



INDEPENDENT SCHOOLS INSPECTORATE

PRENTON PREPARATORY SCHOOL STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Prenton Preparatory School

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|------------------------|---|------------|-----------------|
| Full Name of School | Prenton Preparatory School | | |
| DfE Number | 344/6005 | | |
| EYFS Number | EY37718 | | |
| Address | Prenton Preparatory School Mount Pleasant Oxton Birkenhead Wirral CH43 5SY | | |
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| Head teacher | Mr Michael Jones | | |
| Proprietors | Mr Michel and Mrs Noirin Aloé | | |
| Age Range | 2½ to 11 | | |
| Total Number of Pupils | 104 | | |
| Gender of Pupils | Mixed (58 boys; 46 girls) | | |
| Numbers by Age | 0-2 (EYFS): | 4 | 5-11: 74 |
| | 3-5 (EYFS): | 26 | |
| Number of Day Pupils | Total: | 104 | |
| EYFS Gender | Mixed (10 boys; 20 girls) | | |
| Inspection dates | 12 Oct 2010 to 13 Oct 2010 08 Nov 2010 to 10 Nov 2010 | | |

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 November 2004.

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 Prenton Preparatory School is an independent co-educational day school for 104 pupils aged from two to eleven. It was founded in Prenton in 1935 and moved to its present site in Oxton in 1974. In the heart of a conservation area, the school building stands in mature gardens which provide a playground and lawned area for the pupils. The Early Years Foundation Stage (EYFS) is situated within the main school building. It consists of a pre-school and kindergarten class, and is attended by thirty children, fifteen of whom attend on a part-time basis.
- 1.2 The school is a family-owned proprietorial school. The two proprietors and the headteacher form both the governing body and the senior management team. The school aims to cater for the educational and emotional needs of the pupils in a caring, nurturing, disciplined and stimulating environment, liaising closely with the parents to the benefit of the individual child. In addition, it seeks to equip children to take their place in a multi-cultural society as confident, polite, compassionate and tolerant individuals, thus reflecting the Christian ethos of the school. Since the last inspection in November 2004 the proprietors, who were principal and head at that time, have appointed a headteacher to undertake the day-to-day management of the school.
- 1.3 Pupils come from a variety of social and cultural backgrounds, most belonging to families in professional or business occupations. The school's ability profile, as indicated by standardised tests, is above the national average, with a wide spread of ability in all classes. The school uses National Curriculum tests in Years 2 and 6 and most of its pupils obtain places in the senior schools of their choice.
- 1.4 No pupil has been identified as requiring a statement of special educational needs (SEN). Two pupils have been identified as having English as an additional language (EAL), and receive support within the school, and six pupils receive support for learning difficulties and/or disabilities (LDD).
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the EYFS setting and its National Curriculum (NC) equivalence is shown in the following table.

Early Years Foundation Stage Setting

| | |
|--------------|-----------|
| School | NC name |
| Pre-School | Nursery |
| Kindergarten | Reception |

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 From the EYFS onwards, pupils of all abilities and needs are successful in their learning and personal development. The school fully meets its aim to prepare them for their senior schools. In their academic study, pupils make good progress towards the school's aim of fulfilling their potential, and their achievements are notable in English, mathematics, music and swimming. The pupils' overall success is promoted by good teaching, by their positive attitudes, and by the breadth and variety of their curricular and extra-curricular experiences.
- 2.2 The pupils' strong personal qualities are fostered by the friendly atmosphere of the school. Pupils develop well morally, happy to obey the school rules and aware of the needs of others. Pupils' social qualities are excellent; they behave in an emotionally mature manner towards other individuals and the community at large. Pupils leave the school as well balanced personalities. The high-quality pastoral care and the excellent example set by the staff provide a happy and purposeful educational experience.
- 2.3 The ethos of the school is clearly overseen by the headteacher and the proprietors, who are committed to the fulfilment of the school's aims financially, practically and personally. At the time of the initial visit the school had no three-year accessibility plan for those with specific learning or physical needs. This has now been rectified. The school does not provide the appropriate ratio of washbasins to toilets within the EYFS. Good progress has been made in fulfilling the recommendations of the previous inspection. The overall balance of the curriculum is now good, and teaching and learning have been strengthened by the development of the assessment and recording of pupils' progress in most subjects. The introduction of curriculum co-ordinators has been successful, but their role in monitoring development in their subject is not yet fully developed. Good use is made of ICT to support learning across all subjects. Close parental contact helps to foster the strong family atmosphere. Parents' replies to the pre-inspection questionnaires were highly favourable throughout the school. A small number of parents reported that they consider support for those pupils with learning difficulties to be insufficient. The inspection findings do 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 did not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it was required to:
- provide the appropriate ratio of washbasins to toilets within the EYFS [Part 5, paragraph 23 (j), under Premises and accommodation];
 - devise a three-year accessibility plan [under The Special Educational Needs and Disability Act 2001].
- 2.5 At the time of the final team visit, the school had rectified one of the above shortcomings, as noted in the text of the report.
- 2.6 However, the following requirement remains unresolved, and therefore the school must:
- provide the appropriate ratio of washbasins to toilets within the EYFS [Part 5, paragraph 23 (j), under Premises and accommodation]].
- 2.7 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.8 In addition to the above regulatory action point, the school is advised to make the following improvements.
1. Share best practice in teaching across the curriculum and age groups.
 2. Further develop the role of subject co-ordinators, especially in leadership and monitoring the curriculum.
 3. Streamline, prioritise and cost the school's development plan.
 4. Implement more formal systems for monitoring the quality of the EYFS.
 5. Develop planning in the EYFS to include individual children's "next steps" across the six areas of learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

3.1 From the EYFS onwards pupils are successful in their learning and the school is making good progress towards its aim to encourage the pupils' to fulfil their academic potential. The pupils' attainment is good, and they make at least good progress over time in relation to their ability profile, which is above the national average. Pupils display strong literacy skills, and from an early age write competently. Since the last inspection, the school has placed a greater emphasis on creative writing, which is of a high standard, beautifully presented and displayed. Pupils develop excellent numeracy skills; in mental arithmetic younger pupils confidently demonstrated their impressive mental arithmetic skills and their clear understanding of addition and number sequences. Information and communication technology (ICT) skills have improved since the last inspection, and pupils are well able to use ICT in support of their studies across the curriculum. Pupils are articulate and enjoy opportunities to speak in front of the whole school, for example, during an assembly led by older pupils. They are creative, and art work of a high standard is displayed in classrooms and in key areas around the school.

3.2 The following analysis uses the national data for the years 2007-2009. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the ages of 7 and 11 have been above the national average for maintained primary schools. The results of standardised tests show that pupils make good progress in relation to their abilities, and the overall attainment of pupils was found to be good in lessons as well as in their written work. Most higher-attaining pupils make similar progress to their peers. Pupils also do very well in entrance examinations to local selective secondary schools. Pupils with special educational needs make good progress in most lessons, with rapid progress being made when they receive individual support.

3.3 Pupils achieve a considerable success in a range of activities outside the classroom. They achieve high standards in both music and dance examinations and enjoy considerable success in local music festivals. They participate in competitive sports and are exceptionally successful in swimming and water polo at both regional and national levels. Pupils are enthusiastic and feel proud to represent their school at such a high level. Their success in academic work, sport, music, dance and drama owes much to their positive attitudes, the opportunities provided by the broad curriculum and the good quality of the teaching they receive. Their behaviour is extremely good and they enjoy excellent relationships among themselves and with staff.

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

3.4 The school offers its pupils a good curriculum which supports pupils' achievements well. The curriculum fulfils the aim of the school to prepare pupils for the next stage of their education and is carefully planned with the specific ages and needs of the pupils in mind. The school has responded to the criticism of too narrow a focus on core subjects made in the previous report and has developed its curriculum by broadening the range of subjects, so that it covers all the requisite areas of learning including effective personal, social and health education (PSHE).

- 3.5 The balance of the curriculum, with its generous provision for core subjects, enables pupils to achieve particularly high standards in English and mathematics. The curriculum is enhanced by the teaching of French from the EYFS and swimming from Year 1. ICT is used effectively to enhance teaching and learning in all subjects.
- 3.6 The curriculum is well-planned, ensuring continuity of education and progress in all subjects for all ages, abilities and needs. Pupils with LDD are supported well by individual education plans and a policy for in-class assistance and supplemented for a few by specialist help. Pupils with EAL are well provided for within the school. Gifted and talented pupils have been identified and extension activities, are available to meet their needs.
- 3.7 The school provides a good range of extra-curricular activities which are well supported by pupils and provide opportunities for them to pursue many interests. Music, dance and speech and drama clubs offer creative outlets, whilst karate, netball and football activities provide opportunities to develop strong physical skills. The computer and 'Mad Science' clubs enable pupils to develop inventive ideas and to extend and explore work covered in the classroom. The pupils' cultural education is extended by visits to local places of historical and artistic interest, and drama, art and music are combined in school productions. Visitors offer enrichment opportunities for the pupils; for example, professional research scientists have visited the school to illustrate the properties of liquid nitrogen, and speakers address older children on issues related to sex education and drugs misuse. Pupils benefit from strong links with the local community including a local church and a children's hospice. Their horizons are extended by charity collections to support a number of national and international charities.

3.(c) The contribution of teaching

- 3.8 Teaching is good overall and enables pupils of all abilities to achieve well. In most lessons the positive relationship between teachers and pupils and the teachers' enthusiasm and encouragement play a strong role in enabling pupils to make good progress. The teachers' subject knowledge is invariably strong. Resources, including those for the teaching of ICT, are good overall, and where these are used well by teachers, for example the use of an interactive whiteboard in a science lesson to illustrate the workings of the jet engine, they have a positive impact on pupils' learning and progress.
- 3.9 Many lessons are characterised by a brisk pace and effective time management, with clear learning objectives and criteria for success identified and shared with the pupils at the start of each lesson. The plenary sessions in these lessons provide pupils with the information on how successful they have been, and what they now need to do to move their learning forward. In some lessons, pupils develop their independent learning skills more slowly when time is not managed well and activities are over-directed. In the most successful lessons, teaching is inspiring and imaginative, demonstrating an understanding of individual learning needs and styles, and encouraging pupils to think for themselves, enabling them to develop their knowledge, understanding and skills well.
- 3.10 Staff know their pupils well and are committed to supporting and providing them with generous levels of individual help, which is in keeping with the school's aim to provide a nurturing environment. Planning at all levels is thorough, and the collation and analysis of standardised test results and assessment data is used effectively to indicate where pupils are making good progress and to highlight cases where

progress falls short of expectations. The marking of pupils' work is regular and thorough, and includes encouraging comments. Since the previous inspection, ICT is well used to support teaching and learning across all areas of the curriculum, and teachers assess, record and track pupils' progress in most subjects. These improvements meet the recommendations of the report on that inspection.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils of all ages, including the children in the EYFS, have well-developed personal qualities and are friendly and confident. The school is successful in its aim to promote strong spiritual, moral, social and cultural development.
- 4.2 Pupils have a well-developed sense of the spiritual. They have a strong sense of identity and self-worth which is encouraged through the PSHE programme, through opportunities to have roles of responsibility and through the clearly-defined and well-understood systems of praise and reward. Spiritual development is encouraged by regular assemblies where they sing well and enter into the spirit of the occasion. Appreciation of the seasons is enhanced through the time spent on nature studies in the school grounds. For example, younger pupils displayed a sense of awe and wonder when examining the recently constructed intricate insect houses in the school garden. They respond reflectively to the joy and sorrow in the stories they encounter and have sympathy for victims of bullying and hardship. Older pupils were visibly moved by a Remembrance Day assembly.
- 4.3 Strong moral awareness is at the heart of the life of the school, and pupils of all ages clearly understand that their actions have consequences. They distinguish between right and wrong effectively. Pupils are very clear about the difference their support makes to the lives of those less fortunate than themselves, and are enthusiastic when raising money for their chosen charities. They organise events such as a Bonfire Night treats sale to raise money for a local children's hospice.
- 4.4 The pupils' social development is excellent. They interact with each other with tolerance and mutual respect. Effective leadership skills are shown in response to opportunities for responsibility which Year 6 pupils have in houses, sports teams and through helping younger pupils. Pupils of all ages clearly support each other well, valuing the varied strengths and qualities within the peer group. Older pupils take a mature responsibility for the younger pupils, both through the structure of friendship groups and the house system, and less formally in the playground and around the school. Pupils have a good working knowledge of public institutions and services through personal, social and health education (PSHE) lessons.
- 4.5 Pupils have a strong appreciation of, and respect for, their own and other cultures and they have a tolerant attitude towards those from cultural backgrounds different from their own, both among their fellow pupils and in the wider community. They have a well-developed knowledge of a number of major faiths and are able to talk both about the differences between them, and those features they have in common. An interesting programme of educational visits enriches the pupils' knowledge and appreciation of their own traditions and cultures. Pupils say they are excited by and value the many opportunities they have to experience a diverse range of modern culture on school trips and expeditions. Involvement in concerts, learning about famous artists, and taking part in and watching drama productions add depth to their cultural experiences.

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

- 4.6 The school provides a safe environment. The pastoral care of pupils is excellent and staff provide outstanding support and guidance for all pupils, fostering their personal development extremely well in line with the school's aims. The arrangements for the care of pupils, based upon the form teacher, are clear and effective. Staff discuss individual pupils' concerns at staff meetings and detailed written records are kept. The pastoral care of the staff strongly supports the personal development of the pupils and enables them to grow into well balanced personalities.
- 4.7 The school has clear behaviour and anti-bullying policies and pupils are confident that the staff would quickly deal with any unacceptable behaviour. Frequent opportunities are taken in class and assemblies to reinforce positive attitudes to behaviour and mutual care and responsibility between pupils.
- 4.8 The school takes its responsibility for child protection very seriously through the careful implementation of its thorough policy. Interview panels always include a person trained in safe recruitment. Training for the whole staff in child protection has been carried out and those with responsibilities as designated officers have also received appropriate training for their role. Health and safety policies are comprehensive and regular meetings are held to review their effectiveness. All necessary measures are taken to reduce the risk from fire. Suitably qualified first-aiders are on hand throughout the school. Risk assessments are undertaken of all areas of the school on an annual basis and each outing is separately assessed for risk. The school keeps all necessary records of admissions and attendance and provides suitably for pupils who are ill.
- 4.9 At the time of the initial visit the school had no three-year accessibility plan for those with specific learning or physical needs. This has now been rectified. The school does not provide the appropriate number of washbasins to toilets within the EYFS.
- 4.10 Pupils bring packed lunches from home but are encouraged to develop healthy eating habits and take regular exercise on their timetable.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The school is well governed by the proprietors, who visit frequently and offer strong support. They provide clear oversight and are fully committed to the school's aims and ethos, financially, practically and personally. They are clear about their legal obligations overall, and take care to see that capable staff are selected and appointment procedures are properly followed. They work closely with the headteacher and are kept well informed by contact with staff, parents and pupils and by direct involvement in matters of child protection, welfare, health and safety. They take a keen interest in educational standards, pastoral matters and the destinations of leavers to their various senior schools.
- 5.2 The proprietors are aware of their responsibilities and are committed to the welfare of the pupils throughout the school. Earlier shortcomings in the provision of a three-year accessibility plan for those with specific learning or physical needs have now been rectified, and they plan to provide the correct number of washbasins in the early years setting.

5.(b) The quality of leadership and management

- 5.3 The school, including the EYFS, is well led and effective in ensuring that its aims are well met. The headteacher displays energetic leadership and provides the school with clear educational direction. The success of the leadership and management is reflected in the pupils' strong personal and social skills and their success in gaining entry to the senior schools of their choice.
- 5.4 On a day-to-day basis the school runs very smoothly. Teaching, non-teaching, welfare and administrative staff support the ethos of the school. They work together with the pupils to create a strong sense of community, and take pride and pleasure in the school. The vision of the school community is put forward in a detailed development plan which is evaluated and reviewed regularly. However, the targets in the plan have not been prioritised, nor costed, and are too numerous to enable staff to contribute effectively to the plan's fulfilment. Planning is linked well to the school's aims.
- 5.5 The school has made good progress since the previous inspection. Teaching and learning have been strengthened by a more balanced curriculum, the development of assessment procedures, and by the appointment of co-ordinators for all subjects. The co-ordinators have a clear oversight of their subjects and manage them well overall. However, they do not monitor the quality of teaching and learning effectively within individual subjects. The headteacher has begun the process of appraisal and is aware of the need to define and develop the system and to provide more opportunities to staff for professional development and in-service training in this area.
- 5.6 The appropriate care is taken over all aspects of staff recruitment and induction, and all necessary policies and risk assessments are in place. At the time of the initial visit the school did not have a three-year accessibility plan under the *Special Educational Needs and Disability Act 2001*. This has now been rectified. The management is aware of the shortcomings in the provision of washbasins in the EYFS setting.

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

- 5.7 The strong links with parents, carers and guardians mentioned at the time of the previous inspection have been maintained and enhanced. The school's aim of forming the best possible relationship with its parents is broadly met, and this contributes well to the education provided. Responses to the pre-inspection questionnaire indicate that the majority of parents are extremely positive about, and supportive of, the school. They commented most favourably on the teaching, on the nurturing care and support that their children receive, and on the high standards they are enabled to achieve. A small number of parents indicated that they consider support for pupils with learning difficulties to be insufficient, but no evidence to support this view was found during the inspection.
- 5.8 Parents have ample opportunity to be involved in the life of the school. The school has a thriving parents association to which all parents belong. The association engages in well-supported social and fund-raising events. Parents are also encouraged to participate in curriculum areas by supporting visits and sporting events and by attending functions.
- 5.9 All necessary information, including policies and procedures, is posted on the school website, and parents of current or prospective pupils are provided with extensive and relevant information about the school. At the start of each academic year parents are invited into school to hear about the curriculum for the year; this is followed by two parents' evenings to discuss their children's progress. Pupils with learning difficulties are closely monitored and their progress is reviewed regularly with parents. Parents receive regular newsletters either by email or as a hard copy if requested and parents of EYFS children also receive an additional foundation stage newsletter each half term. Reports are of good quality, and inform parents of what their children can do and what they need to do next in order to continue to improve. Both parents and pupils are invited to give written feedback on reports.
- 5.10 The school operates an open door policy and parents are encouraged to come into school to discuss any problems. The school has a clear and appropriate complaints procedure. There have been no formal complaints in the past two years, and the school handles any concerns with sensitivity.

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, and fulfils the school's aim to meet the educational and emotional needs of all its children, including those under the age of three, in a caring and nurturing environment. Successful teaching and support nurtures the inquisitive minds, confidence and caring attitudes of the children. The staff show a thorough understanding of the children's needs, and have created a warm, welcoming environment where both academic progress and pastoral care are well balanced. Consequently, all children make very good progress in their learning from their different starting points. They enjoy their time at school and participate energetically in all activities. Processes for self-evaluation and continuous improvement are developing but are not yet sufficiently well established.

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

6.2 Leadership and management of the EYFS are good. Comprehensive records, policies and procedures for the efficient management of the setting are in place and work well in practice to safeguard children and guarantee their well being. Inclusive practice is an integral feature of the EYFS. Staff have a strong vision for the development of the setting; however, the development plan lacks a clear focus of how planned improvements would benefit the children's development. No formal system is in place for monitoring the quality of the EYFS provision. There is a close and effective relationship with parents, who, in responses to the pre-inspection questionnaire and in discussion, are highly supportive of the school, particularly the care given to their children. Every opportunity is taken to inform parents of their child's progress and give clear information about the learning environment. There are valuable links with relevant external agencies and with the local authority advisors, who support professional development. Staff make good use of resources and work well together. They are suitably qualified and well deployed, and a high staff-pupil ratio ensures that children's needs are fully met.

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

6.3 The quality of the provision is good overall. Staff throughout the setting provide strong support, resulting in the children's excellent personal development, positive attitudes and enthusiasm for learning. Detailed and thorough planning is used flexibly to encompass spontaneous learning and allow for the interests of the children to be a focus. Children of all ages learn and develop well through play and valuable first-hand experiences both indoors and outside, the youngest children benefiting from the positive role models set by the older children. The outdoor environment is used well to promote learning but is not readily accessible to children in the reception class. Children are exposed to a language-rich environment in which adults model language well. Problem-solving and decision-making are enthusiastically encouraged and staff knowledge of the children's needs enable all children to be involved. Thorough initial and ongoing observational assessment identifies what children can do, but does not regularly identify what children must do to progress further. All staff guide and support children well, providing safe and

clear routines for them. Children enjoy the healthy snacks they bring to school and the sociable nature of snack time and lunchtime. The school does not provide the appropriate ratio of washbasins to toilets within the EYFS.

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

- 6.4 Outcomes for children of all ages and capabilities are good overall, and outstanding in some areas. Most children make at least good progress during their time in the EYFS and enter Year 1 with skills which are generally above average for their age. Progress is particularly rapid in areas such as speaking and listening, phonological awareness and mathematical skills; children have a very good understanding of mathematical concepts such as shape, space and measures; their counting ability is strong. Personal development is outstanding for children of all ages. Knowledge and understanding of the world are developed through first-hand experiences, and children talk about their learning activities with growing confidence and clarity of expression. Behaviour is exemplary and is effectively managed through gentle reminders and the underlying rules and expectations. Children develop a strong awareness of personal safety and they comply with the simple rules that relate to this.

Compliance with statutory requirements for children under three

- 6.5 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Complaints since the last inspection

- 6.6 Since the last inspection there have been no complaints made to Ofsted that required any action to meet national requirements.

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

Inspectors

| | |
|----------------------|---|
| Mrs Felicity Lawson | Reporting Inspector |
| Reverend Mark Daborn | Head, ISA school |
| Mr Ian Raybould | Head, IAPS school |
| Mrs Linda Donowho | Early Years Lead Inspector |
| Mrs Joan Fearn | Early Years Team Inspector, (Head of Lower School, ISA school) |