



INDEPENDENT SCHOOLS INSPECTORATE

ST JAMES JUNIOR SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St James Junior School

The Senior Girls School was inspected at the same time and a separate report published.

Full Name of School	St James Junior School		
DfE Number	205/6400		
Registered Charity Number	270156		
Address	St James Junior School Earsby Street Olympia London W14 8SH		
Telephone Number	020 7348 1777		
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Email Address	office@stjamesjunior.org		
Head Teacher	Mrs Catherine Thomlinson		
Chair of Governors	Mr Jeremy Sinclair		
Age Range	4 to 11		
Total Number of Pupils	257		
Gender of Pupils	Mixed (116 boys; 141 girls)		
Numbers by Age	3-5 (EYFS):	34	5-11: 223
Number of Day Pupils	Total:	257	
Head of EYFS Setting	Mrs Barbara Ryan		
EYFS Gender	Mixed		
Inspection dates	12 Oct 2010 to 13 Oct 2010 08 Nov 2010 to 10 Nov 2010		

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in November 2004.

This inspection was conducted to assess the suitability of St James Junior School for membership of ISA. It follows the STANDARD *ISI schedule*.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and their learning, attitudes and skills	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	4
(c) The contribution of teaching	5
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(a) The quality of governance	9
(b) The quality of leadership and management	9
(c) The quality of links with parents, carers and guardians	10
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	11
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	11
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	11
(c) The quality of the provision in the Early Years Foundation Stage	11
(d) Outcomes for children in the Early Years Foundation Stage	12
INSPECTION EVIDENCE	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St James Junior School educates girls to the age of 10 and boys to the age of 11. It was founded as part of the St. James Independent School in 1975 and is run as a charitable trust, administered by one governing body. Boys and girls are taught separately and have the opportunity to work and play alongside each other. The school occupies premises in Olympia, which they share with the senior girls' school. The school is non-denominational and welcomes pupils from many faiths, ethnicities and backgrounds. When they are eleven years of age, most boys transfer to St. James Senior Boys' School. St. James Senior Girls' School takes most of the girls at the end of Year 5. The school's vision is to encourage the unique talents that are within every child so that they can give expression to their true capabilities.
- 1.2 The ability profile of the school is above the national average, although a wide range of ability is found. Twenty pupils have been identified by the school as needing special educational provision. No pupil has a statement of special educational needs. The school supports pupils who may have English as their second language. The majority of pupils live within convenient travelling distance of the school, but a number travel from further afield.
- 1.3 At the time of the inspection, the number of pupils on roll was 257, with 34 of these in the Early Years Foundation Stage (EYFS), all of whom are government funded. Two hundred and twenty-three pupils are in Years 1 to 6. The younger pupils are taught using the EYFS curriculum. This department is managed by the Early Years foundation Stage Co-ordinator.
- 1.4 Since the last inspection in 2006 the school has had significant changes to the governing body and the way it functions with changes of personnel and development of sub-committees. A new bursar was appointed in May 2008. A new head teacher was appointed in September 2009. A significant change from September 2009 was to extend the boys' classes to include Year 6.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school succeeds in its aims of achieving high standards within its ethos of valuing each pupil highly as an individual possessing unique gifts. This is a distinctive school community where each pupil is encouraged to reflect on their own worth as an individual and their impact on the wider community. The daily times spent in quiet reflection stand the pupils in good stead for future life, and pupils are very well prepared for the next stage of their education. The quality of the pupils' achievements and their learning, attitude and skills are excellent. They develop a love of learning and demonstrate through their excellent behaviour and demeanour that they enjoy their school life. Pupils achieve so well because their learning is grounded in excellent teaching and an interesting and varied curriculum, which is now planned more carefully, an improvement since the previous inspection. Whilst assessment procedures have also improved since the previous inspection, standardised testing does not yet include Year 1, marking is not undertaken with consistency by all staff, and information and communication technology (ICT) is not used sufficiently well to support the pupils' learning.
- 2.2 The pupils' personal development is excellent, as is their spiritual, moral, social and cultural development. This care stems from a family atmosphere of mutual respect, the continuity of care as a result of many pupils staying with the same class teacher for some years, and the well-informed guidance by the senior management team. Careful attention is paid to their welfare, health and safety. Pupils were very enthusiastic in their responses to the pre-inspection questionnaire, and confirmed that they enjoy school very much. Relationships at all levels are very positive. Pupils thrive in the positive, caring environment. The tone of each day begins with the personal welcome by the head teacher and other staff.
- 2.3 The governance of the school is good. The governors have an insight into how the school can be supported in its continuing development. Highly effective leadership has worked to improve standards and has a clear vision of what it wishes to do next. Parents are highly supportive of the school, which they confirmed through the pre-inspection questionnaire. They feel well informed about their children's progress and have many opportunities to become involved in their education through the parents association and the many opportunities to attend performances and assemblies at school. The school's response to the recommendations of the previous inspection has been very thorough. The new leadership and management, the changes in the curriculum and the rise in teaching standards as a result of staff training and recruitment have all contributed to the school's development.

2. (b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.

1. Increase the use of ICT as an aid to learning.
2. Establish standardised testing for Year 1.
3. Ensure consistency in the marking of pupils' work.
4. In the EYFS, provide greater opportunities for child-initiated learning in the outdoor environment.
5. Establish a dedicated EYFS team who can consolidate good practice and contribute to long-term plans, giving them relevance and momentum.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and their learning, attitude and skills is excellent. This is an improvement since the last inspection and fully accords with the school's aims of encouraging each pupil to do their best. Pupils develop their knowledge, understanding and skills in a warm, supportive environment where each pupil is highly valued. Their numeracy and literacy skills are very well developed and they are becoming confident speakers who enjoy creativity, through the challenge of participating in regular, high quality drama and music productions. Many individual pupils have achieved notable success in music, public speaking, mathematical challenges and sporting achievements. The high standard of the creative arts within the school is notable, especially the quality of pupils' musical achievement.
- 3.2 The pupils' thinking skills are very well developed because they are given many opportunities to think for themselves, and they work well both individually and co-operatively with others in pairs or small groups. This was evident in a literacy lesson where younger pupils worked independently and collaboratively to re-enact and then record a well-known story. Older pupils work in a mature way and have well-developed ICT skills, as seen in a mathematics lesson with older boys using ICT effectively to enhance their learning. Pupils' attainment cannot be measured in relation to average performance against national tests but, on the evidence available, it is judged to be high in relation to national age-related expectations. The pupils follow an excellent curriculum and gain entry to the linked senior schools and other independent schools in London. This level of attainment as judged indicates that pupils make good progress, with some making exceptional progress in relation to pupils of similar ability. This judgement is confirmed through assessment of lesson observations, pupils' written work and curriculum interviews with them. The excellent quality of teaching also makes a strong contribution.
- 3.3 The caring ethos that permeates the school helps to promote the pupils very positive attitudes to learning. The pupils are clearly enthusiastic, making comments in the questionnaire such as "I love my school... I look forward to coming every day." Their behaviour is excellent.

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

- 3.4 The curriculum is excellent and is suitable for the ages, abilities and needs of the pupils. The curriculum is well planned, an improvement since the previous inspection, and fully supports the school's ethos to develop a love of learning. The school aims to give the pupils the best start to their school life through giving them inspirational and exciting material in the curriculum, which stimulates and interests them, helping them to develop as human beings. They have achieved this through the wide variety of both subjects and experiences they offer, which covers all requisite areas of learning. In addition to the core subjects of English and mathematics, the school sets high value on the teaching of Sanskrit. This was introduced at the founding of the school and is at the heart of the school's philosophy. The school also teaches philosophy and a very wide range of creative subjects including music, drama, dance, design and technology (DT) and art.

French, geography and media studies have been introduced recently. Year 6 boys study ICT as an additional subject. 'Forest school,' using nearby Holland Park and Minstead in the New Forest, was introduced in 2008 and is proving very popular with pupils. Specialist staff teach a wide range of subjects. Personal, social and health education (PSHE) is taught regularly and embedded in the ethos of the school. The breadth of the curriculum makes a strong contribution to their levels of achievement and prepares the pupils well for their future education.

- 3.5 An extensive range of high quality extra-curricular activities enriches the curriculum. Physical education is given a high profile in the school, with pupils participating in many games fixtures with other independent schools locally, regionally and nationally. These include specialist annual sports days. Clubs after school include fencing, yoga, music and sports. A very wide range of visits, and visitors to the school, enhance the pupils' learning. Each year group has an average of two visits each term, and the vast resources of London galleries, museums and theatres are used very effectively. Curriculum-related visits to museums aid project work and promote the pupils' understanding, and gallery and theatre visits greatly extend their aesthetic appreciation. From Year 3 upwards, pupils have had the opportunity for residential visits to Durham, Chartres in France, Dorset and a bush craft camp during the last year. These visits add a great deal to the pupils' personal development.
- 3.6 Community links are effectively promoted through visits to a nearby residential home for the elderly and frequent charitable fund-raising activities for both national and international charities. The school has close links with Great Ormond Street Hospital, which involve visits to sing carols in their chapel and supporting regularly, which currently includes a celebrity postcard auction.
- 3.7 Pupils with additional needs are assessed conscientiously and very well supported both individually and in class. The school develops strong links with the parents of children needing extra support, as confirmed by the parents.

3.(c) The contribution of teaching

- 3.8 The quality of teaching is excellent. The teaching effectively supports the aim of the school to give the pupils the best start that they can. A notable feature is the excellent relationship between teachers and pupils, which ensures that there is an enjoyable learning environment. Each lesson begins and ends with a quiet reflective time, which helps the pupils to focus on their learning. This generates a calm, purposeful atmosphere. Staff utilise this reflective attitude developed in the pupils to aid them in their concentration with phrases such as 'keep calm as this helps you to think clearly'.
- 3.9 Curriculum planning has improved since the previous inspection, and teachers now plan activities which match pupils' capabilities and consequently provide sufficient challenge. Pupils are clear about what they are expected to learn. The best lessons move at a brisk pace and teachers plan a range of interesting tasks, which engage the pupils. Some staff use ICT effectively to engage the pupils' interest and extend learning but this is not consistent. The school has begun to build up ICT resources and has identified that this area is not yet fully developed. Expectations are high and most pupils are working above age-related levels. Teachers make very good use of work done in other subjects to provide a stimulus for writing and pupils respond with enthusiasm, with many examples of high quality creative writing around the school. There is a focus on speaking and listening skills.

- 3.10 A strong feature in many lessons is the effective use of paired and group work, with pupils regularly given an opportunity to discuss and assess their tasks. The classrooms and corridors are decorated with attractive and informative examples of pupils' efforts, including some interesting DT models, celebrating achievement. These strengths combine to ensure that all pupils make good progress, with some making excellent progress throughout their time at the school. In a very few less effective lessons, too much time is spent on teacher-led activities and insufficient opportunities are given to promote pupils' independent thinking skills. Pupils' behaviour in lessons is excellent.
- 3.11 Marking of the pupils work is mostly good and pupils say that most teachers tell them what to do in order to move on to the next steps of their learning. However, some staff do not take the opportunity while marking to inform the pupils in writing of what they can do to improve. Resources are used very effectively to support learning and the school has a very well stocked library.
- 3.12 There are effective systems for assessing pupils' progress regularly and thoroughly. Following on from a recommendation at the previous inspection, the school now uses its assessment data to identify where some pupils' levels of attainment fall below their potential and now ensures that they are given additional support if needed. Staff make good use of assessment within lessons to help the pupils with their work and to inform themselves of the next steps in pupils' learning. The school is using standardised testing effectively for monitoring pupils' progress and have now produced comprehensive data to show what progress pupils have made over time. However, this begins currently in Year 2 and they have not yet begun a system of standardised testing in Year 1.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils' spiritual, moral, social and cultural development is excellent. Pupils develop into confident and responsible young people ready for the next stage of their education.
- 4.2 The pupils' spiritual development is outstanding as they are given a wealth of opportunities to develop spiritual awareness. They demonstrate the human values of toleration, consideration and respect for others through their daily routines, assemblies, philosophy, religious studies and Sanskrit lessons. Christian values are introduced using biblical texts and pupils are also given an introduction to world religions. One Year 2 pupil commented, "I like learning about God, we do it quite a lot". The chaplain is a regular visitor and a local church is used for special services such as harvest festival. Pupils have a strong awareness of other faiths because they have the opportunity to visit places of worship; Year 5 has recently visited a local synagogue and Year 6 has visited the Hindu temple at Neasden. The emphasis on philosophy enables pupils to reflect well and think critically; pupils described how they are often shown a picture and then encouraged to ask 'inspired questions' as part of their philosophy lessons. Pupils reinforce their highly developed reflective skills and spiritual awareness because of the opportunity to come together as a whole school community for regular assemblies.
- 4.3 Pupils' moral development is excellent. The ethos of the school helps to promote confident pupils, who confirm that they feel safe in school and that there are staff they can talk to if they need help. Pupils confirmed through the pre-inspection questionnaire that they enjoy their school life, making comments such as "my teacher helps me... I like being with the same teacher." There is a set of positive simple school rules, which pupils follow. They understand the difference between right and wrong and their behaviour is excellent. The pupils are encouraged to be responsible for their own behaviour, and through discussion with staff set their own targets if they need to address any such issues. They are given a sense of responsibility with older pupils helping to run the Eco-Squad and carrying out useful tasks around the school. A system of buddies operates in the playground between the older and younger pupils; those currently acting as playground buddies wear their red caps with pride.
- 4.4 Pupils' social awareness is very well developed. The pupils mix very well with one another, and boys and girls have the opportunity to mix socially at playtimes and other activities. Each class from Year 3 votes for their representative on the school council, which meets twice a term. The council confirms that they have a voice and have been proactive in ensuring that all boys can now wear long trousers. Pupils have the opportunity for many visits outside school, some of which give them an understanding of English services and institutions. Year 3 pupils visit their MP at the Houses of Parliament and younger pupils visit local places such as the fire station and library. Pupils are encouraged to take responsibility for the tidiness and order of their classroom environment by acting as classroom monitors and helpers. They develop courteous table manners at meal times. Pupils are given many opportunities to play in sports matches and competitions against other schools.
- 4.5 The cultural awareness and understanding of the pupils is very well developed both through the curriculum and the cultural diversity within the school. Pupils benefit

enormously from sharing information and beliefs from their own varied cultural backgrounds. Pupils have a strong understanding of many cultural traditions because visitors are invited into the school to share their culture, special food days are organised, and stories and themes from many different cultural traditions are learnt and shared. Harvest and Diwali have been celebrated and preparations for Christmas celebrations have begun.

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

- 4.6 The welfare, health and safety of the pupils are excellent, in line with the aims of the school, making an outstanding contribution to their personal development; pupils are very well cared for. All pupils are given very good support and guidance by the staff, which helps to support the very positive relationships. Thorough and effective procedures ensure that the school is a safe place in which to work and learn. Rigorous procedures are in place to safeguard the pupils with key staff trained to a high level and all staff trained appropriately. The procedures to promote good behaviour and prevent bullying are effective; the pupils are adamant that there is no bullying and any minor incidents are dealt with very effectively. The procedures are thorough for fire prevention, with a detailed fire risk assessment, regular fire drills held and documented, and all fire appliances checked annually. Detailed risk assessments are carried out on all activities both within school and on visits and activities outside the school, and the associated policy is effectively implemented. All accidents are carefully recorded and qualified nursing support, together with a suitable medical room, is available. The pupils are very well supervised throughout the day. The school has devised an appropriate three-year plan to provide accessibility to the school. The attendance and admission registers are maintained and kept as required.
- 4.7 A notable feature of the school is the wholesome fresh vegetarian lunch cooked on the premises, which caters for all dietary requirements. This effectively promotes healthy eating and reflects the ethos of the school. The sociable school lunches provide good opportunities for pupil interaction and pupils appreciate the time to catch up with their friends. They are encouraged to serve each other with lunch. Although space is at a premium, the school maximises the time pupils spend outside with regular planned opportunities and break times.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is good. Many of the governors have had a close association with the school over a number of years, often as parents of past or present pupils or as pupils themselves. This association gives them a substantial and accurate understanding of the school's strengths and development points. Governors receive informative and detailed reports about all aspects of school life from the head teacher. They have wide-ranging expertise in areas such as leadership, marketing, finance, buildings and the law. Governors have trained in safeguarding; they take an active role in staff appointments and have a clear overview of health and safety at the school, discharging their duties effectively.
- 5.2 The complexities of one building shared by both the senior girls' school and the co-educational junior school are understood and the governors appreciate the issues this can generate. One member of the whole-school governing body has been involved in maximising the shared use of the premises and its development. The governing body is working to resolve the situation with long-term building plans. The board of governors has oversight of all functions except financial arrangements, which are carried out by a central bursarial team.
- 5.3 The junior school committee, formed to oversee its management, has given the head teacher effective support during her first year, especially through her annual appraisal. This committee, supported by the whole governing body, has been supportive in monitoring the developments in the curriculum, the new arrangements for Year 6 boys to stay in the junior school and staff development. Its members have become a regular presence within the school, have observed lessons and have worked to support individual staff. A member of the junior school committee has undertaken training in safeguarding. All staff at the junior school have met with the deputy chairman, who shared with them the governors' vision for the school.

5.(b) The quality of leadership and management

- 5.4 Highly effective leadership and management ensure that the school achieves its objectives, and are effective in promoting educational success and personal development in a positive school environment. The head teacher and senior leadership team are particularly successful in promoting the ethos of the school, which permeates it at all levels, and morale is high. The thoughtful and inspired leadership is moving the school forward according to its aims. The school's development plan clarifies aims and objectives and helps the members of staff to fulfil them. The head teacher and the senior leadership team are clear about the educational direction of the school and are instrumental in improvements made at the school recently. Leadership and management are very effective in self-evaluation, setting priorities and ensuring that they are achieved.
- 5.5 Management at all levels is successful in supporting and motivating high quality staff and ensuring that they are suitably trained for their roles in safeguarding, welfare, health and safety. The staff are very well qualified and are supported effectively with regular monitoring and appraisal. The system of appraisal helps all staff to be involved and to be aware of their own contribution. The school supports the staff very well, and they now have increased opportunities for professional development. Their suitability for employment is checked thoroughly and the information held on

the required single central register of staff appointment. A comprehensive staff induction programme is followed.

- 5.6 Those responsible for leadership and management have high expectations of the pupils. They make every effort to know all the pupils well, and are very approachable. The excellent personal development of the pupils and the high quality of the education provided is attributable to their commitment and dedication. This is a school where all adults, both teaching and non-teaching staff work together for the benefit of the pupils.

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

- 5.7 Links between the school and parents are excellent and strongly support the education of the pupils, in line with the school's aims. Parents are actively encouraged to participate in the life of the school and attend the many productions, assemblies and events. The high number of responses to the pre-inspection questionnaire indicated very strong support for the school and no areas of concern were raised by a significant number of parents. They made comments such as "excellent pastoral care... we are able to meet teachers... St James provides a warm, dedicated environment... every child is encouraged to develop individually... there is an abundance of opportunities to help". Inspection evidence supports the positive parental views.
- 5.8 Parents are very pleased with the level of communication between the school and themselves. All the required information for parents, carers and others, and much more of an informative and attractive nature, is included on the innovative school website and prospectus, which is regularly updated. A programme of daily events is available in the entrance hall. Parents receive regular newsletters including the annual magazine *Spectrum*, which gives a delightful flavour of the school. Regular and informative evening meetings are held, which give the parents an insight into the curriculum and the progress their children are making. The head teacher makes herself available to speak to parents and they report that she is very approachable. Helpful and informative reports are issued to parents at regular intervals, and these give detailed comments on their children's progress. The school handles any concerns from parents with care; no complaints have been received at a formal level.

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, successfully achieving its aim to instil a love of learning in its children. The ethos is very positive, built upon trust, respect and fruitful interaction between all members of the community, who are recognised as bearers of unique gifts. An imaginative range of learning opportunities help to meet all children's needs well and keep them actively and thoughtfully engaged. Leadership demonstrates the capacity to move the school forward based on areas identified for improvement, and has made progress since the last inspection.

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

6.2 The leadership and management of the EYFS setting are satisfactory. Whilst areas of weakness have been identified, the development plan for the EYFS does not currently reflect these intended improvements or demonstrate a clear vision about how it is integral to the development of the whole school. Secure arrangements are in place for safeguarding children. All staff are suitably qualified and have attended appropriate training courses. The setting has not yet established a clear management structure to consolidate good practice. Communication with parents is very good. Highly supportive of the setting, parents expressed particular appreciation of their children's care, and they are kept well informed of their children's progress. The EYFS policies promote inclusion effectively.

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

6.3 The quality of the provision is good. Adults listen carefully to the children, giving recognition and respect to their ideas and building on their responses. Good quality planning and organisation ensure that every child enjoys, and is suitably challenged by, the learning experiences provided. Observations identify the children's achievements and next steps, and emphasis is given to using the children's interests to plan for learning. Children work well with adults and independently. The well-ordered indoor learning environment includes an adjoining designated room for creative and practical activities, and the children enjoy regular timetabled sessions in the hall, gym and music room. Outdoor spaces are at a premium in the school, but they are less well planned for and co-ordinated in lessons; the school has identified the fact that opportunities for outdoor child-initiated play are not yet fully developed. Children are well supported by their key person, who promotes their welfare and guides them towards self-sufficiency, for example teaching them about good hygiene procedures. The welfare of the children is extremely important to all staff and they promote an environment where pastoral and academic development is carefully nurtured.

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

- 6.4 The outcomes for children are good. They make good progress towards the early learning goals in all areas of learning in relation to their starting points and capabilities. Literacy and numeracy skills are strongly promoted, with children counting confidently up to ten and beginning to explore numbers up to twenty. They write their names and speak clearly. First-hand experiences, including forest school activities, ensure that their knowledge and understanding of the world have strong foundations. Children respond imaginatively to situations and enjoy role-play and storytelling. They enjoy the benefits of a wide range of physical activity, including dance, gym and swimming, and understand the importance of eating healthy food. Their personal development is very good. They are inquisitive, enthusiastic and self-motivated, relating extremely well to one another and to adults. Children develop a good awareness of personal safety and they comply with the simple rules that relate to this.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the deputy chair of 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 Jill Bainton

Reporting Inspector

Mrs Rosamund Walwyn

Head of Pre-Preparatory School, IAPS school

Miss Louise Savage

Early Years Co-ordinating Inspector