junior school and the Early Years Foundation Stage (EYFS). At the time of the inspection, there were 586 pupils on roll, 282 boys and 304 girls, of whom 150 were in the EYFS. The school seeks to inspire a love of learning and to encourage all to fulfil their aspirations and potential within an atmosphere of mutual respect and compassion. Although predominantly a Catholic school, St George's welcomes pupils of all Christian traditions and aims to develop each pupil's ethical, spiritual and moral values. It strives to promote its Josephite tradition which encourages a strong sense of all belonging to one family which encompasses the wider world.
- 1.2 Since the previous inspection, the accommodation for the Nursery has been extended, the dining hall has been refurbished and additional fencing has been erected around the playing fields.
- 1.3 Pupils come from the local area of Weybridge, Walton, Cobham and Chertsey, with a small minority coming from further afield, as far away as Guildford. The presence of a number of multi-national companies in the area leads to a degree of mobility in the school population. The majority of the pupils are of white British origin. The ability profile of the pupils is above the national average with very few pupils being below average. The school has identified 32 pupils as having learning difficulties or disabilities (LDD) and all of these receive specialist help. One pupil has a statement of special educational needs. Forty-one pupils have English as an additional language (EAL).
- 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 From the EYFS upwards, pupils at St George's College are very successful in their learning and personal development. The school meets its aim to inspire a love of learning and to encourage all pupils to fulfil their aspirations and potential within an atmosphere of mutual respect and compassion. Results in national tests at age eleven have been excellent in relation to the average for maintained primary schools. Pupils' attitudes to their work are excellent. They are interested in their studies and obviously enjoy the many and varied opportunities which the staff provide for them, both within and outside the classroom. The majority of the pupils transfer to the senior school at age 11, with several each year being offered scholarships. Good, and often outstanding, teaching contributes to the high standards which the pupils achieve. Marking is generally regular and helpful and pupils are set targets for future improvement. However, inconsistencies in marking exist between and across year groups and subjects.
- 2.2 The pupils' personal qualities are excellent and the emphasis on promoting the values of the Josephite tradition results in pupils who are well mannered, polite and welcoming. A sense of community pervades the whole school and pupils are proud to be a part of it. They show high levels of confidence when conversing with adults and are able to express their opinions in discussions with increasing maturity as they move up the school. Staff, both teaching and non-teaching, provide an excellent level of pastoral care and their example leads to the happy and purposeful atmosphere found in all parts of the school.
- 2.3 Leadership and management are good, and the school benefits from the excellent examples set by the senior leadership team and their dedication to ensuring that the ethos of the school is upheld. The school's leaders have ensured that all recommendations of the previous inspection report have been addressed. Currently they are consulting with staff about a new system for staff appraisal. Governors are fully committed to the school and by regular and informed discussion play an important role in its development. They visit regularly and those governors who are priests visit to celebrate the weekly mass. Governors take their legal responsibilities very seriously and ensure that all statutory policies and procedures are in place, meeting all regulatory requirements. In their responses to the pre-inspection questionnaires parents and pupils showed overwhelming support for the school, its leaders and its staff. Inspection findings did not support the view of a small minority of parents who felt that there was too much homework or that they did not receive enough information about their children's progress. A small number of parents felt that support for pupils with learning difficulties was insufficient, but inspection evidence does not support this view.

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.

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.

1. Improve the monitoring of pupils' work to ensure adherence to the marking and curriculum policies.
2. Review the structure and implementation of the staff appraisal process.
3. In the EYFS, develop opportunities for the year groups to work together.
4. In the EYFS, use lunchtimes to promote social skills.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Throughout the school pupils' achievement is excellent. This is an improvement since the previous inspection. Pupils are well educated and extremely successful in their learning across all subjects and activities. In lessons and in their written work they show clear understanding and make excellent progress. The school successfully fulfils its aim to inspire a love of learning and to encourage all pupils to fulfil their aspirations and potential. Pupils are educated in the broadest sense. Pupils have a marked ability to listen to each other. They speak and read with both confidence and self assurance, whether in a classroom discussion, reading in assembly, or taking part in a public speaking competition. They acquire good mathematical skills from an early age and use these in problem-solving. A recently introduced individual computer programme in mathematics has enhanced pupils' individual progress. Pupils respond extremely well to the challenge of investigative tasks. Excellent creative skills are evident in pupils' writing, speaking, design and technology (DT) and art. At all ages, pupils display excellent thinking skills as a result of the careful questioning and thought-provoking tasks provided for them. They achieve high levels of competence in information and communication technology (ICT). They use these skills in many curriculum subjects, both for research and to present their work. This is an improvement since the previous inspection. The pupils achieve high standards in physical activities and school teams are successful in local, regional and national competitions. The high level of musical talent shown by some pupils is highly valued and celebrated, and pupils benefit from the opportunity to hear their peers performing at all levels.
- 3.2 Pupils thrive in the atmosphere of hard work, enjoyment and effort. Their attitude to their work is excellent and they take pride both in their own achievements and the successes of others. They sustain high levels of concentration during lessons, maximising all opportunities that are presented to them. They work very well together.
- 3.3 The following analysis uses the national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are currently available. Results in national tests at age eleven have been excellent in relation to the average for maintained primary schools. This level of attainment, together with progress observed across the curriculum, suggests that pupils make excellent progress in relation to the average for pupils of similar ability. Older pupils are able to write with maturity and insight. Those pupils who have been identified as having LDD are well catered for by specialist learning support teachers, as are those who have EAL; these groups progress equally well. Inspection findings did not support the view expressed by a small number of parents in their pre-inspection questionnaire responses that insufficient support was provided for pupils with LDD or SEN. At the age of eleven, most pupils transfer to St George's College, with several each year gaining scholarships. A few pupils move either to the maintained sector or to single-sex schools.

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

- 3.4 The curriculum provides excellent support for the pupils' learning and personal development, enabling them to achieve high standards. Issues relating to the time allowance for physical education (PE) and the withdrawal of pupils for specialist lessons both for LDD and for instrumental tuition have been addressed since the previous inspection. Curriculum links between the junior and senior schools are strong with subject leaders meeting regularly and some senior school staff teaching in the junior school.
- 3.5 The curriculum covers all the required areas of learning and, whilst broadly based on the national curriculum, extends beyond it to include well-planned provision for modern languages and an extensive programme of physical activities, music and drama. Pupils are offered opportunities to learn a range of musical instruments, and the recent innovation of a separate website for music development, providing piano accompaniments for instrumental practice, aids the pupils' learning and progress. The school's involvement with a wide range of charities promotes the aim to encourage a strong sense of belonging to one family and increases the pupils' knowledge of those less fortunate than themselves at home and abroad. Recent initiatives have included raising money for a Josephite school in the Congo.
- 3.6 The school has worked hard to improve its links with the local community and to increase the number of visitors to the school, mentioned in the previous inspection report. Parents and local residents now visit regularly, and the pupils have benefited from hearing a visually impaired lady talk about her disabilities and from parents of pupils from other cultural backgrounds talk about their lives and experiences. Considerable space and excellent specialist facilities ensure that pupils' learning takes place in the best possible environment. The school development plan records the school's intention to strive to maintain, further extend and upgrade these facilities. Since the previous inspection, the school has improved the provision for ICT, and both the networked computers and the use of interactive whiteboards in lessons enhance the pupils' learning.
- 3.7 A wide range of extra-curricular activities is offered to the pupils, both at lunch time and after school. Pupils benefit from the high quality of this provision, which often includes the use of outside or senior school specialists as well as the dedicated staff of the junior school. This results in excellent music and drama opportunities and high level performance by school teams in competitions. It also provides enjoyable experiences for pupils who do not aspire to be in a team but benefit from the variety of activities on offer.

3.(c) The contribution of teaching

- 3.8 Teaching is good and often excellent, and is effective in developing pupils' all-round potential and aspirations in line with the school's aims. Throughout the school, the strong and trusting relationships between pupils and teachers provide a positive atmosphere encouraging productive use of the available time. Good subject knowledge supports pupils' progress and in interviews pupils spoke about the extra time which teachers are prepared to give to support their education. Pupils' behaviour in lessons is excellent as a result of the high expectations of the staff.
- 3.9 The best lessons are characterised by a brisk pace, high energy levels and a keen awareness of the abilities and needs of all the pupils. Tasks and targets are carefully selected to challenge thinking and allow pupils to develop and explore their own ideas and understanding. A Year 1 pupil was able to explain that an estimate was not just a 'guess' but a 'clever guess'. However, in a few lessons the pace is slower and the tasks set are less challenging, resulting in pupils not making as much progress as they might.
- 3.10 Teachers have access to, and make use of, a good range of resources to support pupils' learning. Since the previous inspection, a greater focus on ICT has resulted in improved subject skills and more use of ICT across the curriculum. In mathematics, pupils greatly enjoy their regular timetabled lesson in the ICT suite and benefit from the recently introduced individual mathematics programme. The library provides an excellent resource and links with subject departments are continually strengthening to provide pupils with opportunities for independent learning and research.
- 3.11 Work is marked regularly but marking is inconsistent and does not always adhere to the marking policy with some teachers giving numerical or alphabetical grades and others merely commenting. The presentation of work is of a high standard but does not always adhere to the guidelines of the curriculum policy. The volume of work is excellent and the best books have helpful and encouraging comments and set targets for future improvement; however, this is not done consistently. Meticulous records of pupils' scores in ability tests and school examinations are kept and used by teachers to inform planning and to cater for the needs of individuals. Those with LDD or EAL are well catered for both within lessons and in individual sessions with specialist teachers.

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 pupils' personal development is excellent. It reflects strongly the school's aim to enable pupils to foster their aspirations in an atmosphere of mutual respect. Pupils have well-rounded personalities with a compelling degree of confidence. They demonstrate co-operation and willingness to support each other, and they thrive within the Josephite community of respect and compassion.
- 4.2 Pupils' spiritual development is excellent, nurtured effectively by the school's Roman Catholic faith. The various behaviour codes are recognisable as the heartbeat of the school and the thread of Catholicism underpins all that the school does. Pupils think for themselves and are unafraid to express their beliefs. Individuality is respected and nurtured alongside opportunities to grow and flourish. Pupils are encouraged by the warmth of the adults and a pupil who won an internal public speaking competition grew visibly in self confidence as his achievement was celebrated by both adults and other pupils. Pupils affirm their beliefs through the weekly Mass and the sensitive issues discussed in assemblies. Younger pupils make regular use of prayer to reflect and learn from reflection.
- 4.3 Pupils' excellent moral codes follow Josephite tradition, which encourages a strong sense of belonging to one family and encompassing the wider world. They have a clear understanding of right and wrong and are actively encouraged to take responsibility for their own actions. Pupils work hard to support a range of charities; for example, current support for those with cerebral palsy has given them an insight into this medical condition. Within the school community, pupils relish the opportunities provided to be librarians, monitors, buddies and members of the school council, enjoying and understanding all that these responsibilities bring.
- 4.4 Pupils' social development is excellent. Gregarious pupils care for each other and show highly developed social skills and courtesies when greeting visitors. They enjoy sharing each other's successes in celebration assemblies. In Year 2, 'study buddies' enabled the pupils to explore each other's feelings in a religious education (RE) lesson. A strong sense of community is fostered across the school; it is actively encouraged through parent prayer groups, the involvement of senior school pupils in Year 3 RE, and through simple actions of helpfulness such as when a Year 1 pupil offered to help another fasten her coat.
- 4.5 Pupils' appreciation and understanding of cultural diversity is good and is enriched by the range of cultures represented in the school. Pupils have a harmonious and respectful approach to different nationalities and are knowledgeable about other cultures. This knowledge is expanded in geography, history and RE lessons and through residential trips both at home and abroad.

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

- 4.6 Throughout the school, from the EYFS upwards, the pastoral care for pupils is excellent, and is a strength of the school. The thoughtful and considered personal guidance given to pupils is based on the Josephite philosophy, emphasising the value of family and teamwork. This is a major factor in pupils' cheerful and outgoing attitudes, and leads to excellent personal development. Highly effective pastoral arrangements are in place, and these contribute to the pupils' academic

achievement. Recording of pastoral issues is efficient and reflects the excellence of the provision.

- 4.7 In responses to the pre-inspection questionnaires, parents were highly supportive of the school's pastoral arrangements and pupils reported that they enjoy being at the school and that they feel safe and well cared for. The quality of relationships between pupils and adults, and between the pupils themselves, is strong. Staff provide excellent role models, and the well-behaved and courteous pupils are confident in approaching staff at all levels if they have a problem. Procedures are in place to ensure that any issues which do arise are dealt with speedily and effectively. For example, the weekly staff 'soapbox' provides an opportunity for the teachers to share any concerns. Pastoral concerns are also monitored at regular meetings of group tutors and heads of year, and at senior management level.
- 4.8 The effective use of rewards and sanctions promotes exemplary behaviour and includes the highlighting of success in all aspects of school life, both in and outside the classroom. Through form time, assemblies and personal, social and health education (PSHE) lessons, all pupils from the EYFS upwards are aware of what is considered acceptable behaviour. Pupils report that bullying is rare but that if any does occur they are confident that it will be dealt with speedily and successfully.
- 4.9 All staff are trained at the appropriate level in safeguarding and all health and safety policies are up to date and implemented correctly. An online training programme for all staff in all health and safety matters has recently been introduced. Appropriate measures are in place to reduce risk from fire and other hazards. Regular and varied fire drills are held, and staff receive regular updates and clear guidelines on fire safety. Electrical testing is regular; risk assessments are in place for all areas of the school and are reviewed regularly.
- 4.10 Medical incidents are recorded appropriately in the accident log and many staff have appropriate first aid qualifications. Medical facilities are good and procedures for both handling and distributing medicines and for medical emergencies are efficient and understood by staff. The disability access plan is reviewed and updated at regular intervals. Pupils understand the importance of healthy eating and the need to take advantage of regular exercise. The admission and attendance registers are completed and maintained correctly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is excellent. The governing body, which also serves the senior school, ensures that the junior school is successful in achieving its aim to encourage all pupils to learn in an atmosphere of mutual respect and compassion. Members of the governing body have a valuable blend of experience and expertise, enabling them to give effective and appropriate support to all areas of school life. They attend external courses on governance and also some of the in-house training provided for staff. Governors exercise prudent financial control and have ensured that the school benefits from high quality staffing. They also oversee maintenance of the interior of the building and grounds and ensure that the fabric of the building is in good condition. Since the previous inspection, governors have established a strategic plan for the long term development of both schools. All governors have some responsibility for overseeing the running of the school.
- 5.2 Governors take their legal responsibilities very seriously and have excellent oversight of the policies and procedures for safeguarding and safer recruitment. They receive regular reports from the child protection officer. These policies, together with those for health and safety, are reviewed regularly. Governors spend time familiarising themselves with the staff and pupils of the school by making regular visits. The education committee regularly receives and considers reports from the school's leaders and other members of staff.

5.(b) The quality of leadership and management

- 5.3 Overall leadership and management are good. The school is led with vision and a deep commitment, which promotes its aims and the Josephite tradition very successfully. The excellent personal qualities of the pupils are a direct result of the ethos which has been created, and the example which is set by the senior leaders. In their responses to the pre-inspection questionnaire, pupils reported that they enjoy being at St George's and are extremely proud of their school. Parents were equally supportive.
- 5.4 A sharp focus exists for future and continuous improvement, and the school's leaders provide clear educational direction. Subject leaders play an important role in developing teaching and learning, but scrutiny of pupils' work to ensure consistency of both marking and teaching is not thorough across all subjects, leading to inconsistency. Subject leaders do not always have enough time to observe lessons themselves or arrange for the sharing of good practice through peer observation. Appraisal systems for staff are being reviewed by the school. The current system involves a large number of staff at various levels conducting performance management review, leading to inconsistencies.
- 5.5 The school's leaders ensure that appropriate attention is given to the welfare, health and safety of the pupils. All staff receive the correct training in safeguarding. Safer recruitment procedures are carefully followed and the central register records these appropriately. Induction systems for new staff are efficient.

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

- 5.6 The school enjoys an excellent relationship with parents. Responses to the pre-inspection questionnaire showed that parents are strongly supportive of almost all aspects of the school's provision. At the time of the previous inspection, concerns were raised by parents about the level of curriculum information available to parents. Provision of information is now excellent. The parents' portal on the school website provides curriculum information, recent news, details of outings and matches and departmental information. Parents appreciate the use of e mail and also the text messaging service which operates. A small minority of parents expressed concern about the amount of homework. Inspection evidence was not found to support these views.
- 5.7 Regular parents' evenings and workshops about teaching methods and strategies provide opportunities for parents to gain information about the school. Detailed and clear reports and grade cards are sent to parents throughout the year giving details of effort, achievement and behaviour. Staff are always available to discuss any individual problems which arise. Inspection evidence does not agree with the small number of parents who expressed dissatisfaction with the information received about their children's progress.
- 5.8 Parents have many opportunities to support their children and the school. They are welcomed to sports fixtures, concerts, plays, assemblies and the weekly Mass. Parents also support the library, listen to readers outside their own child's year group or assist on outings. The Parents' Association is active in fundraising for the school, and some parents help those who are new to the school via the 'Link Mums' scheme. The music department welcomes parents to individual music lessons in its open week. Parents of current and prospective pupils are provided with the required information about the school and any complaints are handled appropriately via the complaints procedure.

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 with outstanding features. The dedicated and conscientious staff know each child's individual needs and promote an environment in which pastoral and academic development is nurtured. Excellent partnerships between staff and parents complement this. Areas for improvement are identified but as yet there is no clear vision for the setting to become a cohesive EYFS unit. Robust safeguarding procedures promote children's welfare. Since the previous inspection, the outdoor area has been developed and resourced to provide a rich learning environment. All staff were involved in the design of the recently completed nursery classroom and the grassed area outside which is almost ready for use. The library is now used effectively throughout the setting.

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

6.2 Leadership and management are good with outstanding aspects. All policies are correctly implemented. Children's individual interests are given the highest priority and equal opportunities to succeed are provided for each child. Suitable, well-qualified staff nurture the children in a safe and secure environment where there is continuous and thorough assessment of risk. However, at present, Nursery and Reception children do not have opportunities to share activities or play together; each year group is a strong but separate unit. Staff appraisal results in identification of training needs. Smooth transition procedures are in place when children move to a new class but end-of-year reports do not identify individual targets. An excellent partnership with parents ensures their full involvement in their children's learning and good links with the local authority enhance the provision. A wide range of challenging indoor and outdoor resources are deployed effectively in both child-initiated and adult-led learning and a focus exists on future development.

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

6.3 The quality of the provision is at least good in all aspects and exemplary in most. Children thrive as a result of the support given by the caring adults within the setting. A welcoming and happy atmosphere provides stimulating and imaginative experiences throughout every area of learning. The thoroughly planned teaching is outstanding and ensures that each child is suitably challenged by the learning experiences provided. Evaluative observation is rigorous and identifies the next steps in learning. Information gained is used to guide individual planning. The curriculum is well balanced, with many opportunities for adult- and child-led activities. The behaviour policy and the kindness code are well implemented, leading to the calm and happy atmosphere. Insufficient supervision exists for Reception children when they are eating lunch, leading to opportunities for social interaction and promoting table manners being missed. Staff actively promote the health and welfare of the children at all times.

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

- 6.4 Outcomes for children in the EYFS are outstanding. Children are happy, independent learners who respond wholeheartedly to activities and learn to follow instructions. They enjoy choosing their own tasks and begin to make decisions. They relate well to each other and to staff, learn to share and can express their ideas clearly and with confidence. They celebrate the achievements of others as well as their own. Significant progress is made in relation to starting points, and skills for the future are being developed. Reception children can write sentences using cursive script, and can write numerals beyond twenty and solve simple problems. Nursery children are learning their sounds and are able to use the mouse confidently. Both boys and girls enjoy their ballet lessons and try hard to 'gallop' across the room. Throughout the setting children are happily involved in their activities and show high levels of concentration. They love books and are beginning to read. Their understanding of the world is demonstrated through their role play. Behaviour is exemplary and the children respond to the high expectations of the staff. They understand the importance of healthy eating, maintaining good hygiene and staying safe.

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

Inspectors

Mrs Penny Horsman	Reporting Inspector
Mrs Alexia Bracewell	Head, IAPS School
Mr Stephen Greenish	Head, IAPS school
Mr Ian Wood	Former Head, IAPS school
Mrs Bridget Forrest	Early Years Co-ordinating Inspector
Mrs Samantha Hall	Early Years Team Inspector (Academic Leader of Pre- Prep, IAPS School)