



INDEPENDENT SCHOOLS INSPECTORATE

AYSCOUGHFEE HALL SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Ayscoughfee Hall School

Full Name of School	Ayscoughfee Hall School
DfE Number	925/6020
Registered Charity Number	527294
Address	Ayscoughfee Hall School Welland Hall London Road Spalding Lincolnshire PE11 2TE
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Head	Mr Brian Chittick
Chair of Governors	Mr Holt Myers
Age Range	3 to 11
Total Number of Pupils	148
Gender of Pupils	Mixed
Numbers by Age	3-5 (EYFS): 38 5-11: 110
Heads of EYFS Setting	Mrs Suzanne Strickson and Mrs Sarah Smith
EYFS Gender	Mixed
Inspection dates	24 May 2011 to 25 May 2011 22 Jun 2011 to 24 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 May 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 Ayscoughfee Hall School is a co-educational day school for pupils aged three to eleven. The school was founded in 1920 as the kindergarten and later the preparatory department of Spalding Girls' High School, based in Welland Hall. As the school grew, it moved first to Ayscoughfee Hall, hence its name, and later to other premises in Spalding. In 1992, the High School having long since moved out, the school was able to purchase Welland Hall from the local authority and in 1993 it returned to its roots. Over the next ten years, a programme of building works improved the accommodation significantly. There is an out-of-hours Kids Club, run as a separate institution which pupils may join. The school is a company limited by guarantee, administered by a board of governors.
- 1.2 At the time of the inspection there were 148 pupils on roll. Of these, 38 were in the Early Years Foundation Stage (EYFS), 22 boys and 16 girls. The pupils are drawn from business and professional families from Spalding and its surrounding villages. A small proportion comes from non-European cultures and some from European backgrounds. No pupil has English as an additional language. Thirteen pupils have been identified as having learning difficulties and/or disabilities (LDD) all of whom receive specialist support from the school. No pupil has a statement of special educational needs. The school is non-selective and the ability profile of the school overall is above the national average, with a spread of abilities.
- 1.3 The school aims to provide a broadly based education, to the highest standard, achieved via traditional, but varied, teaching methods to all age groups and in line with the requirements and spirit of the National Curriculum. Its goal is to treat and develop every child as an individual and to ensure that they each benefit from the school's educational philosophy, whilst raising their awareness of the world around them, encouraging them to care for and respect their fellow human beings
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting .

School	NC name
Kindergarten	Nursery

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' overall achievements and of their learning, attitudes and skills is good. The pupils' achievements are particularly notable in mathematics, science, literacy and music. Pupils show increasing confidence in using their well developed literacy and numeracy skills across the curriculum and skills in information and communication technology (ICT) and practical skills in science are strong. The school meets its aim that children of all abilities should be well rounded individuals equipped to deal with their future education and lives in the 21st century. Pupils demonstrate very positive attitudes to learning. Their success is promoted by a broad curriculum and good teaching. At its best it enables pupils to make individual responses to well judged challenges, but it does not consistently meet the needs of the most able pupils and opportunities for independent thinking are not always provided. The pupils' achievement is supported by a very strong programme of extra-curricular activities. Central to the pupils' success is their eagerness to learn and their excellent relationships with each other and their teachers. Lessons are well planned and the needs of pupils with LDD are well provided for. As a result, pupils are well prepared for their future lives and a feeling of mutual respect and trust pervades the school.
- 2.2 Excellent pastoral care, highly effective welfare arrangements and exemplary health and safety procedures underpin the strong personal development of pupils. Relationships between staff and pupils and amongst the pupils themselves are excellent. Pupils are happy, confident and proud of their school. They are strongly motivated to learn and keen to take part in all activities. They feel very well looked after and know that there are adults to whom they can turn for support should they need to do so. The pupils' responses to the pre-inspection questionnaire were overwhelmingly positive about the school. They are given many opportunities for responsibilities and accept these with enthusiasm and pride. 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 exceptional oversight of the school, informed by the reports from the head, by their regular visits to the school, and through their liaison with curriculum co-ordinators. Leadership is excellent and management, including of the EYFS, is good, with effective policies and procedures which support pupils considerably in their academic and personal development. The school recognises the need to further develop the assessment and monitoring procedures already in place for English, mathematics and science, to include all subjects and to monitor the delivery of these subjects across the school. 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 excellent and they were extremely positive about all aspects of the school's educational and pastoral provision in response to pre-inspection questionnaires and inspectors concurred with their views.

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. Extend the rigorous system of assessment and tracking of pupils' progress in core subjects to all subject areas, to promote consistency and cohesion.
 2. Share best practice in teaching, and actively promote opportunities for pupils to think for themselves.
 3. Produce detailed development plans for all subject areas, and align them to the whole school development plan.
 4. Define more clearly the management roles and responsibilities of the EYFS co-ordinators.

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 is good. It fulfils the school's aim to provide a broadly based education, to the highest standard, achieved via traditional, but varied, teaching methods to all age groups and in line with the requirements and spirit of the National Curriculum.
- 3.2 The pupils' knowledge, understanding and skills develop well across a wide range of subjects and activities. 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. In recent years, all pupils have been successful in gaining entry to their first choice senior schools.
- 3.3 The pupils express themselves well, being articulate and confident right across the ability range. They write with imagination and accuracy and are exceptionally competent in their reading skills. When given the opportunity, they are also able to think for themselves and reason through arguments logically. Pupils achieve particularly well when teaching requires them to work together to resolve problems and devise solutions. A significant standard of creativity, particularly in design and technology (DT), art and creative writing, is evident in displays around the school. Pupils have excellent mathematical knowledge and skills and apply these adeptly to solving problems. Pupils acquire a high level of understanding of scientific concepts, and investigative skills are particularly strong, with opportunities to use these eagerly grasped by pupils. Exceptional ICT skills are applied with enthusiasm throughout the curriculum.
- 3.4 Achievements both at home and within school are celebrated and strongly encouraged. Achievement in music is a strength of the school; many pupils achieve high grades in music exams and the choir has considerable success against other schools in festivals and concerts. Games and physical education (PE) skills are well developed in a variety of sports, and all pupils have the opportunity to represent the school during their time there. The successes of teams have improved greatly this year — becoming regional champions in tag rugby being the latest success. Such successes have a most positive impact on the pupils' personal development.
- 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 pupils with similar ability, as assessed in lesson observations and interviews.
- 3.6 Less able pupils and those with LDD make excellent progress because they are well supported. They are withdrawn from lessons for individual work, and where appropriate they are supported in class by the learning support co-ordinator and given work appropriate to their needs. More able pupils and those with particular talents also benefit from individual or group lessons and generally achieve well. They make particularly rapid progress in lessons where they are given challenges appropriate to their potential. This is not consistent over all year groups and subjects.

3.7 The pupils' attitudes to their work and study are excellent and support their achievements very effectively. Their particularly good behaviour, and the extremely good relationships they enjoy amongst themselves and with staff, also facilitates high quality learning. Pupils concentrate well, are highly motivated and persevere at a task when it offers them the right level of challenge.

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

3.8 The scope and variety of the curriculum is good and the extra-curricular provision is excellent. Arrangements for those with LDD are outstanding. These arrangements fulfil the school's aim to educate the whole child through a broad and balanced curriculum, with equal opportunity for all.

3.9 All the required subjects are covered together with a programme of personal, social and health education (PSHE). The curriculum is suitable for all ages, needs and abilities and is effective in promoting the pupils' good standards of learning and excellent personal development, whilst providing a range of creative, linguistic and technological experiences with a strong focus on literacy, numeracy and science. Pupils benefit from numerous enriching activities and visits, and these are a strength of the curriculum, bringing learning to life and expanding horizons. A good example of this was the Year 6 visit to the Galleries of Justice in Nottingham where they re-enacted a Victorian trial, and obtained insight into the severity of punishment given for minor crimes. This enabled pupils to discuss the effect of these punishments and the impact on people's lives. In addition, visitors regularly come in to the school to broaden the learning experiences of the pupils.

3.10 A distinctive feature of the curriculum is the cross-curricular approach to learning. This thematic approach enables pupils to explore a topic in depth and present information in a variety of ways, enabling them to develop independent learning skills with success. The recent visit to France produced a wide range of work, including individual ICT presentations and excellent displays.

3.11 Since the previous inspection, good progress has been made in curriculum development, meeting the recommendations of that report. This has been achieved by the appointment of co-ordinators for all subjects and a review of curricular documentation.

3.12 The provision for those pupils with LDD is outstanding. Individual education plans are provided when necessary. These are reviewed regularly; targets are set in agreement with parents and appropriate support is provided both in literacy and numeracy. More able pupils are identified and provided with enrichment activities in individual lessons. The programme for PSHE is detailed and includes opportunities for pupils to develop their sense of social justice, and begin to understand their own choices in global and national issues, as well as reflecting the aims and values of the school.

3.13 Extra-curricular provision is outstanding in accordance with the school's aims and ethos of encouraging all pupils to participate in a wide range of extra-curricular activities. The provision has improved significantly since the previous inspection. Over the year, activities are offered both in school and at the end of the school day, enabling pupils to pursue many interests including football, netball, cross country running and dance. All pupils learn to play a musical instrument in their music

lessons and over half have individual lessons and have opportunities to belong to an instrumental group.

- 3.14 Links with the community are an important part of the school's holistic approach to education. Pupils enjoy visiting museums, theatres and places of worship of different faiths. They take part in community initiatives and projects including singing in the community and performing a concert for the blind.

3.(c) The contribution of teaching

- 3.15 The quality of teaching is good and makes a significant contribution to the achievements of pupils. Teaching is effective in promoting the aim of the school to encourage each pupil to achieve the highest possible standards, by providing a supportive and challenging learning environment. Teaching at its best is characterised by clear objectives and high expectations for all pupils. Occasionally, strategies are chosen that do not sufficiently match the needs of the most able pupils and progress is less rapid. Less able pupils are very well supported, resulting in their excellent progress.
- 3.16 Teaching uses a variety of teaching methods to suit different learning styles and to foster interest. Pupils are encouraged to work collaboratively together. This was seen very successfully in a science lesson where pupils worked in pairs to consider the properties of materials. Teachers have a good knowledge of their subjects and, by their enthusiasm, foster the interest of the pupils. In the best lessons, this encourages pupils to ask pertinent questions, which they do, feeling comfortable in the knowledge that teachers will listen to them.
- 3.17 The best teaching moves at a brisk pace and includes effective questioning techniques which encourage pupils to think for themselves and develop their knowledge, understanding and skills well. In less successful teaching, pupils are not given as much opportunity to develop their independent learning skills because activities are over-directed by teachers and, in some cases, lack of pace leads to lack of challenge. These deficiencies result in less rapid learning. An over-reliance on the use of worksheets in some teaching inhibits pupils' responses; the most productive work comes from those pupils who are provided with opportunities for expressing their own thoughts and ideas.
- 3.18 Lessons are generally well planned and build on previous knowledge gained. Planning is successfully monitored by curriculum co-ordinators, ensuring continuity and cohesion of subjects. Assessment procedures are good overall. They are rigorous in mathematics, English and science where a new system has been introduced using a range of standardised achievement tests to measure the pupils' progress. Analysis of this data is used effectively by coordinators to identify aspects of the curriculum that need to be developed in order to raise the pupils' attainment. This system is not yet used in all subject areas. All work is marked regularly and encouraging comments are common. The most effective marking sets clear targets for improvement and progress, and is appreciated by pupils.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The personal development of the pupils throughout the school is excellent. Pupils work together in harmony, developing a sense of responsibility for others and the wider world, and benefiting from the supportive and warm environment. The school meets its aims to develop pupils not only intellectually but also morally, socially and culturally. This encompasses the school's philosophy of wanting pupils to be educationally able, thinking individuals, who make a positive contribution to the community.
- 4.2 The pupils' spiritual development is excellent. They have high levels of self esteem and are confident to let others have their say and to listen with interest to them. Pupils respect the beliefs and values of others and are happy to discuss matters of faith, speaking about abstract issues with confidence. The pupils gain an aesthetic appreciation of art through the knowledge of famous artists and through their own and others' artistic displays around the school. Pupils express pride in both their own successes and those of others and are visibly proud of their school. This can be seen in the termly magazine produced by the pupils themselves.
- 4.3 The moral development of pupils is extremely strong. From an early age pupils know right from wrong and are actively encouraged to take responsibility for their own actions. Pupils behave well and appreciate the need for the school rules which take account of the feelings of others. They show great respect for their teachers and empathy for their peers. Links with charities worldwide help the pupils to understand that not all children lead lives where a sense of fairness prevails.
- 4.4 The pupils' social development is outstanding. They are gregarious, care for each other and show highly developed social skills. The strong sense of community which is fostered throughout the school develops their social awareness. The older pupils are encouraged to assist the younger ones; they have responsibilities for serving morning refreshments and play with the younger pupils during breaks. Pupils have many opportunities for responsibility through being members of the school council or being house captains. All Year 6 pupils are given weekly responsibilities, helping with the running of the school. The school council is proactive and has introduced a school garden, a multi-activity play area and set up several charity events. Throughout the school, pupils have a broad knowledge of public institutions and services appropriate to their age.
- 4.5 The cultural development of the pupils is excellent. Cultural differences are readily accepted and celebrated through RE, assemblies and celebrations, where pupils 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 allowing pupils to recognise, accept and appreciate differences between cultures. Close links with a school in South Africa contribute to the pupils' good global citizenship and cultural awareness. The Russian club after school provides further opportunities for this awareness.

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

- 4.6 Excellent pastoral care and extremely well implemented arrangements for the pupils' welfare, health and safety help the school achieve its aim to provide a secure, structured atmosphere where staff know all the pupils well. This caring and friendly atmosphere enables pupils to flourish and grow up to be confident and responsible young people ready for the next stage of their education. Relationships between staff and pupils are strong and supportive. Pupils of all ages are well behaved and courteous and there is an obvious mutual respect between adults and children. There is a strong spirit of community which is celebrated by pupils and staff. The well-disciplined, caring environment provides a fully supportive backdrop to promote learning.
- 4.7 Pupils are confident in approaching teachers and confiding in them, and at all levels pupils report that they could turn to a number of staff if they had a problem, and that they feel safe at school. The school has excellent procedures to guard against bullying. Many pupils said they were unaware of any bullying and all said that if unacceptable behaviour does occur it is dealt with quickly and effectively. Pupils understand the simple sanctions and rewards system and feel that it is generally fair and contributes to positive behaviour. In response to the pre-inspection questionnaire, a small number of pupils expressed concerns that all staff do not treat all pupils fairly, however inspectors found no evidence to support this. Pupils have a significant awareness of the importance of looking after each other and of their responsibilities to the school community, feeling that they are known and appreciated as individuals.
- 4.8 The child protection policy and procedures are robust, including the appropriate training of staff according to their responsibilities. The staffing recruitment process is rigorous. Health and safety procedures are highly effective with risk assessments covering all aspects of school life. Fire prevention measures are in order and a fire risk assessment is undertaken regularly. Fire drills are held every term and all alarms are tested appropriately. Registration of pupils is methodical with absence followed up quickly, and the school maintains an appropriate admission register. Excellent medical facilities ensure that the pupils' needs are catered for sensitively and effectively. The school has an accessibility plan in place designed to improve the educational provision for those pupils with disabilities.
- 4.9 Pupils understand the importance of a healthy diet. The school has recently introduced the option of a hot lunch for pupils to replace the packed lunches provided from home. This has been a success, with the vast majority of pupils choosing this option. Pupils understand the need to participate in regular exercise and do so with exuberance.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance of the school is outstanding. The quality of governance has enabled the school to make excellent progress in all areas. The governing body provides exceptional support and is wholly committed to the aims and purposes of the school. The board benefits from a wide range of experience and professional backgrounds. It has a clearly defined structure, and highly effective and supportive sub committees which include buildings, staffing, finance and curriculum.
- 5.2 Governors are strongly committed to the school, its pupils and staff and to its continuing development. They are fully aware of their responsibilities, and are determined through financial planning to ensure that the school's accommodation and human and material resources are of a high quality to meet the pupils' educational needs. The recently purchased garden area has enhanced the curriculum whilst providing a place for reflection. Governors fulfil their obligations for monitoring both health and safety and child protection, and specific governors have been allocated responsibility for these areas ensuring that policies relating to these are regularly and properly reviewed by the full board. They recognise their responsibility for the school's compliance with regulatory and legal requirements.
- 5.3 Governors have clear insight into the working of the school. They are well informed and take a full part in the overall strategic planning, educational development and management of the school. Each governor has a job description and takes responsibility for a subject area, working closely with the subject co-ordinator, so taking an active part in supporting school life. Governors undertake 'learning walks' around the school to further increase their understanding of educational matters. This enables them to monitor the school's life and work effectively.
- 5.4 Relationships between governors and staff are excellent and they provide the school leaders with much appreciated help, advice and, where appropriate, challenge while recognising their operational autonomy. Their support is greatly valued by staff as is their involvement in lessons and visits. The governors keep closely in touch with the parents.

5.(b) The quality of leadership and management

- 5.5 Excellent leadership and good management fully support the aims of the school. The head sets a clear vision and educational direction for the school, which is loyally supported by all staff. This is reflected in the good quality of education provided and the excellent personal development of the pupils.
- 5.6 The management structure of the school has recently expanded to include a director of studies, recognising the need to further strengthen and develop the current system in place for the assessment tracking and monitoring of pupils' progress, and build on the rigorous assessment taking place already in some subjects.
- 5.7 The role of the subject co-ordinator has developed well since the previous inspection, to enable them to have clear oversight of their subjects. However, detailed subject development plans including those in the EYFS have not yet been produced, and the monitoring of the teaching of individual subjects is limited. The school has identified the need for co-ordinators to work with teachers in their

classrooms to monitor consistency in the delivery of subjects and the assessment of pupils' progress, and ensure that best practice is shared. Where this has been possible, considerable improvement has been seen in the standards of the pupils' achievement, and progress has been tracked across year groups. Governors with responsibility for particular subjects have been very supportive in this practice and the school is committed to continuing this across all subjects.

- 5.8 Policies and procedures are reviewed regularly according to the needs of the pupils, and any pupil causing concern is discussed at frequent staff meetings and guidance systems are put in place. All staff in the school, teaching and non-teaching, support the excellent personal development and welfare of pupils, so that all flourish and mature within this supportive environment. Leadership makes a strong commitment to the professional development of staff and staff appraisal has taken place every two years, carried out by the head. After the review of its overall success, this is changing to a one year cycle and is to actively involve the senior management team in its process.
- 5.9 The school is efficiently run, with arrangements for the day-to-day management working very well. Policies and procedures have been produced for all aspects of school life and are implemented successfully. Communication within the school works extremely effectively. The administrative and all other support staff provide high quality assistance. The needs of the school are thoroughly analysed; priorities are set, effectively planned and carried out so that provision for material and human resources and for accommodation is good.
- 5.10 The recruitment of staff is appropriately carried out and the centralised register is maintained accurately. The school's premises are used to best advantage, and colourful, bright displays celebrate and value the pupils' work.

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

- 5.11 Links between the school and parents are excellent and strongly support the academic and personal development of the pupils in line with the school's aims. The school maintains many open and varied channels of communication and actively encourages parents to liaise closely with teaching staff and to play a part in the education of their children.
- 5.12 Responses to the pre-inspection questionnaire indicate that parents are positive about 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. Inspectors support these views.
- 5.13 Considerable and detailed relevant information about the school is provided for parents of pupils and prospective pupils. The school's prospectus is colourful and helpful, and the website is a further useful source of information. Parents are kept further informed through the information evenings that are organised at the beginning of each school year to explain aspects of the work of the school and weekly newsletters ensure that everybody is aware of events of the week.
- 5.14 Parents receive detailed feedback on their children's achievement and progress through termly parents meetings and three sets of academic reports each year. Homework diaries and reading record cards give parents further opportunities to support their children's learning. Parents are well supported in their children's transition to the next stage of their education.

- 5.15 Parents have many and varied opportunities to be actively involved in the school's work. There is regular daily access to staff and senior managers and the door is always open. Parents are frequent visitors to school events, such as the weekly music assemblies. Parents can also be helpers on trips, are actively involved in their children's reading, as well as sharing special events. The parents association is very active in organising social events, like the ball, golf days, and social events for pupils and in raising money to support the school. They also support all school functions and offer their services to provide hospitality.
- 5.16 The school has a clear and appropriate complaints procedure. Parental concerns are heard promptly and treated with care and consideration. The head and teaching staff are visible on site at the end of every day so that parents can approach them to raise concerns or queries.

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 a good setting with some outstanding aspects. It successfully achieves its aim to provide a caring, stimulating environment in which each child can learn and feel valued. Staff know their pupils well and meet their individual needs. Children make at least good, and in some cases outstanding, progress. Effective procedures are in place to identify and provide extra support if needed. The children's welfare is promoted through a focus on staying safe and excellent hygiene. Since the previous inspection the outdoor area has been developed to provide a stimulating and secure environment where independent learning and problem solving challenges supplement those available in the classrooms. Formal monitoring by management to provide an evaluation of the provision's strengths and areas for development is underway but it not yet sufficiently detailed.

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

6.2 The effectiveness of leadership and management of the EYFS is good. Staff are suitably qualified and all appropriate checks are made before they are appointed. All the necessary safeguarding policies, risk assessments and procedures are in place. Diversity and difference are recognised and respected by all. Responses to the pre-inspection questionnaire show that parents are overwhelmingly supportive of the setting, praising the family atmosphere and traditional values. Helpful contacts with other agencies are used to good effect. All areas are well resourced. Whilst some self-evaluation is undertaken through staff meetings, it does not link sufficiently clearly to the future learning and achievement of pupils. The co-ordinators are committed to further developing the provision but a clearer definition of their respective roles is needed.

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

6.3 The overall quality of provision in the EYFS is outstanding. Key people support and guide children well and daily observations of children are used to monitor progress in all areas of learning and inform planning. These informative profiles are accessible to parents. Thorough planning ensures a breadth of experiences and a successful balance of adult-led and child-initiated activities both inside and out. The curriculum is enriched through specialist teaching in French, PE and Music. The attention given to children's health, safety and well being is outstanding. Lunch and snack times are sociable occasions.

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

- 6.4 The outcomes for children are good and in some areas outstanding. From a wide range of starting points most make at least good progress so that the majority achieve the Early Learning Goals by the end of Reception. Pupils use letters, build sounds and write words and sentences independently. They are able to recognise, count, order, write and use numbers to twenty. Children develop good observational and investigative skills and make significant progress in knowledge and understanding of the world. Excellent relationships exist between the children and adults, and children play well together and independently. They display a wide range of interests and enjoy choosing their own activities. Children show a growing understanding of the benefits of a healthy lifestyle and the importance of taking physical exercise. They are aware of danger but know how to stay safe. They display excellent hygiene, are well behaved, friendly, and show respect for each other's differences.

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 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

Mr Douglas Buchannan

Mrs Penny Oates.

Reporting Inspector

Former Deputy Head IAPS school

Early Years Co-ordinating Inspector