



INDEPENDENT SCHOOLS INSPECTORATE

ST PIRAN'S SCHOOL (GB) LTD.

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St Piran's School (GB) Ltd.

Full Name of School	St Piran's School (GB) Ltd.		
DCSF Number	908/6089		
Address	14 Trelissick Road Hayle CornwallTR27 4HY		
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Email Address	pirans@btconnect.com		
Head	Mrs Carol de Labat		
Proprietor	St Piran's School (GB) Ltd.		
Age Range	3 to 16		
Total Number of Pupils	76		
Gender of Pupils	Mixed (36 boys; 40 girls;)		
Numbers by Age	0-2 (EYFS):	0	5-11: 38
	3-5 (EYFS):	17	11-16: 21
Number of Day Pupils	76		
Head of EYFS Setting	Mrs Julia Burns		
EYFS Gender	Mixed		
Inspection date/EYFS	23 Mar 2010 to 24 Mar 2010		
Final (team) visit	04 May 2010 to 06 May 2010		

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 Ofsted inspection was in January 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 St Piran's School is a co-educational day school which currently has 76 pupils on roll between the ages of three and sixteen. Seventeen children attend the Early Years Foundation Stage (EYFS), the junior part of the school has 38 pupils and the senior section has 21 pupils. The school was established in 1988 in a Victorian house set in its own grounds in a residential district on the edge of the seaside town of Hayle. It is owned by a proprietor, who is assisted by two advisors called governors. One acts as chair, the other as education officer. The school is one division of a limited company which specialises in running higher and further education colleges.
- 1.2 The school aims to provide an environment that will create and foster a loving, caring community based on mutual respect, where pupils can develop their individual potential as learners with high personal standards. Emphasis is also placed on maintaining a strong partnership between home and school. Since the last Ofsted inspection in 2004, a new head has been appointed and the school has extended its age range to include secondary pupils up to the age of 16.
- 1.3 Entry to the school is non-competitive, and pupils join at various stages. Although pupils do not take standardised tests, from observation and in discussion with senior managers it is judged that the pupils' abilities cover a broad range and the overall ability profile of the school is in line with the national average. Almost all pupils have white British home backgrounds and come from families involved in a variety of occupations, particularly tourism, within the locality. The school has identified eight pupils who need additional support for their learning. No pupils have statements of special educational needs, nor do any have English as an additional language.
- 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 Pupils of all abilities, including children in the EYFS, are well educated in accordance with the school's aims to develop their potential as learners. The achievement and progress of pupils is good. The school is particularly successful in helping pupils who have found it hard to learn elsewhere to become confident individuals so that they can achieve well. The pupils' success is strongly supported by their positive commitment to learning and the excellent relationships that exist between them and their teachers. Their success is also underpinned by the use of a broad curriculum, access to a wide range of extra-curricular activities, and the good quality of teaching when the pupils' individual needs are carefully considered.
- 2.2 The quality of pupils' personal development is good and is effectively supported by the excellent pastoral care that they receive. The pupils' moral and social development is particularly strong. Plenty of opportunities are available for pupils to have responsibilities across the school and older pupils become confident and are extremely well prepared for transfer to senior schools or colleges. Good arrangements for welfare, health and safety help pupils to feel safe in the friendly school environment where all are valued. In their questionnaire responses, pupils and parents expressed overwhelming support for all aspects of the school. They particularly appreciated the family feel and individual attention that pupils received.
- 2.3 The owner, governors and senior management are strongly committed to the school and the way in which pupils are educated, ensuring that the school achieves its aims. They provide effective oversight of most aspects of the school, but a number of necessary regulatory requirements were not met at the time of the initial inspection. These were remedied by the time of the final visit. The systems for monitoring and reviewing whole-school matters in order to have a fully effective plan for its development and improvement are not yet robust. The current structure of the senior management is not fully effective as it has not been re-evaluated since the school changed to include older pupils. The school has worked hard to resolve the issues raised at the last Ofsted inspection in 2004. The most significant change to the school has been the addition of pupils up to the age of 16 in preparation for GCSE.

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:
- implement all parts of the safeguarding policy by ensuring that the training for the designated person for safeguarding is kept up to date [Regulation 3.(2)(b), under Welfare, health and safety];
 - ensure that the centralised register is completed in line with current legislation [Regulation 4C.(1); 4C.(2)(a) - (d); 4C.(3); 4C.(7); and 4C.(9), under The suitability of staff, supply staff and proprietors].
- 2.5 At the time of the final team visit, the school had rectified both of the above shortcomings, as noted in the text of the report.
- 2.6 In order to comply with the welfare requirements of the Early Years Foundation Stage, the school was required to:
- see Regulations 3 and 4 above.
- 2.7 Since the Early Years Foundation Stage provision is inspected under a different system of regulation, within a two-day limit, the report cannot mention any regulatory deficiencies which are remedied by the end of the standard inspection.

(ii) Recommended action

- 2.8 In addition to rectifying the weaknesses in meeting regulatory requirements, the school is advised to make the following improvements.
1. Improve management by reviewing current senior management roles and identifying the time available to ensure that they can be carried out effectively.
 2. Enhance the role of subject co-ordinators to ensure that they monitor and evaluate the work of their departments across the school to raise standards further.
 3. In the EYFS, use social occasions to promote good manners and consideration for others, and to develop a sense of responsibility.
 4. Develop the appraisal and monitoring system within the EYFS.

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 above average and the progress of pupils is good. From the EYFS onwards, the pupils are well educated in accordance with the school's aims to develop their potential as learners. A number of pupils have found it hard to learn elsewhere, and the school is particularly successful in helping them to achieve well. Pupils gain places at a range of senior schools and colleges. The pupils' success is supported by their positive commitment to learning and excellent relationships between pupils and their teachers.
- 3.2 Pupils write well. They read and speak with increasing confidence as they progress through the school. They are efficient in their use of information and communication technology (ICT) as a support for their learning, and by the time they leave at the top of the school, their skills are excellent. They have well-developed investigative skills gained from their work in a number of subjects. This is particularly strong in science, where pupils demonstrate that they can take the initiative in research and experiment. They use their mathematical skills efficiently. Pupils take a pride in their written work. The quality of their handwriting and the presentation of all that they undertake is good. The pupils' creativity is strong, with excellent examples of design and technology (DT) and art work on display round the school. Physically, pupils are developing good skills and they take part in sport with great enjoyment.
- 3.3 In national tests at the age of 11 over the last three years for which comparative data are available, results have been high when compared with the national average for maintained primary schools and pupils have achieved well, but the small size of the cohorts make specific comparisons unreliable. Results in English have been particularly strong. Since the last inspection, pupils demonstrate an improved level of independence in their learning, whether it is choosing how to record their own notes in science in Year 11, or in physical education (PE) in Years 1 and 2, deciding on the level of challenge in their activities.
- 3.4 In lessons, pupils of all ages almost always work well. They settle quickly to work individually or in groups co-operatively, they persevere and usually listen to each other and their teachers with courtesy and attention. A feature of most lessons is the obvious enjoyment that pupils have in their learning.
- 3.5 Pupils have enjoyed individual and team successes in speech, drama and poetry competitions at the St Ives Festival, and were particularly invited to perform at that event following their performances in previous years. A newly formed team for tag rugby did extremely well as they became the runners-up in the local Penwith Tournament.

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

- 3.6 The curriculum is good and makes a significant contribution to pupils' achievements and personal development. It is sufficiently broad and generally balanced to give pupils of all ages experiences in a wide range of the requisite subjects and activities which match their needs and interests. It enables them to fulfil their potential in line with the school's aims. The time allocation for literacy and numeracy in Years 1 and 2 was significantly uneven at the time of the initial visit. This was reviewed and immediately remedied, so that at the main visit it was observed that pupils benefited from a proper balance in the curriculum. To assist pupils as they grow up and to prepare them for the world beyond school, a personal, social, health and citizenship education (PSHCE) programme is being developed, which covers appropriate themes and reflects the aims and ethos of the school well. The pupils' linguistic skills are enhanced by the addition of French from Year 2 and a rolling programme of Spanish and French from Year 7. Their experiences are further enriched by a number of visits linked to their subjects. Examination options for older pupils are gradually being extended as additional GCSE subjects are provided for them. They also benefit from an interesting cross-curricular dimension to their studies. This has given them opportunities to increase their awareness of worldwide issues, and improve their confidence, as they consider such topics as prejudice, on which they prepare a presentation to their peers in the medium of their choice.
- 3.7 The pupils enjoy access to a good range of extra-curricular activities and they expressed their satisfaction of what was available. They have excellent opportunities to gain independence through residential visits to activity centres, and trips to London and France. The pupils' understanding of the needs of others who are less fortunate than themselves is extended by their fund-raising activities in support of charities at home and abroad. Their independence and initiative have been further enhanced since the school gained accreditation as a centre for junior sports leader training. Pupils gain an awareness of the community within which they live through visitors to the school, such as the local lifeboat volunteers and members of the Rotary Club.
- 3.8 The systems for identifying and supporting pupils who need additional help or those who should benefit from greater challenge work well. Each pupil's needs are considered and approached individually by all staff. Staff receive advice on how to support their pupils and the school liaises highly effectively with external agencies and with parents.

3.(c) The contribution of teaching

- 3.9 The quality of teaching overall is good, and a number of lessons observed were excellent. The teaching fulfils the school's aims to cater for the needs of individual pupils so that they can reach their potential. Teachers have a clear understanding of the abilities of their pupils. They plan lessons carefully so that pupils nearly always have tasks and activities which provide sufficient support and challenge to enable them to achieve well. The teachers' high expectations of their pupils' behaviour and achievements encourage them to give of their best. On the few occasions when the pupils' concentration lapsed, the pace of lessons was too slow for the most able and they did not make sufficient progress. A feature of the lessons for the oldest pupils was the increased dynamic and sense of learning together in small groups with their teachers, in a seminar style, similar to the atmosphere of a college rather than a school. This prepares them extremely well for the next stage of their education. Since the last inspection, pupils of all ages have benefited from opportunities to be more independent in their learning. They gain from the specialist knowledge and the unfailingly patient approach of their teachers, who are always prepared to take time and trouble to answer questions or help individuals when necessary. Teachers use the good quality resources appropriately, and pupils benefit from the varied teaching strategies employed to make learning enjoyable and stimulating.
- 3.10 Assessment systems are being developed to provide a more rigorous and uniform understanding of pupils' progress. Target setting in many subjects is enabling pupils to understand how well they are learning, as well as giving them useful information on how to improve. This is not yet consistent across the school and senior managers are aware that this is not currently fully developed. However, much assessment is good and ensures that information about pupils is transferred effectively from one teacher to another. It is also used to adapt future lesson plans to match the needs of pupils. The quality of marking varies across the school. Much is excellent, and detailed comments indicate to pupils how they can improve their standards in subsequent work. However, work which has little or no evaluation is not useful to pupils.

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 pupils' personal development is good. The school is highly successful in meeting its aims to create an environment in which pupils flourish as individuals. Pupils are confident and friendly, have high self-esteem and are sensitive to their own feelings and those of others. They benefit from the 'family feel' to the school which is based on mutual respect and working for the good of the whole community.
- 4.2 The pupils' spiritual awareness is good. Their understanding of the non-material world is strong and is nurtured through the PSHCE programme and the study of art and music. Pupils' self-esteem is high as it is constantly affirmed in lessons by teachers. In the responses to the pre-inspection questionnaires, pupils felt that teachers appreciated their individual strengths and weaknesses and gave them encouragement in all that they did.
- 4.3 The pupils' moral and social development is excellent. Pupils have a clear understanding of what constitutes right and wrong, and they behave well. This is strongly supported by designated circle and tutor time, which gives pupils opportunities to discuss and reflect upon their behaviour. They demonstrate self-dependence. Pupils of all ages demonstrate that they can undertake a range of responsibilities efficiently, whether it be organising the sports equipment, the tuck shop or running a dance club for younger pupils. Pupils learn how to negotiate for improvements that they have identified as beneficial to the whole community through the school council. The school is a highly sociable community, and pupils across the age ranges co-operate and play together extremely well at break-time in the compact playground.
- 4.4 The pupils' cultural awareness is good. During the inspection, the pupils' awareness of citizenship and British institutions was strongly supported by discussion of the issues relating to the imminent general election. They gain a good understanding of European culture through visits to theatres and France. The school's location makes it difficult for the pupils to gain direct experience of the diversity of modern British society. Pupils gain a reasonable understanding of other cultures in the study of non-Christian religions in religious education (RE), and in the support they give to charities abroad. The school is aware of the shortcomings of the pupils' direct experiences, and is seeking ways to overcome them.

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

- 4.5 The school's arrangements for the welfare, health and safety of the pupils are good. They fulfil its aims to provide a nurturing environment for its pupils within a community that is caring and supportive with excellent pastoral care. Staff provide strong and effective help and guidance for pupils, a number of whom arrive at the school lacking confidence. Their individual needs and concerns are carefully considered. A particular strength is the way in which pupils are efficiently prepared for transfer across the school and for life beyond school. While pupils benefit from the care given by each class teacher, who is the key person for pupils' pastoral support, in the family atmosphere of the school community all staff are involved in caring for everyone. Careful records for all aspects of pupils' academic and pastoral needs are kept, and concerns about individual pupils are discussed both informally and at regular staff meetings. Parents are highly appreciative of the care that their children receive.
- 4.6 An anti-bullying policy is in place and works well. Pupils feel that bullying is almost non-existent and are confident to ask for help when necessary. Emphasis is placed on positive behaviour management and pupils feel that the system for sanctions and rewards is clear and fair. Relationships across the school are excellent. Pupils relate easily to each other and their teachers. They feel that the school is a safe, friendly place with a variety of people who will listen to them.
- 4.7 Concerns about health and safety raised at the last inspection have been resolved. Senior managers focus efficiently on health and safety for the school. All necessary measures to reduce risk from fire and other hazards are regularly reviewed. Much work has been undertaken to introduce policies for all areas of welfare, health and safety. The school is aware that they are unnecessarily long for the size and nature of the school. Safeguarding policies and procedures are appropriate and work effectively. Whilst staff receive the necessary training, training for the designated person was not up to date at the beginning of the inspection, but this situation was remedied immediately. Sick pupils are cared for properly with appropriate facilities and the school has a suitable plan to improve access for those with disabilities. Pupils have plenty of opportunities to develop a healthy lifestyle through their physical activities, and lunches are nutritious. An excellent feature that supports the school's focus on encouraging good health is the daily 'wake and shake' session, when pupils dance to music in the playground before school if the weather is fine. Attendance and admission registers are completed and stored correctly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is satisfactory, ensuring that the school is successful in meeting its aims. The governors have a range of experience in many educational areas, and are strongly committed to the school, but they are not fully aware of matters relating specifically to independent schools. They have not been able to support the school in ensuring that the necessary regulatory requirements are met in full.
- 5.2 The governors maintain effective oversight of most aspects of welfare and they have reviewed the policy and procedures for safeguarding. However, they did not ensure that the training necessary for the designated person for safeguarding was kept up to date and that the central register was maintained appropriately. Governors ensure that all other matters relating to health and safety in the school are considered with care.
- 5.3 The governors are kept well-informed about the work of the school through regular reports and frequent informal communication. The education advisor visits regularly, and the chair at least once each term, to give direct support and to consider issues for development. Appropriate financial support has ensured that resources and staffing generally meet the needs of the school. The compact premises have been carefully developed and are very well maintained. Whilst informal communication takes place between staff whenever possible, no designated staff room is provided as a space where confidential information on pupils can be discussed and details of day-to-day matters can be displayed. The governors have recognised this deficiency. Considerable investment is made in staff training which enables teachers to keep their skills and awareness of new educational developments up-to-date.

5.(b) The quality of leadership and management

- 5.4 The overall quality of leadership and management across the school is satisfactory. Those in senior positions are approachable and they work tirelessly to ensure that the school is a caring environment where pupils flourish in fulfilment of the school's aims. Their vision for the school, to ensure that each pupil feels nurtured and develops as a confident individual, is shared by the whole school community.
- 5.5 The structure of senior management and their roles relating to different parts of the school have not been re-evaluated since the school has been extended to include much older pupils, and the current arrangements are not fully effective. Whilst the junior part of the school benefits from clearly identified management roles, no equivalent system exists for the senior section. Time available for managers at all levels to carry out their roles is limited. It has not been possible to establish a regular meeting for senior managers to consider whole school strategic development in sufficient depth. The one-year school development plan is useful in identifying short-term targets. It does not yet include links with parents, nor does it clarify the means whereby a planned review of all aspects of the school and the means for improvement can be achieved.

- 5.6 Senior managers observe teachers informally and give strong support, ensuring that they receive comprehensive information about the pupils' individual needs. An ambitious programme for appraisal was introduced, but it has not been sustainable in the time available. The school has not yet achieved a good balance in which appraisal and staff training are linked efficiently to whole-school improvement. Staff have now been suitably trained in their roles in their roles in safeguarding, welfare, health and safety.
- 5.7 The role of subject co-ordinator is in the process of development. Co-ordinators have some awareness of how their subject is taught through informal communication with colleagues. No formal process exists for monitoring and evaluating their departments to ensure that pupils progress smoothly across all stages and that best practice in teaching can be shared. Much work has been undertaken to develop appropriate subject documentation. A system for its review is under consideration by the school.
- 5.8 Thorough checks are made in the appointment of staff, but the recording necessary for the central register was not correct at the initial inspection visit. This was revised appropriately by the end of the main visit.

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

- 5.9 The quality of links with the parents, carers and guardians is excellent, strongly supporting the school's aims to work in partnership for the good of the pupils. In the pre-inspection questionnaires, parents expressed their overwhelming support for all aspects of the education and care provided for their children. They valued the individual support given to their children. During the inspection, parents were observed being welcomed into the school and in informal conversations with staff. Regular newsletters and the website keep parents well informed about school events and provide them with all necessary information. Regular, helpful reports and an annual parents evening give parents detailed information about their children's attainment, progress and suggestions for further academic improvement.
- 5.10 Parents have good opportunities to be involved in the work and progress of their children. A parent sits on the school council. Parents attend school events and assist on occasions such as the sports day. The partnership with parents is also strengthened as the school provides support with advice about senior schools and specialist information on issues affecting young people. A presentation on internet safety which took place during the inspection was greatly valued by the parents who attended.
- 5.11 The school handles the concerns of parents with care and consideration. A great deal of time is given to parents when they have any matters that they want to discuss, and they feel that appropriate action will be taken when necessary.

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. A high adult-to-child ratio ensures that children's needs are very well met. Caring staff promote an environment in which pastoral and academic development is nurtured. A broad range of activities encompasses all areas of learning and staff contribute well-informed observations which are used in planning. Safeguarding procedures are not entirely secure because the central register does not contain all the necessary recording of checks and the designated safeguarding person's training is out of date. Since the last inspection, nursery and reception classes have relocated downstairs, enabling free-flow access between indoor and outdoor learning environments.

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

6.2 Good leadership and management ensure a secure environment where risk assessment is continuously monitored. The breaches of two specific requirements in safeguarding do not have a detrimental effect on the day-to-day safety and well-being of children. Pupils learn within a bright, friendly, family environment. Partnerships with parents are excellent. Strong relationships between adults and parents result in good progress in the children's learning and development. Staff use children's interests to plan successfully for individual needs. Enthusiastic staff work well as a team and their individual expertise is highly valued and used to enhance the setting. Staff are beginning to meet regularly and productively to monitor provision and self-evaluate. Staff take advantage of the many opportunities offered for their continuous professional development, but no system currently exists for appraisal or the sharing of best practice across the setting. A good range of readily available resources is effectively deployed in both adult-led and child-initiated learning. A particular strength of the setting is the strong commitment to equality and diversity, resulting in good provision for children's individual needs.

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

6.3 Provision is always good and frequently outstanding. Children thrive and flourish because they are excellently supported by the caring adults within their setting. Their achievements are valued and celebrated. Transitional stages are facilitated by the many opportunities for them to interact happily with older and younger children. Careful, adaptable and often spontaneous planning, which provides for current needs and interests, promotes a good use of both the outdoor and indoor environments. Assessment is meticulously carried out and used to establish the next steps for individuals. Key persons know their pupils' needs and bring their own expertise to the setting. Outstanding practice is used in identifying children's early learning needs and they are quickly given one-to-one support. Staff actively promote the welfare of children at all times. Risk assessment is continuously monitored. Staff teach children sensitively in the ways of keeping safe. However, opportunities to promote good manners, consider the needs of others and develop independence are not always taken in social situations such as snack time.

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

- 6.4 Outcomes for children are always good and sometimes outstanding. Children achieve well in relation to their age and ability and are beginning to develop good skills for the future. They are happy, independent learners who respond to their environment with enjoyment and enthusiasm. They speak confidently and articulately to adults. They learn to work co-operatively and take turns. They respond well to the expectations of their teachers and begin to feel part of the school community. Children behave with consideration and courtesy. Children understand about eating healthily and enjoy their food. They know about having a healthy lifestyle and maintaining good hygiene.

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 a governor, 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

Lady Fiona Mynors

Mr Vaughan Jelley

Miss Susan Woodward

Mrs Bridget Forrest

Reporting Inspector

Team Inspector (Deputy Head, IAPS School)

Team Inspector (Head, ISA School)

Co-ordinating inspector (EYFS)