



INDEPENDENT SCHOOLS INSPECTORATE

SACRED HEART SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Sacred Heart School

Full Name of School	Sacred Heart School
DfE Number	845/6020
Registered Charity Number	252878
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Email Address	head@sacredheartwadhurst.org.uk
Headteacher	Mrs Hilary Blake
Chair of Governors	Father Kevin Gaskin
Age Range	3 to 11
Total Number of Pupils	107
Gender of Pupils	Mixed (64 boys; 43 girls;)
Numbers by Age	3-5 (EYFS): 30 5-11: 77
Number of Day Pupils	107
Head of EYFS Setting	Mrs Anne Horsfall-Turner
EYFS Gender	Mixed
Inspection date/EYFS	11th to 12th May 2010
Final (team) visit	14th to 16th June 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 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 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 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 Sacred Heart is a Roman Catholic non-selective independent school for boys and girls aged three to eleven. It is situated in a rural setting on the outskirts of the village of Wadhurst, on the site of the Catholic parish church. The school is housed in a range of adjacent buildings and has spacious grassed and hard-standing play areas. The Early Years Foundation Stage (EYFS) has its own fenced outside play area. The school was opened by nuns in 1935 to serve poor Catholics in the neighbourhood, but was taken over in 1974 by lay staff. It is currently under the Arundel and Brighton Diocesan Trust. The school is supported by the local parish priest, who is the chair of governors, and some financial assistance is available to Catholic families from the parish who are in need. Children who attend the school come from the local area as well as from a wider area bordering East Sussex and Kent. The current headteacher was appointed in September 2006 and facilities were extended with the opening of a new hall, in 2009.
- 1.2 At the time of inspection the school had 107 pupils on roll, including 30 in the EYFS, of whom nineteen were part-time in the Nursery. Sixty per cent of the pupils are baptised Catholics. Whilst three pupils in the EYFS are bi-lingual, no pupils have English as an additional language (EAL). Seven pupils have been identified as having learning difficulties and/or disabilities (LDD) and three of these receive specialist learning support from the school. No pupil has a statement of special educational needs. Children are not tested before entry into school and the range of ability is wide.
- 1.3 The school aims to provide a happy and secure atmosphere in which each child is encouraged to achieve their full potential. It seeks to help pupils to develop an understanding of the Catholic faith and respect for its religious and moral values, as well as tolerance of other races, religions and cultures. It aims to provide a broad and balanced curriculum based on high expectations and recognition of each individual's unique qualities. High priority is placed in engaging in partnership with parents and the parish. Pupils are prepared for scholarships and eleven plus examinations into local grammar, faith and independent schools, or transfer to local state schools. They achieve a high level of success in gaining places at the schools of their choice.
- 1.4 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 Sacred Heart School enables all its pupils, including those in the EYFS, to be successful in their learning and their personal development. The school secures its aims well. Pupils achieve high standards and make good progress in relation to their ability, which is above average, and many enjoy success in sport, music, speech and drama. The curriculum is broad and provides a firm foundation for literacy and numeracy skills. Pupils achieve particularly well in these subjects as well as in science and religious education. Some specialist support for pupils with LDD is offered, though this is currently limited. However teachers are conscientious in supporting these pupils in class. Good use is made of information and communication technology (ICT) to support learning. Teaching is of a high quality and demonstrates effective use of assessment and thorough subject knowledge. Pupils' willing approach to their learning is a strong contributor to their overall success, together with the wide availability of extra-curricular activities.
- 2.2 Pupils display exceptional personal qualities which are supported through an excellent standard of pastoral care and effective welfare, health and safety procedures. Relationships within the school are considerate and tolerant, contributing to pupils' sense of self worth and security. This fulfils the school's aim of helping pupils to develop an understanding of the Catholic faith and values, together with a respect for other religions. Pupils' awareness of those less fortunate than themselves is shown in their charitable giving and recycling efforts. Pupils display great contentment and pride in their school.
- 2.3 Governors gain an effective oversight of the school through reports from the headteacher and their regular and committed presence in school. They play a full part in strategic planning and provide valuable support to help the school fulfil its aim of working in partnership with parents and the parish. The school has taken immediate action to rectify the regulatory failings in its recruitment and recording procedures identified at the initial visit. Leadership and management are strong and have implemented many initiatives to improve the educational experience of pupils. Subject co-ordinators need more time to carry out their monitoring role. The school has a warm family atmosphere, supported by excellent communication with parents. Parental replies to the pre-inspection questionnaires were overwhelmingly positive about the quality of the educational experience and pastoral care provided. The calm environment of Sacred Heart School, adjacent to the church at the religious heart of the parish, strongly supports its ethos.

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 2003, as subsequently amended, and therefore it was required to:
- ensure the designated person completes additional training in local inter-agency safeguarding procedures [Regulation 3.(2)(b), under Welfare, health and safety];
 - ensure the appointment procedures are properly followed and accurately recorded in the central register [Regulation 4.(2)(a), 4B.(4)(a), 4C.(3), under Suitability of Staff and Proprietors] and for the same reason: [Regulation 3.(2)(b) under Welfare, health and safety].
- 2.5 At the time of the final team visit, the school had rectified all the latter shortcomings, and had adopted correct procedures for an appointment made since the time of the initial visit. However, the former requirement remains unresolved, and therefore the school must:
- ensure the designated person completes the booked additional training in local inter-agency safeguarding procedures [Regulation 3.(2)(b), under Welfare, health and safety];
- 2.6 The school's provision for childcare met the requirements of the Early Years Foundation Stage and no action was required.

(ii) Recommended action

- 2.7 In addition to rectifying the weakness in meeting regulatory requirements, the school is advised to make the following improvements.
1. Develop the existing support for pupils with LDD so that it is more readily available to all who need it.
 2. Develop and facilitate the role of subject co-ordinators to allow more frequent monitoring of teaching and learning.
 3. Formulate the clear vision of the EYFS into a departmental developmental plan which is incorporated into whole school planning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Pupils are well educated in accordance with the school's aim of encouraging each individual to reach their potential. They achieve high standards in their learning and their attitudes towards school are immensely positive. In the EYFS they reach, and some exceed, the Early Learning Goals set for the end of Reception. Results in national tests over the last three years are high when compared with the national average for maintained primary schools at the age of seven and are excellent at the age of eleven. Pupils' ability is above the national average and they make good progress. They achieve much success in gaining places at the schools of their choice, with a significant number winning awards.
- 3.2 Pupils develop their knowledge, skills and understanding across the curriculum successfully, in line with the school's aim to provide a broad and balanced curriculum based on high expectations and recognition of each individual's unique qualities. Those with learning difficulties receive conscientious support to help them progress, though the availability of specialist assistance is limited. Throughout the EYFS, children display high levels of enjoyment, curiosity and creativity. Older pupils respond well to plentiful opportunities for creativity, when writing stories and poems in English and in art and ICT. In Years 1 to 6 pupils listen to each other and their teachers with interest and respect. They achieve particularly good reading and comprehension standards and express themselves confidently, for example when analysing poetry in Years 5 and 6. They write fluently in a range of factual and imaginative styles.
- 3.3 Pupils demonstrate exceptional competence in numerical calculations and approach mathematical investigations and problem-solving with enthusiasm. Their skills in ICT are well-developed and are put to good use in a wide range of subjects. Pupils in Year 6 demonstrate clear understanding of experimental techniques and practical skills in science. Critical thinking and initiative are evident in subjects such as English, history and mathematics. In religious education pupils readily apply their understanding of biblical stories to their own lives.
- 3.4 Individual pupils do well in instrumental music examinations as well as in speech and drama competitions. They also achieve success, both at individual and team level, in sports competitions such as tag rugby, tennis and swimming. They work equally well in small groups or independently and their work is presented with care. Pupils are eager to learn and apply themselves well to their work.

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

- 3.5 The school offers a broad curriculum which supports the pupils' learning and personal development well and covers the requisite areas. Provision for indoor and outside learning in the EYFS lays an outstanding foundation for pupils' future learning. In Years 1 to 6 emphasis on the core subjects of literacy, numeracy and science enables the pupils to achieve well in national tests and they gain particularly good results for science. Parents comment that their children reach high academic levels without being put under pressure. In accordance with the school's aim of providing an all-round education in the Catholic ethos, religious education is given due prominence. Specialist teaching in French, Latin and physical education (PE)

enhances pupils' educational experience. Art, PE, history, geography and French contribute effectively to children's understanding of the world, skills and cultural appreciation. Pupils of all abilities in Years 5 and 6 enjoy their Latin lessons, appreciating, as they explore the derivations of words, how the subject contributes to their literary development.

- 3.6 The curriculum is suitable for all ages and abilities and supports the aims of the school well. The ethos, together with religious education and personal, social and health education (PSHE) lessons contributes to pupils' excellent discipline and strong work ethic. They show enjoyment in what they are doing, with a distinct understanding of the progress they make during the course of a lesson. Pupils value the opportunity to work occasionally in small mixed ability groups, and understand that this enables the more able to share their learning with their peers. There is some provision for supporting children with learning difficulties, for which pupils express appreciation, but not always enough to allow all to progress at their optimum pace. Pupils who are more able receive appropriately challenging work within class.
- 3.7 The curriculum is supported by an excellent range of extra-curricular activities. Pupils enjoy a wide range of activities and clubs, both at lunchtime and after school, including Spanish, art, music, chess and several for sport. Pupils' experience is appropriately enriched by out-of-school visits in the local area, including exploring local history in the village churchyard, visiting a Victorian manor house in Brighton and staying overnight at an outdoor pursuits centre for Year 6. A valued visitor from St Dunstan's helps pupils to understand what it is like to be blind. Links with the local community are excellent. Every year pupils participate in a variety of activities organised by the village, including art competitions, carol singing in the market place and the Remembrance Day parade; all of which fosters their cultural development and social awareness.
- 3.8 The curriculum, together with a significant proportion of exceptional teaching, is particularly effective in promoting children's spiritual, moral and social development, producing caring, responsible, sensitive youngsters according to the school's purpose in the Catholic tradition of its foundation.

3.(c) The contribution of teaching

- 3.9 Teaching of good quality, including a significant proportion across all ages and subject areas that is excellent, enables pupils, including the most able, to make progress. A limited amount of specialist support is available to assist those pupils with LDD to make progress in line with their abilities. This effective teaching, together with positive relationships between staff and pupils, contributes to pupils' academic achievements and helps them reach their potential in line with the school's aims. Some learning support is available to assist those pupils with LDD. Pupils are well-prepared for the next stage of their education.
- 3.10 Teachers demonstrate appropriate knowledge of the subjects they teach, which enables them to make their lessons interesting. In some subjects, such as history and mathematics, work is adapted to individual needs and capabilities. This results in successful learning for all pupils. Laptop computers are used effectively to develop ICT skills and enhance cross-curricular learning.
- 3.11 Teachers use questions skilfully to stimulate thoughtful responses and clarify understanding from all pupils according to their aptitudes. The best lessons have a

well-planned structure and often involve group or paired activities to promote active learning. This is a particular feature of learning in the EYFS. These lively lessons also encourage individual thinking and involve a variety of teaching approaches which engage all learning styles and make effective use of resources. As a result children become involved in their learning and display perseverance and concentration. Where teaching fails to reach such high standards, tasks do not match the ability of the pupils and lessons proceed at an unchallenging pace. As a result pupils become less responsive and learning is less secure.

- 3.12 Staff are conscientious in giving encouragement and praise to motivate individual pupils in lessons. Most marking is thorough but, other than in English, does not always offer suggestions for how to improve performance. Teachers know their pupils well and pupils are confident that their teachers help them learn, giving them individual support when they need it. In the EYFS individual assessments are used effectively to monitor progress and plan next steps. In Years 1 to 6 the school uses national tests in English, mathematics and science, as well as some standardised assessments to monitor pupil attainment and it is in the early stages of using these results to track individual progress and set targets for future achievement.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of the pupils' personal development is excellent and given high priority in accordance with the aims of the school to teach children to respect themselves and each other as unique and equally valuable members of God's universal family. Provision for personal development and the pupils' response are major strengths of the school.
- 4.2 Children develop a strong sense of identity and exceptional personal insight, demonstrated by the clearly expressed views of older children with learning difficulties requiring additional support, of their appreciation of the help they need and receive from all their teachers and their peers. Children contribute to, and make excellent use of, class liturgies and school assemblies to develop their prayer life, and their reflective participation in such activities is palpable. Pupils' spiritual development is exceptionally well promoted by the environment of the school, set in the grounds of the Catholic church and with normal parish activities going on in the background. The whole of their educational experience nurtures pupils' self-esteem effectively and they are notably happy and confident.
- 4.3 The pupils' moral development is of significantly high quality. They cooperate and are kind to each other both in classroom and playground. Pupils become adept at not only interpreting stories, but also applying the message to their own circumstances, such as in an assembly where biblical teaching on forgiveness led to children's sensible suggestions about how to express both repentance and forgiveness in classroom and playground incidents. Pupils clearly understand what is right and wrong and value the opportunity to discuss and agree classroom rules. They feel the school's system of rewards and sanctions is fair and understand its contribution to creating a happy school community.
- 4.4 Children's social development is excellent. They learn to work and play cooperatively together and are given suitable opportunities to take responsibility. From Year 2, pupils have the experience of helping the whole community through election to the school council. Each class organises small money-raising events, often for their own class resources. Pupils are aware of, and sometimes serve, the wider community. Through a wide range of sporting fixtures they visit and host neighbouring schools, take part in village events and the arts festival in Tunbridge Wells. Older pupils visit a nearby nursing home. Pupils are active in supporting a village community in India and they regularly contribute Christmas shoeboxes containing gifts for disadvantaged children elsewhere.
- 4.5 Pupils' cultural development is strong. They develop an appropriate understanding of other people, their ways of life and world faiths through the celebration of cultural festivals in the EYFS and from geography, history and religious education topics. Pupils enjoy a wide range of experience in the creative arts, learning to appreciate the work of some of the great artists and working in both two and three dimensions. They enjoy preparing for, and performing in, school productions. Many pupils take the opportunity to learn a musical instrument and participate in recorder group, choir and orchestra.

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

- 4.6 The arrangements for welfare, health and safety are good and staff show excellent regard for the pastoral care of the pupils in line with the school's priority for developing the individual in a secure and happy atmosphere. Pupils feel they are well cared for and know to whom to turn if they have a problem. All those who completed the questionnaire are happy at school and feel that teachers show concern for them as individuals. Relationships between adults and pupils and amongst pupils themselves are strong and a warm family atmosphere is evident. Pastoral care is overseen by a member of staff who is a trained counsellor, and pupils' needs are discussed at staff meetings.
- 4.7 Procedures for protection against bullying and good behaviour are effective and pupils say that bullying occurs rarely. All spoken to believe staff address problems effectively. Time spent in class at the beginning of the day, followed by class prayers, supports the maintenance of a caring ethos in the school. Good behaviour is promoted through an effective system of praise and rewards, and pupils exhibit high levels of courtesy and consideration towards each other, including those in the EYFS. Behaviour when moving around the school and at breaktime is orderly and friendly.
- 4.8 Safeguarding of pupils is secured through a child protection policy which contains all the necessary elements and its implementation is ensured through regular child protection training for all staff. The designated child protection officer has booked but not yet undertaken local inter-agency training. The safeguarding policy has not been rigorously implemented in the past, so far as recruitment checks for staff and governors and their recording, though the school has now established an effective procedure to rectify this which it applied to its most recent appointment.
- 4.9 Measures to promote health and safety are good and arrangements to reduce the risk of fire and other hazards, together with risk assessments both on site and for educational visits, all well-established and monitored by governors. An appropriate accessibility plan to improve access for any pupil with a disability is in place. Arrangements for first aid and the administration of medicines are efficient and there are good facilities for any pupil who becomes ill during the day. Pupils are encouraged to bring a nutritious packed lunch to school and understand the value of a healthy diet. Pupils have good opportunities to participate in exercise in both PE lessons and extra-curricular activities and pupils enjoy their access to a wide range of sporting pursuits including swimming. Admission and attendance registers are efficiently 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 offer strong support. Governors, under the chairmanship of the parish priest, are fully committed to promoting the school's Catholic aims and values. They have good oversight of the work of the school and are kept well informed through regular reports from the headteacher, who attends their meetings together with the early years' co-ordinator. Governors are regular visitors, either attending various events, giving practical help or to observe teaching. This close relationship, exemplified by that between staff and the chairman and parent governors, provides a good insight into the daily working of the school.
- 5.2 Governors have collaborated with staff and parents to establish a clear mission statement and priorities for school development. An effective structure of sub-committees allows them clear oversight of both educational and welfare provision and also for the regular review of policies and progress with the development plan. Their prudent financial management, together with regular health and safety checks, ensures buildings and grounds are well maintained as well as enabling improvements to school facilities, including the new school hall. Governors have undertaken some training though this is currently insufficiently focused on the strategic needs of the school. Although governors have not previously been rigorous in overseeing the undertaking and recording of recruitment checks in the past, they now maintain appropriate oversight of regulatory requirements.

5.(b) The quality of leadership and management

- 5.3 Leadership and management are strong and consequently the school's aims are well fulfilled. The EYFS is well led and managed by the Early Years' co-ordinator who liaises effectively with the headteacher of the school. Leadership is exercised in a measured and sensitive manner, which gives high priority both to the recognition of each child's unique qualities and also to placing the school at the centre of a partnership with parents and the parish. Staff fulfil their roles conscientiously, which contributes much to pupils' high standards of achievement and excellent personal development. Committed support is given by a small leadership team, but much of the responsibility for management and monitoring of change rests with the headteacher.
- 5.4 The educational direction for the school is clearly set out in the school development plan, which is based on the joint vision and review of the governors, staff and parents. Policies and procedures have been produced for various aspects of school life and are implemented effectively by staff. Accurate self-evaluation has led to the introduction of valuable initiatives such as medium and long-term planning for each area of the curriculum, greater analysis of assessment results to predict future attainment and identify the need for additional support and a whole school marking policy. Subject management is being devolved to subject co-ordinators, though exercise of their role is currently variable and the school is aware that not enough time is available to ensure they can carry out their monitoring role regularly.
- 5.5 The school has identified the need for specialist learning support to be developed more fully to meet the needs of pupils with LDD. An appraisal system to enable senior management to monitor staff performance and training needs is in the early

stages of development and staff are encouraged to undertake training courses to further their professional development. All staff receive regular training in child protection and other matters of health and safety. Management successfully secures suitably qualified staff and has acted swiftly to rectify errors in procedures for recording staff appointments since the time of the initial inspection. Current practice in relation to the appointment of new staff is now in order.

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

- 5.6 The school maintains excellent and constructive relationships with parents in accordance with its aims. It takes every opportunity to help parents work in partnership with staff for the benefit of their children. Parents are extremely happy with the education and pastoral care provided for their children and also with the quality of communication with the school. A high number of parents responded to the questionnaire and they expressed great satisfaction with every aspect of the school, particularly appreciating the daily presence of the headteacher amongst both pupils and parents.
- 5.7 Parents have numerous opportunities to be actively involved in the work and progress of their children. They are invited to classrooms every Friday morning to see their work and achievements, as well as to special celebrations and assemblies. Parents appreciate the introduction of curriculum evenings which have informed them of teaching methods in mathematics and English. Some parents become school governors and take an active part in monitoring lessons, whilst others volunteer their help in extra-curricular clubs, musical productions, or with transport to off-site activities. The parent teacher association strongly supports the work of the school through fund-raising and social events, as well as the welcome it affords new families.
- 5.8 Parents of pupils and prospective pupils are provided with a good range of information about the school. Staff are regularly available for consultation both informally and at parents' evenings, twice a year. Written reports, sent out each term, are detailed and informative and in many cases give parents clear targets that their children need to work towards. The prospectus gives prospective parents an accurate idea of the school's aims and ethos and the internet site is regularly updated with useful administrative information together with a weekly newsletter which highlights recent pupil achievements as well as forthcoming events. Parents feel that they are given all the information they need to be able to help their child at home. The school handles parental concerns well. Staff are readily available to discuss any concerns, know their pupils well and are keen to support parents. There have been no formal complaints about the school in recent years.

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 setting provides an outstanding quality of education and care that is founded on close attention to the needs of each child. It is highly effective in working with parents in a genuine partnership so that the learning and progress of each child is celebrated and supported. This is seen in the learning journeys that create a valuable record of children's progress which is shared between home and school. Relationships are excellent and children feel safe, secure and valued as a result. Parents are confident that staff will do the best for their child. Children's health, safety and welfare are given high priority, and the setting is particularly well organised so that everyone knows what is expected of them.

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

6.2 The leadership and management of the setting are good. It is well led and managed, and the co-ordinator liaises effectively with the headteacher of the school. Teamwork amongst the staff is strong and all staff are helped to develop their skills so that the setting can improve further. The staff collaborate in planning and evaluating the programme and this is beginning to be related to overall plans for school improvement. Policies and procedures to ensure the safety and well being of the children are set out clearly and implemented consistently. The setting is intent on ensuring that all children, whatever their individual needs, are able to thrive and succeed. Parents are regularly invited into school and are overwhelmingly satisfied with the provision. The staff, who know the children well, address children's needs carefully and consistently. Tolerance and respect for one another is promoted and diversity is celebrated. An inclusive attitude to other cultures, customs and beliefs is fostered. The staff are deployed well and resources are used imaginatively.

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

6.3 The quality of provision is outstanding. The setting is highly successful in providing a welcoming and stimulating environment in well-organised and resourced rooms with colourful displays. Easy access to the well-planned and thoughtfully employed outside space encourages regular physical activity throughout the day. Excellent planning ensures that activities, both indoor and outside, engage and absorb children, leading them to explore and play imaginatively. Both child-initiated and adult-led activities expand their experience. Children work enthusiastically, whether alone or with a friend, at the computer. Creativity is fostered through children being encouraged to make suggestions and offer ideas. They enjoy role-play and many forms of emergent writing; they paint and make things with enthusiasm. Staff carefully observe and record children's learning and plan the next steps for each individual. The setting promotes good eating habits by providing healthy snacks and encouraging children to take part in their preparation. Where possible the children grow and cook their own food from the garden. The children practise high standards of hygiene and are aware of others' needs.

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

- 6.4 Outcomes for children in the EYFS are good. Children make good and sometimes excellent progress in relation to their individual starting points. Basic skills in literacy and numeracy are taught thoroughly and imaginatively. Most achieve well; they reach and some exceed the Early Learning Goals set for this age by the end of Reception. Children greatly enjoy their time in school; they are enthusiastic and active learners. They show high levels of independence, curiosity and concentration. The children demonstrate confidence and willingness to participate and make decisions. They behave very well and learn to be sociable and cooperative. They gain a good understanding of the wider world by enjoying visits from members of the community, for example, a vet, doctor and nurse. The children become confident in looking after themselves and know that their contribution matters in making the setting a good place for everyone.

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 with the chair of governors and 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

Mrs Jan Preece	Reporting Inspector
Mrs Philippa Thompson	Team Inspector (Former Head of Junior Department GSA School)
Mrs Maureen Mullins	Team Inspector (Former Head ISA School)
Mrs Catherine Lane	Early Years Co-ordinating Inspector