



**INDEPENDENT SCHOOLS INSPECTORATE**

**BROUGHTON MANOR PREPARATORY SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Broughton Manor Preparatory School

Full Name of School	<b>Broughton Manor Preparatory School</b>
DfE Number	<b>826/6013</b>
EYFS Number	<b>EY254264</b>
Address	<b>Broughton Manor Preparatory School Broughton Manor Broughton Milton Keynes Buckinghamshire MK10 9AA</b>
Telephone Number	<b>01908 665234</b>
Fax Number	<b>01908 692501</b>
Email Address	<b>info@bmprep.co.uk</b>
Headmaster	<b>Mr Ross Urquhart</b>
Proprietor	<b>Mrs Hilary Pauley</b>
Chair of Governors	<b>Mr Peter Squire</b>
Age Range	<b>0 to 11</b>
Total Number of Pupils	<b>261</b>
Gender of Pupils	<b>Mixed (132 boys; 129 girls)</b>
Numbers by Age	<b>0-2 (EYFS): 68    5-11: 93 3-5 (EYFS): 100</b>
Head of EYFS Setting	<b>Mrs Charlotte Norman</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>17 May 2011 to 18 May 2011 15 Jun 2011 to 17 Jun 2011</b>

## 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 31<sup>st</sup> 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 Broughton Manor Preparatory School is a day school for boys and girls aged between two months and eleven years. Situated on the eastern edge of Milton Keynes, the school was established as an annexe of Milton Keynes Preparatory School in 2004, becoming a separate school in 2010. The school is owned by The Pauley Group, which includes Milton Keynes Preparatory School and a pre-preparatory school. A governing body oversees the work of the school and acts in an advisory role to the proprietor. The headmaster has been in post since 2009. Since the previous inspection, there has been a planned programme of expansion, including specialist teaching areas for science, information and communication technology (ICT) and art, and a sports hall. In 2011 the Orchard Building opened, providing a library, music studio and additional classrooms.
- 1.2 Pupils are largely from professional families, and mostly of white British heritage, while a number have international backgrounds. The school is divided into three departments: the Nursery, for children aged from two months to two and a half years; the Pre-Prep, for pupils aged from two and a half to seven; and the Prep, for pupils aged from seven to eleven. Before- and after-school facilities are available. Most pupils come from the locality, but the school has a wide catchment area.
- 1.3 The school's primary aim is to develop academic excellence by providing the highest educational standards within a broad curriculum and by ensuring that all pupils participate in activities they enjoy.
- 1.4 At the time of the inspection there were 261 pupils on roll, of whom 132 were boys and 129 were girls. A total of 168 children were in the Early Years Foundation Stage (EYFS), with 68 under the age of three.
- 1.5 Overall, the ability profile of pupils on entry to the school, as evidenced by the results of nationally standardised tests, is in line with the national average. Five pupils have English as an additional language (EAL), two of whom receive specialist support for their English. Forty-five pupils identified as having learning difficulties and/or disabilities (LDD) receive specialist support. No pupil has a statement of special educational needs.

- 1.6 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
Class 2	Nursery
Classes 3 and 4 (Pre-Prep)	Nursery
Classes 5	Reception

***Years 1 to 6***

School	NC name
Class 6	Year 1
Class 7	Year 2
Class 8	Year 3
Class 9	Year 4
Class 10	Year 5
Class 11	Year 6

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The quality of pupils' achievements is excellent and meets the school's aim of helping pupils to reach their potential and achieve high standards of learning. Strong skills developed in literacy and in ICT, and continually extended skills in numeracy, are applied across the broad range of subjects, extending pupils' understanding and contributing to their excellent progress over time. Excellent open-ended questioning is a feature in most lessons. Pupils are successful in all aspects of their learning. The curriculum, accessible and suited to all pupils, is stimulating, and well balanced and structured. Teaching is of high quality and involves all pupils well. Pupils' achievements are strongly supported by challenging and interesting lessons. The provision for learning support operates successfully to the end of Year 2 though the monitoring of such support in classrooms and in books after this stage is less well directed. New systems for assessing the pupils' progress throughout the school to track this more accurately against national norms have been established. Through sporting opportunities, pupils have enjoyed success in local and regional competitions.
- 2.2 The pupils' personal development is outstanding, being well supported by excellent pastoral care, welfare and health and safety arrangements. Pupils show a strong sense of responsibility and actively involve themselves in all aspects of school life, contributing to its ethos. Older pupils show consideration for younger pupils. Year 6 pupils are enthusiastic about taking on responsibility.
- 2.3 The quality of governance is excellent. The school is owned and effectively governed by the proprietor, with the assistance of an advisory board of governors who have the responsibility for the safeguarding of pupils. She works actively with the headmaster to ensure that the interests of the pupils are always the primary consideration. Leadership and management of the school are excellent overall. Though roles and responsibilities are clearly defined, the current limitation of delegated responsibilities has resulted in a fragmented approach to the monitoring of standards. The school has developed a strong partnership with parents, who responded positively to the pre-inspection questionnaire.

## **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. Make more time available for managers at all levels, including the EYFS, to monitor provision and plan for improvement.
2. Improve the provision of learning support of pupils in Years 3 to 6.

### **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 achievement of pupils is excellent, successfully fulfilling the school's aims of helping them to reach their potential and achieve high standards of learning. Pupils are articulate and express themselves with confidence, and respond spontaneously and creatively. They show understanding, ask searching questions, think critically and give considered answers. The pupils' grounding in literacy, where there is an emphasis on reading, comprehension and spelling, is excellent. Numerical skills are continually extended and pupils have confidence in using these effectively in mathematics and elsewhere, when required. Their understanding and skills are well developed across the broad range of subjects. Pupils are confident, friendly and courteous, and are proud and highly supportive of their school. Behaviour throughout is particularly good and is underpinned by the well-accepted school ethos that includes clear values such as respect, sharing and honesty.
- 3.2 A significantly high standard of creativity, particularly in art and design, is evident in the work on display around the school. The pupils' skills in ICT are well developed. As well as presenting written work and illustrations, pupils are confident in creating sound recordings and computerised presentations. They are able to use the internet easily for wide ranging research. The pupils are inquisitive, give considered answers, extract meaning from material and reason well. Excellent examples of sensitive and thoughtful evaluation of each other's work were heard during lessons. Pupils volunteer opinions and freely share ideas. Through sporting opportunities, pupils have enjoyed success in local and regional competitions. Such successes have a most positive impact on pupils' personal development.
- 3.3 Pupils' attainment cannot be measured in relation to performance against a fixed national average, but on the evidence available, it is judged to be excellent in relation to national age-related expectations. Pupils make good and often excellent progress when compared with those of similar above average ability. Pupils with LDD or with EAL are supported well in class and make good progress as a result, as do gifted and talented pupils, who enjoy opportunities for investigative work throughout the curriculum. Most pupils are successful in achieving entry to their first choice of academically selective senior schools.
- 3.4 The pupils show excellent attitudes to learning and listen well. Pupils are keen to succeed and persevere well. They apply themselves purposefully and are able to work independently. Pupils present their work with care and a good eye for quality. In discussions with pupils, they were enthusiastic about their work and activities. Pupils are focused, able to sustain concentration and enthusiastic in their learning.

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

- 3.5 Curricular and extra-curricular provision is excellent and meets the aims of the school. The curriculum is well planned and balanced, accessible and suited to pupils of all abilities, and includes weekly visits to the school farm. It offers pupils opportunities to develop academic excellence within a broad range of areas.
- 3.6 Curriculum planning is thorough and, supported by detailed policy documents, it ensures continuity of education and progress across the years. Schemes of work are comprehensive, both medium- and long-term, and take account of assessment data collected at regular intervals during the pupils' time at the school.
- 3.7 The preparation of pupils for the next stage of their education is excellent. Within the National Curriculum based areas of study, and the addition of personal, social and health education (PSHE) and religious education (RE), there are many excellent opportunities for pupils to develop their independence. Across the school, pupils' social and emotional development is given a high priority. Skills associated with speaking and listening are developed in lessons where pupils have opportunities to think, discuss, make judgements and draw conclusions, whilst the physical education and games curriculum enables them to participate in a range of enjoyable physical activities as individuals, in groups or in teams.
- 3.8 Within a strong ethos of care and good knowledge of pupils and their needs, the provision for learning support operates successfully. Secure systems are in place up to the end of Year 2 and information is seamlessly passed on as they progress up the school, though monitoring of the effectiveness of this support in classrooms and in books beyond this stage is less well directed. Examples of high quality support were seen in one-to-one and small group teaching, and pupils with EAL are effectively supported within mainstream classrooms and by the extremely effective 'talking partners' scheme. Additionally, the school has a system of 'magic groups', offering enrichment opportunities for those who require support for their learning and extension to challenge more able pupils.
- 3.9 The provision of extra-curricular activities, which are well attended by pupils, serves to enrich and broaden pupils' creative and sporting interests. Frequent trips are organised for all age groups to visit local places of interest, museums and theatres. Opportunities for pupils to develop further their social skills and confidence are offered through residential trips where they are able to undertake challenging outdoor activities, and they participate in a ski trip to the Continent. The school positively encourages pupils to contribute to the life of the local community. Included are the choir singing for charity fund raising, park ranger visits for topic-related learning and the distribution of harvest gifts to a charity that helps people in need. A range of visitors to the school speak to the pupils about a variety of occupations and professions.

### **3.(c) The contribution of teaching**

- 3.10 The quality of teaching is excellent and enables pupils to achieve their academic potential. Consequently, the school fulfils its aims for pupils in this area.
- 3.11 Well-planned lessons challenge and enthuse pupils, encouraging them to acquire new knowledge through developing new skills and a sound understanding of topics covered. Pupils of all abilities make good progress. However, in a very small number of lessons seen, the lack of pace and tasks less well suited to the ability range in the class limited the pace of pupils' learning. The best lessons are characterised by dynamic teaching and the excellent use of open-ended questioning. Combined with a brisk pace, clear explanation and high expectation, pupils achieve well and make rapid progress. Praise and encouragement further support pupils' enjoyment of learning.
- 3.12 Teaching encourages pupils to express their own views whilst acknowledging the views of others. They learn to reflect, analyse and defend their ideas when appropriate, so developing their intellectual, physical and creative skills. Through independent work and investigations, pupils are encouraged to take responsibility for their own learning. Pupils freely engage in open discussion when invited and classroom behaviour is always of a high standard.
- 3.13 Assessment arrangements provide good support for learning. The pupils' progress is reviewed regularly both formally and informally, with new tracking systems in use. Planning now takes account of the data gathered. Marking is regular and clear, with meaningful comments as to how pupils might improve their work. Pupils say that additional dialogue in class offers further help and encouragement.
- 3.14 Teachers are well qualified and have a good knowledge of their subjects, which they share with their pupils. Good resources are used effectively, and on occasions imaginatively, to support teaching and learning. ICT is employed well in lessons and the pupils are confident in its use.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The spiritual, moral, social and cultural development of pupils is excellent. The school's aim of teaching pupils to respect other people and themselves through the values of personal discipline and courtesy is being met very well. The ethos of the school and values common to many faiths are held in high regard by pupils and staff.
- 4.2 Pupils' spiritual awareness is excellent and the school successfully fulfils its aim in developing their respect for other people and for themselves. They share an overt pride in high achievement and readily celebrate the success of others in the school. Through the programme of PSHE, pupils learn to develop a greater understanding of social responsibility and the world beyond the classroom. Assemblies offer time for quiet reflection and allow pupils to value their contribution to the well-being of the school.
- 4.3 Pupils' moral development is excellent. They have a very keen sense of right and wrong, as evident in the positive atmosphere throughout the school. Pupils have a good understanding of the benefit of charitable giving and many charities, both local and national, are supported through an extensive range of pupil-led fund raising activities.
- 4.4 Pupils' social development is excellent. They are friendly and assured; behaviour throughout the school is exemplary. Pupils understand well their own place in society and appreciate the social and cultural mix of the school. They are developing a good knowledge of public institutions and services through PSHE lessons. They are sure of how to respond in difficult circumstances and bullying is deemed unacceptable. Year 6 pupils are enthusiastic about taking on responsibility and are dedicated to helping improve their school. The head boy and head girl are active members of the school council, to which pupils across the year groups are also elected. The 'eco' council raises pupils' awareness of conservation of the planet by managing waste and recycling whenever possible.
- 4.5 Pupils have a well-developed sense of cultural awareness. The programme of PSHE provides opportunity for pupils to increase their understanding of themselves and others. They appreciate well the purpose of having understanding for the beliefs of others within society. Work in RE on a range of faiths, cultures and traditions helps to develop pupils' appreciation of cultural diversity. Pupils develop a good awareness of world issues.

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

- 4.6 Arrangements for the pastoral care and the welfare, health and safety of the pupils are excellent, supporting their outstanding personal development. All pupils benefit from the warm, caring family atmosphere of the school, meeting its aim to create a happy environment in which pupils can extend their potential to the full. Pupils say that they are very well cared for and feel secure, giving them confidence to turn to an adult or older pupil for help should they need it. Comprehensive procedures to safeguard and promote their health and safety are very successful and these are constantly reviewed.
- 4.7 The school has in place effective procedures for rewarding good behaviour and dealing with poor behaviour, including bullying. Pupils report that the incidence of bullying is rare and are confident that staff will respond quickly if necessary. Through PSHE and ICT lessons, pupils gain awareness of cyber bullying. Pupils report that they enjoy being at school, that they are very well cared for and that they feel confident that they have an adult to turn to should they have a concern. Strong relationships exist between pupils and staff, and amongst pupils themselves. Staff know the pupils well. With the support of the school nurse, science and physical education lessons, the importance of healthy eating and exercise are promoted, and nutritious lunches are freshly prepared.
- 4.8 The school's child protection policy meets requirements, and child protection officers have been appointed. All staff receive appropriate training in child protection. The safe recruitment of staff is a priority and procedures for checking all concerned are secure, with the checks recorded in the school's central appointments register. Measures are taken to reduce the risk of fire and other hazards; regular fire drills are held. An appropriate accessibility plan is in place, in line with the Special Educational Needs and Disability Act. The admission and attendance registers have been accurately maintained and stored.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 Governance is excellent. The school is owned and effectively governed by the proprietor with the assistance of an advisory board of governors. With a clear vision for the welfare and education of the pupils, the proprietor exercises her responsibilities sensitively and with understanding. Through regular meetings, the headmaster keeps the proprietor informed on all matters. Through careful financial planning and with a detailed development plan in place, good provision is made for human and material resources. The proprietor's excellent knowledge of the school informs her decision making well and she works actively with the headmaster to ensure that the interests of the pupils are always the primary consideration. She supports the headmaster in ensuring that a high quality of education is provided and that the aims and values of the school are upheld.
- 5.2 The advisory board of governors has responsibility for the safeguarding of pupils and the policy is reviewed annually. Governors visit the school when possible, helping to ensure that good relationships are forged with staff.

### **5.(b) The quality of leadership and management**

- 5.3 The quality of leadership and management is excellent overall and supports the aim to provide a thorough and appropriate academic education, enabling pupils to strive towards achieving their potential.
- 5.4 The headmaster and management team together provide increasing clarity of direction for the school and are centrally involved in its day to day operation, while having responsibility for most areas of management alongside their teaching commitments. They are committed to achieving high academic achievement and personal development for all pupils.
- 5.5 Staff share this vision and work closely with senior managers to promote high standards. They are involved in discussions which lead to overall ownership of decisions reached. Minutes are kept and decisions taken are effectively implemented across the school.
- 5.6 The recent expansion in facilities has seen pupil numbers increase and new staff appointed. Departmental head and subject co-ordinator positions are being created though as yet these roles are still developing. The school recognises that with the current limitation of delegated responsibilities, time for management is restricted and this has, in some areas, resulted in a fragmented approach to the monitoring of standards. Teaching and non-teaching staff are effectively deployed and make a highly significant contribution to pupils' welfare and learning. Management at all levels values their contribution.
- 5.7 Policies and procedures for all aspects of school life are of a high quality. They are generally effectively implemented by staff, although in some instances, notably the marking policy, some inconsistencies in application are apparent. Recruitment procedures are efficient and safe, and all checks on staff are suitably applied. The central register of appointments is completed accurately. Non-teaching staff all display the dedication and loyalty to the school evident in the teaching staff.

- 5.8 Well-established arrangements for the induction of staff new to the school are in place. The school pays good attention to the professional development and welfare of all staff, which includes regular appraisal.

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

- 5.9 The school has developed an excellent partnership with parents, which makes valuable contributions to the pupils' learning and personal development.
- 5.10 The responses to the pre-inspection questionnaire, completed by a small number of the parents, indicate that they are very satisfied with the school. They were particularly pleased with the teaching, their children's progress and achievement, the range of subjects taught, the worthwhile attitudes and values the school promotes and the standard of behaviour. Parents and pupils are pleased with the quality of education and care provided by the school. Inspectors' findings support these views. A small minority of parents expressed some concern about lack of information about the school. Inspectors judge that the school offers good opportunities for parents to obtain the information required.
- 5.11 Parents are well informed about all aspects of school life. The website is a useful source of information. Day to day communication is enhanced through pupils' homework diaries, together with an 'open door' policy. Parents are encouraged to come into school to discuss any concerns at an early stage. These are handled promptly, sensitively and with care. Reports, issued twice yearly, are detailed and keep parents informed of their children's progress, many including guidance as to how pupils might improve their work. Formal parents' evenings and parent information evenings are held regularly for each year group. An appropriate formal complaints procedure is in place.
- 5.12 Parents have suitable opportunities to play an active part in the life of the school. They give generously of their time and support pupils well. The Parents' Association annual charity fund raising event, in which many pupils are involved, further supports all activities at 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 setting is good. Some aspects are outstanding. High priority is given to children's personal, social and emotional development. Children's welfare is important to staff and safeguarding arrangements are in place. Small class sizes enable all children to be well supported and they make sound and often good progress. Processes for self-evaluation and improvement are in place and the setting has good capacity to make sustained improvement. Staff attend training with the local authority and with their partnership schools. Strong partnerships exist with parents. Reports at the end of the EYFS show children's progress against the assessment scales. Since the previous inspection the excellent outdoor learning areas have been developed, including the purchase of a farm. The updated planning system ensures coverage of all the areas of learning.

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

6.2 Leadership and management are good overall. The enthusiastic management staff communicate well. The EYFS is split into two sections, with a different leader for each. Consistent procedures are being developed throughout. Managers monitor teaching and learning, and procedures for staff appraisal are being developed. However, time constraints for EYFS managers restrict their ability to support staff development fully. The school has identified this and recently appointed a deputy for the Pre-Prep. Indoor and outdoor resources are well maintained and deployed. The well-being and safeguarding of children are enhanced by effective risk assessments and staff checks. Staff ratios are good. Staff are appropriately qualified and training is in place to update qualifications where needed. Policies provide invaluable guidance, promote equality and eliminate discrimination. Good links exist with the local authority and the local community, and with parents, who are made to feel most welcome, with many opportunities for their involvement in school life.

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

6.3 The quality of provision is good. Some aspects are outstanding. Staff know the children well, supporting learning and development through regular observations and assessments. Although they plan for each child, the delivery of this planning varies in quality. The best adult-led sessions inspire children's imagination, sustain their attention and allow sufficient opportunity for problem solving and investigation. The outstanding, attractive and well-resourced outdoor areas are used well to enhance children's learning. Some stimulating indoor role play areas encourage both child-initiated and adult-led activities. The setting offers a high standard of out-of-school care.

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

- 6.4 All children, including the youngest, make good progress overall in the six areas of learning. Some features of their learning are outstanding. Many are likely to achieve and some exceed the Early Learning Goals by the end of the EYFS. Their outstanding physical skills are developed through regular physical education sessions and extensive use of outdoor areas. Children converse confidently, and ask and answer questions using well-constructed sentences. They enjoy books, read with enthusiasm and listen attentively to stories. There are, however, inconsistent opportunities to demonstrate their abilities to become active, independent learners. From an early age, children show a growing ability to write through good pencil control. Reception children write numbers and count accurately in twos, threading pairs of beads independently. Children under three can use a computer mouse confidently to draw pictures, whilst Reception children are beginning to touch type. During the inspection, the three year olds were highly motivated by a visit from local fire fighters. Children appear happy and safe, and have strong relationships with adults, in whom they are happy to confide. They respond well to expectations of good behaviour. Children from different backgrounds and cultures play and work well together. They learn successfully about healthy eating, hand washing and keeping themselves safe.

#### **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 a governors' representative, 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**

Mr Frank Skipwith

Mrs Jane Crouch

Mr Malcolm Gough

Mrs Sara Robinson

Reporting Inspector

Head, IAPS school

Head, IAPS school

Early Years Lead Inspector