



INDEPENDENT SCHOOLS INSPECTORATE

FALKNER HOUSE

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Falkner House

Full Name of School	Falkner House
DfE Number	207/6193
Registered Charity Number	N/A
Address	Falkner House 19 Brechin Place London SW7 4QB
Telephone Number	020 7373 4501
Fax Number	020 7835 0073
Email Address	office@falknerhouse.co.uk
Headteacher	Mrs Anita Griggs
Proprietors	Mrs Anita Griggs and Mrs Flavia Nunes
Age Range	3 to 11
Total Number of Pupils	203
Gender of Pupils	Girls (Mixed EYFS)
Numbers by Age	3-5 (EYFS): 72 5-11: 131
Number of Day Pupils	Total: 203
Head of EYFS Setting	Miss Lisa Day
EYFS Gender	Mixed
Inspection dates	17 May 2011 to 18 May 2011 15 June 2011 to 17 June 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 September 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 Falkner House is a day preparatory school for girls situated in central London. Boys are admitted in the Nursery. The school was established in 1954 as a selective school for girls aged from four to eleven, and the co-educational Nursery was added in 1996. It is a family run school, and the current headteacher, who has been in post since 1999, is the daughter of the founder-principal. The school is housed in two large Victorian houses on a compact site. Early Years Foundation Stage provision is offered in the Nursery and Reception classes.
- 1.2 The school's aims are that all children will achieve a high standard of work across the curriculum, to provide a broad curriculum with progression through the years, a caring and happy atmosphere and an appropriate set of expectations for each individual child. It aims to develop self-confidence and a sense of self-esteem, to encourage an ability to form easy relationships with both peers and adults, and a sense of personal pride in all school and personal activities, and to instil a wide variety of life skills.
- 1.3 There have been no significant changes in the nature of the school since its previous inspection. Currently there are 203 pupils on roll, including nine boys in the Nursery, and the 48 places in the Nursery are all part-time. Entry to the school from the Reception class onwards is by selection, and standardised test results indicate that the ability profile of the pupils is high compared with the national average.
- 1.4 There are currently no pupils with statements of special educational needs, and very few pupils identified by the school as having learning difficulties and/or disabilities. Whilst many pupils have English as a second language, very few are identified as having 'English as an additional language' and none currently require support for this.
- 1.5 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 Falkner House is exceptionally successful in meeting its aims. Pupils' achievement is outstanding and they reach extremely high standards of attainment in both their academic work and their extra-curricular activities, especially sport and music. Pupils are very articulate and have excellent literacy, numeracy and ICT skills. They make rapid progress in all year groups from the Nursery onwards, as a consequence of outstanding teaching and a curriculum which is ambitious and far-reaching in all subjects. Class teachers and specialist teachers display an infectious energy and enthusiasm in their lessons, which motivate pupils and stimulate their intellect. The depth and breadth of teachers' subject knowledge ensures that a high level of challenge is set for pupils. There are some excellent instances of exemplary marking, but this is not consistent throughout the school.
- 2.2 The pupils' personal development, including their spiritual, moral, social and cultural development, is excellent. As a result of the warm, family atmosphere in the school, pupils are able to flourish and develop self-confidence in their abilities. They are modest about what they achieve and quick to sing the praises of others. Pupils have a keen interest in one another's cultures and readily accept others' differences. The excellent quality of relationships means that pupils want to do their best for their teachers and are proud to represent the school. They are exceptionally well cared for, and their well-being is always of paramount importance to all staff.
- 2.3 The quality of governance, leadership and management is excellent. The proprietor runs the school very effectively in her role as headteacher. She exercises a clear vision and drive for excellence, and is open to ideas for development and improvement. She is ably supported by senior administrative and teaching staff. All regulatory requirements are met, and the school fulfils all its obligations for safeguarding pupils and safer recruitment exceptionally well. Systems for the monitoring and evaluation of teaching work smoothly, and staff feel supported in their roles. The school has responded positively to the recommendations of the previous inspection, which have been fully implemented. Parents are extremely happy with the school and what it offers their children. They particularly endorse the effective management of the school, and the ease of communication. They are highly pleased with the timely responses to any questions or issues.

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. Disseminate the best practice in marking across the whole school.
 2. Build on improvements to the outdoor learning area for the EYFS.
 3. Provide more opportunities for ICT in the Reception class.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Pupils' overall achievement is excellent throughout the school, with pupils reaching high standards in their academic work and their extra-curricular activities. This fulfils well the school's aims of achieving a high standard of work across the curriculum and instilling a wide variety of skills.
- 3.2 Pupils have an extensive range of knowledge for their age across the curriculum. They are able to recall their previous learning readily and to apply their skills in different contexts across the curriculum. They have excellent literacy, numeracy and ICT skills, which enable them to tackle a demanding curriculum. Pupils are able to write at length for a wide range of purposes, in history as well as English, for example. Their confidence in numeracy, meanwhile, enables them to construct graphs in geography and science.
- 3.3 Pupils are articulate and relish opportunities to discuss their ideas. They welcome opportunities to be creative, and are not afraid to try different ways to tackle tasks. They take pride in what they do and are capable of producing carefully presented work.
- 3.4 Extra-curricular achievements are excellent, especially in sport and music. The school's squads in netball, athletics, swimming, rounders and cross country perform successfully in fixtures and tournaments with other local schools. During the inspection, for example, the swimming squad won a number of medals in the London Schools' Swimming Association gala. Many pupils receive individual instrument tuition and are very successful in external examinations. The exceptional quality of singing and instrumental performances in assembly was a highlight of the school day, and has a significant impact on pupils' spiritual development. Pupils achieve well in ballet examinations, and have won a number of prizes in art competitions.
- 3.5 The pupils' attainment cannot be judged in relation to average performance in national tests, but on the evidence available it is judged to be excellent in relation to national age-related expectations from the Early Years Foundation Stage onwards. The quality and range of work in pupils' books indicate that the standards they attain across the curriculum are exceptionally high in comparison to national expectations for their age. At the age of eleven, most pupils gain entrance to highly selective London senior schools. This level of attainment indicates that pupils make exceptional progress compared with others of similar ability.
- 3.6 Pupils display excellent attitudes to learning. They enjoy their lessons because they are happy to rise to the challenge their teachers set. Their application and perseverance are outstanding, and they show great intellectual curiosity. Pupils' behaviour in class is exemplary, and this ensures that teachers make lessons lively and engaging. Pupils work co-operatively with one another and enjoy being part of a team.

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

- 3.7 The quality and breadth of the curriculum and the provision of extra-curricular activities throughout the school from the Nursery onwards is excellent, offering pupils extensive opportunities to develop high levels of knowledge and skills and making a strong contribution to the fulfilment of the school's aims to provide a broad curriculum with progression through the years.
- 3.8 The curriculum is entirely appropriate and is challenging for pupils of all abilities. It covers all the requisite areas of learning. The pupils reach the highest standards in the core subjects whilst pursuing a wide range of study. Pupils are offered frequent opportunities to engage in independent research, critical thinking and extended projects. The school is highly successful in its determination to provide the individual attention the children require to assist their learning. Specialised subject teaching is gradually introduced from the Nursery onwards. Creative, expressive and practical subjects have a strong place in the curriculum.
- 3.9 The pupils benefit from specialist teaching rooms such as the science room, the ICT suite, the library and the art room. Schemes of work are detailed and structures are in place to ensure that these are regularly reviewed. Subject schemes of work show how ICT will be used in all subjects to facilitate learning. The pupils' personal development is strongly supported by the programme of personal, social, health and citizenship education.
- 3.10 The extra-curricular programme is extensive. It supports the academic curriculum and enables pupils to develop an extensive range of talents and interests. It makes a significant contribution to the quality of pupils' achievements and their personal development, and prepares them effectively for the next stage of their education. Form teachers encourage pupils to participate. Pupils enjoy the extra-curricular programme which includes ballet, art, computing, cookery, puppetry and craft, dance, gymnastics, swimming, wind band and a wide range of sporting activities.
- 3.11 Pupils benefit from many links with the local community and from trips, both at home and abroad. The school uses the local church for its Carol Service and hosts several sporting events for the local schools. The curriculum is enriched by a programme of visiting speakers and off-site activities, including the Year 6 residential visits to Chateau de La Baudonniere and the Somme and the class visits to local and regional places of interest, such as the Imperial War Museum, Tate Modern, Westminster Abbey and the National Portrait Gallery. These support academic development and extend pupils' interests.
- 3.12 The pupils gain a sensitive understanding of those less fortunate than themselves by raising money for various charities. The Year 6 pupils recently ran a bazaar to support the school's charity of the term, the Spinal Injuries Association.

3.(c) The contribution of teaching

- 3.13 The quality of teaching is excellent. This enables pupils to make rapid progress and attain high standards. The majority of teaching seen was outstanding, across a range of subjects, and the remainder was almost always as good. There was a greater proportion of outstanding teaching than at the previous inspection. This thoroughly supports the school's aims.
- 3.14 Teachers from the Nursery onwards have excellent relationships with their classes. Expectations of the pupils are exceptionally high, and lessons are full of challenge. Teachers' subject knowledge and expertise are extensive, and they are full of enthusiasm which they instil in the pupils. Lessons have pace, and much is accomplished in each session. Form rooms are stimulating environments for learning and specialist accommodation and resources are used well. Pupils benefit from the system of introducing specialist teaching from an early age.
- 3.15 Teachers make very skilful use of the interactive whiteboard and check pupils' understanding thoroughly through careful use of questioning. Pupils who are learning English as an additional language are well supported by these methods. Planning gives full consideration to the needs of pupils with learning difficulties and/or disabilities, so that they can be given tasks and support to assist their learning. Teachers give pupils excellent opportunities to work independently and to be creative. Consequently, pupils develop their initiative and their originality successfully.
- 3.16 Improvement in assessment since the previous inspection has been strong, and effective systems are now in place across the curriculum. Systems for assessment in the foundation subjects are as good as those in the core subjects, and in some instances they are exceptional. Teachers are able to track the progress of their pupils and plan accurately to meet their needs. Pupils have good opportunities for self and peer assessment which they undertake thoughtfully.
- 3.17 Marking is regular, positive and encouraging. There are some examples of excellent quality marking, which helps give pupils a very clear insight into how well they are doing and what they need to do to improve. However, this is not consistent across all subjects. Reports give parents detailed information on what their children have achieved across the curriculum, and they are much appreciated by parents.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent. Pupils are confident, friendly, polite and welcoming. The school is highly successful in its aim to provide a happy atmosphere and to develop self-confidence and a sense of self-esteem. It successfully encourages pupils to lead full and independent lives, by creating a caring environment where pupils are confident that their individual needs will be met. This is supported by positive relationships at all levels. Pupils display a sense of responsibility towards each other and the school. They take pride in their work, the quality of which is demonstrated in attractive displays throughout the school. Their behaviour is exemplary.
- 4.2 The spiritual development of the pupils is excellent. Pupils of all ages have developed a strong spiritual awareness. They achieve this through the many opportunities offered within and beyond the curriculum. They study a wide variety of religions. Pupils gain an awareness of spirituality through the curriculum and assemblies.
- 4.3 The pupils' moral development is excellent. Their understanding of moral and ethical issues is strongly developed. They are able to make a clear distinction between right and wrong, and have a real concern for the environment. They have a good understanding of the standards the school expects of them. They respond appreciatively to opportunities to discuss ethical problems in lessons and to assemblies that raise moral issues. They behave with consideration, courtesy and respect to each other, to the staff and to visitors.
- 4.4 The pupils' moral development is clearly reflected in their outstanding social development. Relationships amongst pupils and between pupils and staff are warm, with a healthy balance between the formal and the relaxed. They show highly developed social skills. The school offers opportunities to develop leadership through posts of responsibility such as head girl, deputy head, prefects, form badge holders and eco-monitors. These positions rotate regularly to allow as many pupils as possible the opportunity to experience responsibility. The 'Grandes and Petites' system which sees Year 6 pupils mentoring the Reception pupils reinforces excellent role models. The newly formed school council provides pupils with a voice and has already been successful in influencing aspects of school life. Pupils are self confident and achieve a balance between self-esteem and modesty. Their strong sense of school community is enhanced through performance assemblies as pupils share their experiences, and celebrate the achievements of others.
- 4.5 Pupils' cultural development is outstanding. Pupils show a mature awareness of a variety of cultures, faiths and backgrounds and discuss them with understanding. They take advantage of opportunities in subjects such as music and art to become aware of a range of cultures. Visits to galleries, theatres and museums, and visitors to school raise awareness of different cultural strands. The pupils enjoy one another's company and respect the faiths and cultures of their fellows.

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

- 4.6 The contribution of arrangements for welfare, health and safety is excellent. Meticulous arrangements and outstanding pastoral care make an excellent contribution to the achievement and personal development of pupils throughout the school. It thus fulfils its aim to provide a secure, family-based environment where everyone feels valued and respected. The warm and supportive relationships in the Early Years Foundation Stage help the children to settle into school life swiftly.
- 4.7 Pastoral arrangements are highly effective, fostering pupils' personal development and academic achievement extremely well. The caring environment arising from the total commitment of staff is a strength of the school. Form teachers are responsible for the pupils in their class. They know their pupils well and keep careful oversight of each individual. Information about pupils is disseminated formally and informally amongst staff. Consequently, pupils are happy and relaxed; they are well motivated and enjoy school life. The real sense of family is embedded in the school. The strong culture of praise, and rewards with successes being celebrated in assemblies, encourages the exceptionally positive and caring behaviour of pupils.
- 4.8 The quality of relationships between staff and pupils, and amongst pupils, is also excellent. Both in their responses to the pupils' pre-inspection questionnaire and in discussion, pupils of all ages said they can turn to adults for assistance and support, and feel that teachers are genuinely concerned with their well-being. Pupils also said if any bullying took place they were confident it would be effectively dealt with. Pupils say they are very happy at the school and appreciate the care taken of them.
- 4.9 The school's safeguarding policy meets requirements and is implemented successfully, with all staff receiving appropriate checks and training. All necessary measures have been taken to reduce risk from fire and other hazards. The buildings are maintained to a high standard, and offer a most attractive environment for the pupils' education. The school has an appropriate plan in place to improve provision and educational access for pupils with disabilities. Safeguarding policies and practice throughout the school and in all activities are clear and comprehensive. Health and safety risks, both on the school site and on external trips, are thoroughly assessed. Fire practices are held regularly and procedures reviewed. First-aid provision is comprehensive and suitable facilities are provided for pupils who are unwell. Accidents and treatment given are properly recorded. The admission and attendance registers are maintained and stored correctly for the required period of the previous three years. Any unforeseen absences are promptly followed up.
- 4.10 Pupils are encouraged to learn to eat healthily, and an excellent menu which includes healthy choices is offered in the dining room. Pupils of all ages take adequate exercise, both in and out of doors, in lessons and free time; pupils enjoy their participation in sporting activities.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent, so that the school is able to meet its aims successfully. The headteacher, as proprietor, is wholly committed to the school, its pupils and its staff, and runs it with strength and common sense. The aims of the school are clear, while her approach to meeting them is open to suggestions for improvement. The level of parental support for the way the school is run is overwhelming. Staff are skilfully deployed for the benefit of the pupils.
- 5.2 The bursar plays an important role in chairing sub-committees for health and safety, disability, and travel, to provide the appropriate checks and balances. Careful financial and strategic planning ensures that the school is well resourced, and accommodation is well maintained with all available space imaginatively used.
- 5.3 Library facilities have been expanded and relocated in accordance with the recommendations of the previous inspection. The use of ICT has been significantly improved, and is now a strong ingredient in the teaching. Much work has been done on improving teachers' access to assessment which now works well.
- 5.4 The school's responsibilities for child protection, welfare, health and safety are fully met. Pupils are very well cared for and relationships at all levels are excellent.

5.(b) The quality of leadership and management

- 5.5 The quality of leadership and management is excellent, reflecting the drive and determination of the headteacher, who is constantly striving to maintain and build upon high standards in all areas of the school's work. The headteacher expects much of herself, her teachers and her pupils, and gets the best from those around her as a result of her belief in their capabilities and her desire for her pupils to achieve their full potential. Comments in the pupils' inspection questionnaire and interviews, that they would like more opportunities to have their say, have already led to the formation of a school council.
- 5.6 The senior teachers work well as a team, leading key areas of the school's work. Subject leaders are given full responsibility for their areas, and monitor and evaluate how well they are taught. They work very effectively and co-operatively in class with other teachers to develop their subjects and other's skills in delivering them. Through systematic monitoring and evaluation of standards and quality in their subjects, they are able to identify training needs, hone the curriculum and develop new initiatives and opportunities.
- 5.7 The family ethos and atmosphere and the sense of teamwork are strong. The school runs smoothly on a daily basis, thanks to the efficiency of the support staff at all levels. The office staff provide a welcoming face to parents and visitors, while catering staff support the girls well at lunchtime, helping them to make healthy choices. All staff are committed to the smooth running of the school. This was illustrated by their determination to ensure that potentially complicated arrangements, such as the organisation of the sports programme, work effectively to the benefit of the pupils.

- 5.8 The school's development plan covers all aspects of the school's work and has improved since the previous inspection, covering priorities within different subjects as well as those for the whole school. All required policies, procedures and training are in place, and are well implemented on a daily basis to ensure pupils' welfare, health and safety at all times.
- 5.9 Continuing professional development is seen as priority, ensuring that staff are well equipped to provide the best possible education and opportunities for pupils. Staff are full of enthusiasm for their work and feel that they are very well supported to carry out their roles. The development of new young staff is a particular strength, and newly qualified teachers and graduate teacher programme students receive excellent support and mentoring.

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

- 5.10 Links with parents, carers and guardians are excellent. Parents are very well informed about their children's progress and the life of the school as soon as their children join in the Nursery and Reception. Parents who responded to the inspection questionnaire were fulsome in their praise of the school. A few felt that the school did not provide worthwhile help regarding special educational needs. The inspection team found that pupils with special educational needs are well supported in class and through additional provision so that they can make similar progress to their peers.
- 5.11 The school has made a considered decision not to have a parent teacher association. There is also a policy of fundraising only for charity and not for the school, to ensure that no parents feel disadvantaged. Parents understand these decisions and appreciate them. They value the quality of the reports on their children's progress, which have improved since the previous inspection, and give them detailed information on how well their children are doing and what they need to do to improve.
- 5.12 The school's website, which has been developed since the previous inspection, gives parents full and readily accessible information about school life and events, and enables parents to refer easily to school policies and procedures. The school fully meets requirements for providing information for parents and its complaints policy is fully compliant. Parents say that any concerns they may have are taken seriously and handled swiftly.
- 5.13 Parents enjoy excellent opportunities to take part in school events, attending concerts, performances and sporting occasions, as well as special events such as the Father's Day breakfast taking place during the inspection. This was very well attended, and participants spoke warmly of how welcome they felt in the school.

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 setting is outstanding. The school's aims are achieved through the provision of highly effective teaching, which nurtures and challenges lively independent minds, promoting the children's confidence and an eagerness to learn. This is supported by the very good relationships with parents and carers. Thorough procedures are in place to ensure children's welfare. The school's development plan includes targets for the EYFS and, since the previous inspection, systems of communication with parents have been improved and the planning for the Reception reviewed.

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. Excellent arrangements ensure that the children are safeguarded very effectively with risk assessment meticulously undertaken. All adults are well qualified, trained and robustly checked for their suitability to work with children. Within the setting there is a strong commitment to equality and diversity, and a range of policies are well implemented in practice, so that all children have equal opportunities to succeed. All parents spoken to were deeply supportive of the school and spoke warmly about the caring staff and the happiness of their children. The setting has good links with the local authority support services. Processes for self evaluation and the monitoring of the provision are effective and demonstrate clear vision for improvement. Resources, both indoors and out, are used well to promote the children's learning, although provision for ICT is limited within the Reception class and the school has identified that improvements are needed for the outside play area.

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

6.3 The quality of the provision is outstanding. Staff are highly dedicated to the care and education of the children and have a thorough understanding of the EYFS framework. The consistently high-quality curriculum planning provides a vibrant learning programme across the six areas of learning, and includes both adult-led and child-initiated activities. This provision is also well supported by specialist teaching staff, for example in PE, science and music. These activities greatly enrich the children's learning experiences. Children develop very well in their learning, through observations and assessments which allow next steps to be planned. Children's personal development is very well promoted. They are encouraged to care for one another and are taught the importance of healthy eating and of keeping safe.

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

- 6.4 The outcomes for children are outstanding. Within this supportive learning environment, children are able to make very good progress overall in relation to their starting points and capabilities, with most children exceeding the Early Learning Goals. Children demonstrate an excellent range of mathematical skills, for example, when using apparatus to measure classroom resources and in explaining the meaning of 'subtraction' and 'comparison'. In literacy, the children can apply their phonic skills with a high degree of competence and enjoy independent writing activities. Additionally, children's learning outcomes have been enriched by the newly installed interactive whiteboards. Children are highly articulate, responding eagerly to questions. Co-operation and respect for the needs of their friends are highly evident in classroom environments. Children enjoy healthy food and show a growing understanding of the importance of good hygiene practices and the benefits of physical activity. Through circle time, role play opportunities and parents' visits to the setting, children's knowledge of the wider world is developing well, equipping them with essential skills for the future.

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 Jane Chesterfield

Mr John Coakley

Mr Michael Abraham

Mrs Susan Bennett

Reporting Inspector

Headteacher, IAPS school

Former Headteacher, IAPS school

Early Years Co-ordinating Inspector