



# **INDEPENDENT SCHOOLS INSPECTORATE**

**TOWER HOUSE SCHOOL**

**STANDARD INSPECTION**

**FINAL VISIT**

# INDEPENDENT SCHOOLS INSPECTORATE

## Tower House School

Full Name of School	<b>Tower House School</b>		
DCSF Number	<b>318/6009</b>		
Registered Charity Number	<b>1068844</b>		
Address	<b>Tower House School 188 Sheen Lane London SW14 8LF</b>		
Telephone Number	<b>020 8876 3323</b>		
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Email Address	<b>head@thsboys.org.uk</b>		
Headmaster	<b>Mr G Evans</b>		
Chair of Governors	<b>Mr J Forsyth</b>		
Age Range	<b>4 to 13</b>		
Total Number of Pupils	<b>170</b>		
Gender of Pupils	<b>Boys</b>		
Numbers by Age	4-5 (EYFS): <b>11</b>		
	5-11:	<b>124</b>	11-13 <b>35</b>
Number of Day Pupils	<b>170</b>		
EYFS Gender	<b>Boys</b>		
Inspection date/EYFS	<b>01 Mar 2010 to 02 Mar 2010</b>		
Final (team) visit	<b>23 Mar 2010 to 26 Mar 2010</b>		

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. It 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 February 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 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard 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 does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 The school began in 1932 as a proprietorial boys' preparatory school. In 1996 it became a limited company and received charitable trust status. It is currently run by a board of governors. It occupies one site in a residential area of South West London and uses a nearby sports ground for games. The present headmaster has been in post since September 2009. Since the previous inspection the school day has been lengthened.
- 1.2 At the time of the inspection, 170 pupils were on roll aged between 4 and 13 years. Eleven children aged 4 to 5 years were in the Early Years Foundation Stage (EYFS), and 61 pupils aged 5 to 8 were in Years 1 to 3, forming the junior school. In the senior school, there were 98 pupils in Years 4 to 8, aged 9 to 13.
- 1.3 The school has identified nineteen pupils as having learning difficulties or disabilities (LDD); these pupils are given individual learning support. Four pupils have English as an additional language (EAL), with one receiving support. One pupil has a statement of special educational needs (SEN). Approximately one in fifteen pupils is from a non-European background, although nearly all of these pupils have English as their main language. Pupils who apply to the school are initially admitted into reception in the order of registration; applications to subsequent year groups are informally assessed to ensure they will cope with school life. Most pupils, from a variety of backgrounds, come from the local area, which includes East Sheen, Barnes and Putney. The ability profile of the school is above the national average, although the ability range is wide from a few pupils who are below average to those who are far above. The majority of pupils proceed to senior independent day schools.
- 1.4 The school aims to provide a happy, stimulating and secure environment conducive to learning and teaching activities where all pupils are treated as individuals. It tries to enable pupils to gain the personal skills and confidence to shape their own futures, to develop a sense of their own self-worth, to value others and to delight in achievement. It aims to ensure the fullest possible development of the cultural, physical, moral, spiritual and social dimensions of each pupil. The school strives to communicate effectively with its governors, staff, parents and pupils encouraging support and close co-operation between home and school.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS**

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

- 2.1 All pupils, including those in the EYFS and those with LDD and EAL, are successful in their learning and personal development. The school fully meets its aim to provide a happy, stimulating and secure environment conducive to learning and teaching activities where all pupils are treated as individuals. They enjoy notable success in activities and their achievements are particularly strong in writing, drama, and science. Their progress is good in relation to their above-average ability. Teaching is generally of high quality and demonstrates thorough subject knowledge, effective planning and the good use of assessment. However, it is sometimes too teacher-led and of a routine nature, due to insufficient planning for all ability levels and an over reliance on photocopied worksheets. The use of information and communication technology (ICT) in teaching is good and the quality of marking is mostly exemplary. The pupils' overall success results from a broad curriculum, outstanding extra-curricular experiences, highly effective teaching, and the pupils' own highly positive attitudes to learning. There have been strong improvements in the quality of teaching, the assessment and recording of pupils' work and the balance of the curriculum since the previous inspection.
- 2.2 The pupils' personal qualities are outstanding and are fostered by the excellent quality of pastoral care and thorough welfare, health and safety procedures. The many opportunities for responsibility from Year 8 pupils helping in younger forms to the younger children being eco-monitors, enable self esteem and confidence. Extra-curricular activities promote confidence and pupils understand the importance of helping those less fortunate than themselves. Pupils are highly considerate towards one another, enjoying very high quality relationships between themselves and with staff.
- 2.3 The ethos and aims of the school are overseen well by the governors and senior management team, who provide helpful support to ensure that the school fulfils its aims to enable pupils to gain personal skills and confidence, to shape their own futures, and to value others and delight in achievement. The school has fulfilled the recommendations of the previous inspection. Roles and responsibilities for senior managers and governors are mostly clear and appropriately carried out. The community atmosphere within the school is outstanding, and aided by close parental contact. Parents' replies to the pre-inspection questionnaires were overwhelmingly positive.

## **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 2003, as subsequently amended.
- 2.5 The school's provision for childcare met the requirements of the Early Years Foundation Stage and no action was required.

### **(ii) Recommended action**

- 2.6 The school is advised to make the following improvements.
1. Improve the quality and impact of development planning throughout the school.
  2. Ensure that the provision for pupils with learning difficulties and disabilities and gifted and talented pupils is better-matched to their needs.
  3. In the EYFS, continue striving to monitor and evaluate the provision, particularly through the EYFS development plan.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 Standards are excellent overall and pupils make good progress in relation to their ability. The quality of the pupils' learning and the standard of their achievements, from the EYFS upwards are good throughout the school enabling the school to make strong progress towards its aim to provide a stimulating environment where pupils are encouraged to delight in achievement. The vast majority of pupils each year gain a place at the school of their choice for senior school education, several with scholarships and awards.
- 3.2 During the last three years, results in national tests at the age of 7 have been excellent when compared with the national average for maintained primary schools. In written work and lessons, pupils show thorough knowledge and understanding, they listen exceptionally carefully, and in discussions show an excellent use of sophisticated vocabulary. The pupils' writing has improved substantially since the previous inspection and they now write extensively and fluently in many contexts.
- 3.3 Reasoning and critical thinking are particularly well developed in the senior school. Pupils have a strong grasp of mathematics and achieve highly in science, where pupils show a logical and enquiring approach to problems and actively seek solutions. Creativity is of a high standard, with pupils achieving exceptionally well in art, music and drama. ICT is used successfully to support a variety of subjects including art, music and science, and the advanced skills of the pupils are seen in displays throughout the school. Pupils work very well together in small groups and in whole class activities, and contribute effectively to one another's learning. As individuals, the presentation of their work is of a high standard, demonstrating effort, interest and perseverance. The behaviour of the pupils is exemplary and they enjoy exceptionally good relationships among themselves, and with the teachers and other staff. They have highly positive attitudes to learning.
- 3.4 The school celebrates many successes, including well-established sporting success in a variety of sports including rugby, football and cricket. Outstanding achievement resulted in the school becoming the IAPS fencing champions. Pupils are proud of their school and of their shared achievements; they rehearse enthusiastically for plays and concerts and work hard at improving still further their achievement levels. There are many and varied team and individual successes; for example, pupils achieved exceptionally well in the recent Cayleigh Maths Challenge.

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

- 3.5 The school's curricular provision is excellent overall. The school provides a broad curriculum, in line with its aims, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Children in the EYFS are also provided with a broad and interesting range of experiences. In addition to all the subjects within the National Curriculum, French, religious education (RE) and personal, social and health education (PSHE) are taught. Latin is taught from Year 5 and Greek is taught in Year 8. Sport, health-related fitness, art, music and drama feature highly on the curriculum, and these experiences contribute effectively to the pupils' levels of achievement and their personal development. The comprehensive programme for PSHE reflects the school's aims and ethos. An excellent Year 8 Award Scheme leavers programme, including a variety of voluntary work tasks, further extends the breadth of their curriculum. Planning throughout the school is thorough and the most helpful gives clear details on how the pupils' differing needs will be met. It ensures continuity and progression across all educational experiences. This is an improvement since the previous inspection.
- 3.6 The curriculum is appropriate for different abilities and ages and enables mostly good progress for those pupils with SEN, LDD and EAL. Such pupils receive highly effective one-to-one or group support from the special educational needs co-ordinator or an EAL specialist, and mostly good assistance tasks from staff within the classroom. They are given individual education plans which contain appropriate targets and are appropriately reviewed. Although there is not yet a register in place for those pupils who are gifted and talented, they are mostly catered for successfully in lessons through group work, additional work being set and occasionally through the provision of extension clubs. On some occasions the work set within the classroom limits the progress of pupils by either not challenging the most able or not supporting the needs of those with LDD.
- 3.7 The school's range of extra-curricular activities and their links with the community are outstanding. They provide exceptionally well for creativity, sport and hobbies including a jazz band, a rock band, three choirs, an orchestra, football, fencing, cricket, art and drama activities. Pupils in the junior school have separate activities which are more limited than those for older pupils. The school has developed outstanding links with the local community; for example, boys in Year 8, staff and parents work with their local environmental trust group, undertaking projects in the community ranging from willow spiling to prevent river bank erosion to the maintenance of gardens at a chapel. An outstanding range of trips is organised, which supports topics within the curriculum and broadens pupils' aesthetic and intellectual development. Visiting speakers provide a further breadth to the curriculum. Residential trips taken from Year 4 make a significant contribution to the pupils' personal development.

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

- 3.8 The overall quality of teaching is good throughout the school. Much is outstanding. It enables all pupils, including those with LDD and EAL, to acquire new knowledge, make good progress, increase their understanding and develop their skills. Through the emphasis given to careful monitoring and training, the quality of teaching has risen significantly since the previous inspection.
- 3.9 Outstanding teaching is often a feature of subject specialists. These teachers are highly knowledgeable and enthusiastic about their subject areas, thereby enabling students to achieve more and become far more adventurous and independent in their learning; for example, in a design and technology (DT) lesson pupils were able to achieve highly as they created mini-lights and designed packaging. Some work is too teacher-led and of a routine nature, but much understands the needs of pupils, encourages the pupils to think for themselves and to prompt their own learning. In a few lessons the generally high standards were not reached due to insufficient planning for all ability levels and an over-reliance on photocopied worksheets which failed to meet the differing needs of all pupils in the class. This resulted in less rapid learning.
- 3.10 Teaching throughout the school encourages all pupils to behave highly responsibly and considerately, and to enjoy their learning. All teachers are well informed by a variety of good assessments and the support of the special educational needs co-ordinator (SENCO). The abilities of individual pupils are mostly well known, and in the best teaching their needs are consistently met. In the EYFS, staff use regular assessments to carefully monitor progress. In the rest of the school, teachers regularly use a variety of methods ranging from standardised tests to subject examinations to assess their pupils work and progress is monitored by the director of studies. Marking is mainly exemplary, containing positive words and suggestions for improvement. Pupils say that they know how to improve and they value the comments provided by their teachers. Resources are used effectively throughout the school.

## **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 outstandingly well-developed personal qualities and are friendly and highly confident. The school is most successful in its aim to ensure the fullest possible development of the cultural, physical, moral, spiritual and social dimensions of each pupil. Pupils are thoroughly responsible and highly supportive of their school.
- 4.2 The pupils' spiritual awareness is outstanding. They have high levels of self-esteem, and are sufficiently confident to allow others their say and to listen with interest to them. They appreciate the skills and abilities of their peers, as evidenced by spontaneous applause in a rugby activity and by pupils' conversations about the success of the many participants in the school play. They celebrate the achievement of others with great enthusiasm as certificates and medals are awarded for achievement and house point scores are read out in an assembly. They show great appreciation for the world around them, encouraged, for example, as they strongly support recycling processes and conservation. Their appreciation of the creativity within the school is evident as pupils talk with pride about the work of others from the talent shown by musicians to the extensive art work displayed throughout the school.
- 4.3 The moral awareness of pupils is extremely strong. They are confident and outgoing, courteous and considerate, and have a clear sense of right and wrong reinforced by the positive atmosphere throughout the school. In the pupil questionnaire a small minority of pupils stated that the systems of rewards and punishments was not always fair, but when questioned during the inspection pupils were overwhelmingly sure that the systems of sanctions and rewards were clear and fair. They appreciate the many awards given and wear their numerous badges with pride. They have an excellent understanding of the importance of supporting the needs of others and give to variety of charities concerning people, places and animals in the United Kingdom and abroad.
- 4.4 Pupils are outstandingly well developed socially, and they enjoy being given responsibility, whether as prefects, the school ambassador, form or house captains, representatives on the school council or eco-monitors. Pupils benefit greatly from the excellent relationships in the school developed, for example, by the helpful reading buddy system and the opportunities to work together as a school, whether in the cross-country run or the Remembrance Day service. Pupils are aware of the need to keep themselves and others safe, for instance acting responsibly when using the internet and learning about road safety. They have a very strong sense of community, and in interviews are clear about the importance of 'looking out' for one another. They have a very good understanding of current affairs and parliament, developed through extra-curricular activities such as the newspaper review club and also the PSHE programme.

- 4.5 The cultural development of pupils is strong. They understand their own and other cultures through subjects such as art, music and English. They further develop their knowledge through the many and varied visits to museums and art galleries, and pupils talk with interest about these visits. Pupils appreciate the significance of major religious and cultural festivals through their studies in religious education and through visits to religious places of worship, such as the Year 5 visit to a synagogue. They celebrate Christian and other festivals, including Christmas, Diwali and Yom Kippur, and appreciate the significance of each.

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

- 4.6 Overall, the arrangements for welfare, health and safety are good. However, the pastoral care provided for pupils is outstanding, and fulfils the aims of the school in enabling pupils to shape their own futures and developing a sense of their own self worth. The staff provide outstanding support and guidance through the clearly defined roles of the class teachers and the heads of year. Internal report slip information and the thorough use of the intranet ensure that all staff are kept fully informed. Staff demonstrate excellent care to pupils in their form teacher time, discussing any relevant issues with them and ensuring that they keep up to date with homework. The junior school coordinator, the deputy head teacher and the headmaster offer further support as and when needed. Any concerns or matters to celebrate about pupils are thoroughly discussed at junior and senior school staff meetings with the SENCO providing additional helpful information on how to support specific learning difficulties. These pastoral arrangements are highly effective, fostering the pupils' personal development and academic achievements extremely well. All pupils interviewed both formally and informally say that they are very well cared for and that they have an adult to turn to if they have a concern.
- 4.7 Relationships between pupils and staff are extremely strong, promoting a very caring atmosphere that is evident throughout the school. In the senior school these are enhanced by vertical group house meetings and in the junior school by eating lunch in house groups. The behaviour of pupils is exemplary, supported by clear policies and procedures. In the pupil questionnaire a small minority of pupils stated that teachers are not always fair in the ways they give rewards and punishments, but during interviews pupils were clear that the system for sanctions and rewards worked well and judged it to be fair. Staff know the pupils extremely well, and this helps to provide a very happy and caring environment in which pupils thrive. Pupils believe that bullying is very rare, and most agree that staff deal with any difficulties quickly and constructively.
- 4.8 The safeguarding of pupils is good; all staff are trained, having an appropriate understanding of the safeguarding policy. The designated child protection officer is appropriately trained. Measures are taken to reduce the risk of fire and other hazards; regular fire drills are held and staff receive fire training. Health and safety procedures are effective, with risk assessments covering all aspects of school life. A health and safety committee operates and meets to discuss any issues arising. Accidents are suitably recorded and facilities for those who become ill during the school day are now appropriate. An accessibility plan has been written, which is designed to improve the educational provision for those pupils with disabilities. Pupils understand very well the importance of choosing a healthy diet and participating in physical exercise. The school has received the silver accreditation for the school travel plan, and actively encourages pupils to walk or cycle to school. The admission and attendance registers have been accurately maintained.

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

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

- 5.1 The school is well governed by a body of governors who visit the school regularly and help to ensure that the aims of the school are met. The governors provide and maintain good accommodation, and ensure that human and educational resources are used to their best advantage.
- 5.2 Governors are carefully appointed to ensure a good range of experience in areas relevant to the school; the parents association is not currently represented on the governing body. Governors are strongly involved in financial planning; they have a commitment to the recruitment of high quality staff. They are aware of the school's challenges and successes and are interested in the destination of leavers. They have a clear vision for the school, including the care, maintenance and improvement of facilities. They are aware of the need for development planning to be formalised in a long-term plan. Governors meet regularly, and these meetings are appropriately minuted. Additionally, the chair keeps in good informal contact with the headmaster throughout the term.
- 5.3 The governing body is aware of its responsibilities for child protection and health and safety, and is committed to the welfare of pupils throughout the school. Governors monitor school policies appropriately and take an interest in educational and pastoral matters. They visit the school from time to time and have a good understanding of its operation. They are kept well informed by the headmaster's report and occasional staff reports, and the information available to parents is also sent to governors.

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

- 5.4 Leadership and management are good overall, reflecting the school's aims of providing a happy, stimulating and secure environment conducive to learning and teaching activities where all pupils are treated as individuals. This is reflected in the excellent personal development of pupils and their good academic achievements. Since the previous inspection, the roles and responsibilities of senior managers and staff have been redefined to underpin both academic and pastoral support, and the monitoring of teaching and learning has significantly improved. The recently appointed headmaster has overall responsibility for the school and is assisted in the day-to-day running and management by the deputy head, the director of studies and the junior school coordinator who together with the bursar form the senior management team (SMT). They provide clear educational direction. Academic links have improved between the junior school and the senior school with heads of departments being responsible for monitoring the continuity and progression of teaching and learning in their subject. Additionally, the SMT regularly examines the pupils' books, to ensure, for example, that policies are adhered to and to consider different teaching strategies. As the school is aware, school development planning at all levels is not clearly defined; at departmental level plans vary in quality with some concentrating on resourcing issues. Whole-school planning has yet to be formalised into a long term document.

- 5.5 Policies and procedures for different aspects of school life have been implemented successfully. All staff in the school, teaching and non-teaching, support the excellent personal development and welfare of pupils, so that the school's aim to enable pupils to gain personal skills and confidence and to value others and delight in achievement is well met. Leadership makes a strong commitment to the professional development of teaching and non-teaching staff, and a good staff review process is undertaken on a two-yearly cycle with lesson observation forming part of this when appropriate. High quality staff are appointed, including specific sports coaches who teach from reception to Year 8. Staffing levels throughout the school enable mostly good support to be given to pupils. The safeguarding, welfare, health and safety of the pupils are given high priority, with all staff trained in these areas. The recruitment of staff is carried out appropriately with all checks in place.

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

- 5.6 Links between school and parents are excellent, meeting the school's aims to communicate effectively with its parents and encourage close co-operation between home and school. Responses to the pre-inspection questionnaire are overwhelmingly positive, indicating that parents are highly supportive of the school. They are particularly positive about teaching, the curriculum, extra-curricular activities, the pastoral support given to their child, the high standards of behaviour achieved and the promotion of worthwhile attitudes and values. They also believe that they can communicate easily with the school, and that policies and procedures are readily available. No significant concerns were raised. Parents have many opportunities to be involved in the work and progress of their children. They are welcomed frequently into school to watch and take part in numerous events, from class assemblies and walks in the park to the whole-school cross-country run in aid of a variety of charities.
- 5.7 Parents are invited to two parents' evenings during the year in the junior school, and one in the senior school. They receive two written reports a year and an interim assessment. These provide helpful subject information and the best set targets for future learning. Parents of pupils and prospective pupils receive all relevant information about the school. Parents of current pupils receive a weekly newsletter, which highlights all the events that have taken place as well as the successes of the pupils both in and out of school. A parents forum is held once a year for each class to share information with the headmaster and his deputy; parents also have many opportunities through the very informative school website to comment on a variety of issues, ranging from homework to school dinners. Communications are generally sent electronically, and pupils have homework diaries which, from an early age, also act as highly effective message books between home and school. Parents are encouraged to come in to school at once to discuss any concerns with their child's teacher, the junior school coordinator, the deputy head or the headmaster depending on the nature of the problem. These are handled with due care.

**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 effectiveness of the EYFS is outstanding. Children's welfare is promoted very strongly, and they are encouraged to develop good personal hygiene habits. There is highly effective differentiation of activities to help meet all children's needs, including those with identified special educational needs, and those who are learning English as an additional language. A robust and manageable assessment system is used to identify individual children's next steps. There is a wide range of accessible quality resources, both indoors and outdoors, used very well to foster the children's ability to make decisions and to work independently. The outdoor learning environment is used appropriately to promote many aspects of children's learning, and children's behaviour is fostered very effectively, often through the consistent use of praise and reward.

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

6.2 Leadership and management are outstanding. This helps ensure a safe, inclusive and secure environment. Suitable safeguarding procedures are implemented throughout the school. A very welcoming atmosphere has been created encouraging children to learn. Children are nurtured by well qualified and hard working staff. Monitoring is in place, highlighted clearly in the EYFS development plan. There is a suitable staff appraisal system in operation, ensuring that staff training needs are identified and met. Outstanding relationships have been fostered with children, and their parents are very well informed of their child's learning and development. Adults adopt a positive and encouraging approach and know the children very well, resulting in children striving to meet high expectations. Quality and accessible resources are organised indoors and outdoors to promote many aspects of children's learning. The use of an EYFS profile enables the setting's leadership to monitor provision, especially relating to how well individual children are progressing in their learning. Planning is flexible to ensure that the children's needs and interests are incorporated.

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

6.3 The quality of provision is outstanding. The children's personal, social and emotional development is promoted very well, and their behaviour is exemplary. The indoor and outdoor learning environments help children to develop good learning habits. Speaking and listening skills are fostered very effectively through 'circle time', for example, when sharing news or discussing past and future activities. Staff work extremely effectively together, and are deployed purposefully. They foster children's ability to count everyday objects and to use positional language. Children are learning about the world around them, are able to use a variety of ICT to support their learning, and are developing their fine and gross motor skills. A good balance has been achieved between child-initiated and adult-led activities, clearly reflecting children's individual interests and needs. The children's creative development is encouraged very effectively, highlighted in the many attractive art displays.

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

6.4 The children's starting points in the Reception class are varied, and their outcomes at the end of the EYFS are very good. Informative assessments are made on entry, in partnership with children's parents and local nurseries. Staff track children's progress regularly and make very effective use of assessments, ensuring that children make very good progress, whatever their individual needs. Children clearly enjoy their time in the Reception Class and are becoming effective learners. They are developing an understanding of healthy eating, such as through snack time and lunch time routines. Children are confident to make choices, are able to work independently, and will confide in adults. They share very well, co-operate and show a high respect to others. Children are learning about the wider world, know how to keep safe and use a range of accessible ICT to support their learning

**What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.**

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

### **Inspectors**

Mrs Sara Wiggins	Reporting inspector
Dr David Livingstone	Junior Team Inspector (Head, IAPS)
Mrs Gill Wilson	Junior Team Inspector (Head, IAPS)
Miss Valerie Craven	Early Years Lead Inspector