



# **INDEPENDENT SCHOOLS INSPECTORATE**

**THE FALCONS SCHOOL FOR GIRLS**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## The Falcons School for Girls

Full Name of School	<b>The Falcons School for Girls</b>		
DfE Number	<b>307/6051</b>		
Registered Charity Number	<b>N/A</b>		
Address	<b>The Falcons School for Girls 15 Gunnersbury Avenue Ealing London W5 3XD</b>		
Telephone Number	<b>020 8992 5189</b>		
Fax Number	<b>020 8752 1635</b>		
Email Address	<b>admin@falconsgirls.co.uk</b>		
Head	<b>Miss J McGillewie</b>		
Chair of Governors	<b>Sir John Ritblat</b>		
Age Range	<b>3 to 11</b>		
Total Number of Pupils	<b>79</b>		
Gender of Pupils	<b>Girls</b>		
Numbers by Age	0-2 (EYFS):	5-11:	<b>57</b>
	3-5 (EYFS):	11-18:	<b>22</b>
Number of Day Pupils	Total:	<b>79</b>	
Head of EYFS Setting	<b>Miss L Calder</b>		
EYFS Gender	<b>Girls</b>		
Inspection dates	<b>17 May 2011 to 18 May 2011</b>		
	<b>15 June 2011 to 17 June 2011</b>		

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in February 2005.

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

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

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

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

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

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

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

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

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

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</b>	<b>2</b>
<b>(a) Main findings</b>	<b>2</b>
<b>(b) Action points</b>	<b>3</b>
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
<b>3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS</b>	<b>4</b>
(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
<b>4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT</b>	<b>7</b>
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>9</b>
(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
<b>6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE</b>	<b>11</b>
(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
<b>INSPECTION EVIDENCE</b>	<b>13</b>

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

- 1.1 The Falcons School is a non-selective girls' school, occupying a large converted private house on the North Circular Road, near Ealing Common., and serving pupils aged three to eleven from Acton, Ealing and Chiswick. Formerly Beacon House, an Early Years school, it has been in the ownership of Alpha Plus for the last eight years, with a change of head two years ago. It has seen various management changes since 2000, but is now well settled in its present structure. The Early Years Foundation Stage (EYFS), the Nursery of which is housed in a spacious building at the back of the main school, has a readily accessible outside play area. The Nursery runs for five mornings a week with optional afternoon sessions and after school care.
- 1.2 The Falcons School for Girls aims to provide a 'gold standard' education in a happy, purposeful and mutually supportive environment. The school endeavours to provide a challenging and fun curriculum with a high priority on creative learning, tailored to each child's individual needs, and designed to instil a love of learning in every girl. The school aims to set academically rigorous standards for its pupils and to support each girl to achieve to the best of her ability by teaching which aims to accommodate a range of different learning styles. The school is distinctive in having very small classes and in being a proprietorial school owned by Alpha Plus Group, an educational consortium, which provides the school's governing body.
- 1.3 Pupils are primarily admitted at the age of three, and currently there are 79 pupils on roll, of whom 22 are in the EYFS. The ability profile of the school is slightly above the national average, with pupils demonstrating a fairly wide range of abilities. Pupils are drawn from a range of different ethnic backgrounds, characteristic of the area. The school has identified eleven pupils for whom English is an additional language (EAL) and twelve as having learning difficulties and/or disabilities (LDD).
- 1.4 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 pupils' overall achievement is excellent. The curriculum is broad and generally balanced, contributing to pupils' achievement and progress, which is above the average for pupils of similar ability. Pupils have very well developed skills in English and mathematics, and a very high degree of skill in information and computer technology. These skills enable pupils to extend their understanding and make excellent progress over time. This in turn leads to a good success rate in scholarships and places at the secondary schools of their choice. Pupils enjoy their extra-curricular activities, particularly trips and visits both at home and abroad, although they said they would like a wider range of lunch time and after school activities, a wish that the school has already planned to fulfil. The quality of teaching is good, and often outstanding, and caters well for all abilities and styles of learning. Pupils' attitude to their learning is exemplary: they are eager learners who understand the value of self-assessment and work well both co-operatively and independently. They understand how to undertake research, and present their work with pride.
- 2.2 The pupils' personal development is outstanding. They are very well supported by effective pastoral care, welfare, health and safety arrangements within a fully compliant regulatory framework. They accept the ethos of the school, embodied in the Falcons Rules, which emphasises responsibility for both self and others. Pupils are actively involved in school life, through the student council and posts of responsibility, through charitable endeavours, through awareness of their environment and through many performance opportunities.
- 2.3 The quality of governance is excellent. Governors have well-defined means of providing effective oversight of the school, and they possess the professional experience to ensure that the levels of provision, challenge and stimulus are there to allow the school to function at its best. They provide very good support for the senior management, and have clear understanding of their statutory roles. Leadership and management of the school are excellent. The school is led with clarity and vision. All the recommendations of the previous report have been met, and the school has made significant changes since then, notably in the ubiquitous use of many aspects of computer technology. Structures, roles and responsibilities are all clearly defined. Excellent links exist with parents, who, in common with their children, expressed strong support for the school throughout their questionnaire. Inspectors' evidence supported these views.

## **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 range of extra-curricular activities as pupil numbers allow.
  2. In the EYFS, investigate ways in which to make outdoor play a more regular part of the school curriculum for the Reception class.

### **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 is excellent overall, and in line with the school's aim to set academically rigorous standards which, with the school's support, each pupil is enabled to meet. Pupils are lively, curious, articulate well, and are confident in what they can do. They read and write well, demonstrated by Year 6 pupils who could explain fluently how they used language to create tension. They develop good, logical thought processes and are adept at finding the solutions to problems. Mathematical and numerical skills are outstanding, as seen in Year 5 pupils who worked very successfully in pairs to solve problems using algebraic formulae. High levels of creativity are shown in the use of technology in all areas of the school. Pupils in Year 1 had great fun learning and successfully demonstrating elements of programming by controlling the movements of a 'beebot', a robotic bee, while Year 6 pupils were creating a wiki page, about a country of their own choice, using embedding techniques.
- 3.2 The school abounds in colourful examples of pupils' artwork and other displays. The choir has been successful in winning first prize at the Wetherby choir festival for the last two years, this year has seen the award of a scholarship to the National Children's Orchestra and a place at a prestigious school of music, and the school was the winner of the 2010 World Maths Day international video competition. A high proportion of pupils gain places at their first choice of senior school.
- 3.3 Pupils' attainment cannot be measured in relation to average performance against national tests, but on the evidence available, it is judged to be in relation to national age-related expectations. Inspection evidence shows that the pupils make good progress when compared to pupils of similar ability. Pupils who are gifted or talented make good progress; they are well catered for, both in lessons, where teachers plan well for their needs, thus meeting the recommendation of the previous report, and also by means of a lunch-time club which concentrates on various problem solving activities, and on discussions to encourage intellectual curiosity. Pupils who have LDD and EAL are also well looked after, both on a one-to-one basis, and also in class, where, again, teachers show a thoughtful approach to the ways to assist these pupils to achieve, so that they make good progress.

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

- 3.4 The curriculum is good, being suitably broad and generally balanced so that it meets the range of needs of the pupils. It covers effectively linguistic, mathematic, scientific, technological, aesthetic, and physical areas of learning and it enables pupils to reach high standards across a wide range of subjects. French is taught as the school's main foreign language, with a 'taster' of Spanish after examinations in Year 6. The school also runs a regular club for Mandarin. Time allocations for most curricular areas operate well, but there is insufficient time in science lessons for pupils to evaluate and record fully their science investigations.
- 3.5 The range of cross-curricular links is exceptional; they are well-planned, and make excellent use of information and communication technology (ICT). The structure of this area of the curriculum does much to encourage the independent learning which is a feature of the school. Personal, social and health education (PSHE) is

thoroughly planned and taught. The library, improved since the recommendation of the previous report, provides good support to both the curriculum and to extra-curricular study, although computers, rather than books, are now the first port of call for the young researcher looking up references. Pupils spoke enthusiastically of the role of books for relaxation, and commented that 'a good read' was to be found from bookshelves all over the school.

- 3.6 The pupils appreciate the extra-curricular activities offered at lunchtime and after school which include ballet, chess, netball and yoga. Current provision is limited but the school development plan proposes considerable expansion as numbers rise. Frequent trips and visits to places of artistic, geographical, historical and scientific interest enhance the formal curriculum and contribute much to personal development. Pupils in Years 4 to 6 are encouraged to develop their self-esteem, leadership and co-operative skills on a residential week. The rolling three year programme includes a week in and around Paris to learn more about the French language and culture, an arts and crafts week in the Lake District and adventure training challenges in Devon.
- 3.7 Visitors to the school provide curricular enrichment and insight. As part of book week a local author held a writing workshop. Parents and staff share their experiences of festivals and cultural traditions. Pupils benefit from the links with the local community when they participate in activities such as visits to museums and other local places of interest, they support local charities and attend services in the local church to celebrate the major Christian festivals. There are many opportunities to represent the school and perform to a wider audience. At the time of the inspection the school was rehearsing for 'Alice in Wonderland'. The performance takes place in a community theatre giving the pupils the opportunity to work with professional theatre staff.

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

- 3.8 The quality of teaching is good overall with a significant portion being outstanding. Teaching fully supports the aim of the school to provide pupils with a 'gold standard' education which encourages creativity and where the use of technology is ubiquitous. It strongly supports progress.
- 3.9 The most successful lessons are characterised by imaginative approaches where teachers adapt their delivery of the curriculum to meet individual learning needs. For example, in a mental mathematics lesson some pupils were encouraged to draw and others to visualise numbers in their head as domino spots. Such activities place emphasis on independent learning and stimulate and challenge the pupils' creative thinking.
- 3.10 Teaching provides a secure but challenging environment where pupils feel able to make mistakes and take risks thus fostering research and inquiry. Targeted questioning techniques encourage pupils to think for themselves, discuss openly and assume responsibility for their own learning.
- 3.11 The learning support department provides helpful input which ensures that pupils with learning difficulties have their needs met. Teachers incorporate multi-sensory techniques and make excellent use of interactive resources and new technology to make learning more fun and accessible. Teaching also ensures confident use of the equipment by the pupils themselves. In one lesson pupils were scripting video

tutorials on various mathematical concepts before recording them. The school aim to weave technology into the girls' learning is well met across the curriculum.

- 3.12 Teachers plan and teach creatively in order to inspire and develop the pupils' own creative thinking except in a very few lessons where pupils' interest was not sufficiently aroused. Detailed policies and schemes of learning guide teachers when planning tasks appropriate to each child's level of ability and learning preferences. All lessons are characterised by clear planning objectives and these and the success criteria are shared with the pupils to assist them in taking responsibility for their own learning. Teachers expect pupils to obey the school rules: 'Falcons girls listen and Falcons girls work hard' and they are rewarded for doing so.
- 3.13 Teachers know their subject material well and effective use is made of subject specialists. Informal assessment is embedded into the curriculum and can be observed in all lessons. Teachers use assessment information to give them an indication of preferred learning styles. This ensures that the needs of individual pupils are considered when teachers plan the next steps. Data from standardised assessment tests are used to inform pupils and parents how well they are doing and what they should learn next to improve further. Since the previous inspection assessment results and trends are usefully analysed and used to highlight areas for improvement. Teachers encourage girls to assess their own work from an early age so that they learn to gauge their own progress and manage their learning. Marking is thorough and effective. Pupils value the encouraging comments and house points and respond positively to the advice their teachers give them on how to improve.

## **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 excellent. The school aim to promote the intellectual, cultural and social development of the girls is successfully achieved.
- 4.2 Spiritual awareness is well developed. Pupils have high levels of self-esteem which is nurtured through celebrating creativity and achievement in lessons, in assemblies and online. They appreciate the skills and abilities of their peers, as shown by their encouraging responses in lessons. When certificates were awarded in assembly all pupils celebrated the achievement of others with great enthusiasm. Pupils are well mannered and confident in their dealings with visitors to the school community. Interviews with representatives from charitable organisations have been recorded as podcasts in order that all concerned can gain an understanding of those less fortunate than themselves. An appreciation of the extensive high-quality display work around the school further enhances the development of spirituality. Pupils are justly proud of their 'wall of faith' which celebrates world faiths and beliefs. The display includes photographs of pupils with their place of worship. Pupils have the opportunity to celebrate a range of world faith festivals and take part in acts of worship and prayer.
- 4.3 Moral development is outstanding. Pupils clearly understand the difference between right and wrong and have debated questions such as 'Why do we exist?' online. 'Falcons Rules' encourage girls to take responsibility for their behaviour and foster values of respect for themselves, for others and for the environment. Pupils value the 'Falcons Time' reward system which encourages positive behaviour as well as promoting teamwork and friendship with girls in different classes.
- 4.4 The pupils' social development is excellent. Pupils enjoy any opportunity to serve others and be helpful. Democratically elected Year 6 prefects and house captains fulfil the responsibilities they have been given with enjoyment and pride, including planning and running the Falcons Time games and activities under supervision. Pupils in Year 3 to 6 are encouraged to show initiative and contribute to school development and decision making through the student council. They take the challenge of making their school even better very seriously. The pupils have a sound understanding of public institutions and services in England and leavers are fully prepared for the next stage of their education, thanks to the PSHE programme. Environmental issues are given a high priority and are embedded in the ethos of the school, for example, by encouraging pupils to walk to school once a week.
- 4.5 Pupils enjoy the cultural and ethnic mix of the school and they show respect and interest for their own and other faiths and cultures. In religious education lessons pupils are guided to develop respect for the right of others to hold beliefs different from their own. They learn to appreciate the rich tapestry of different cultures, religions and traditions. Falcons has established links with other schools through the internet and pupils are able to work on projects in collaboration with friends across the world.

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

- 4.6 In accordance with its aims the school provides a stimulating, friendly and caring environment in which every girl is able to develop her talents. Provision for the welfare, health and safety of pupils is outstanding. In the questionnaire and at interview parents and pupils were most appreciative of all the school does to make their time at Falcons fun, productive and happy. Parents consider pastoral care to be one of the strong aspects of the school.
- 4.7 Relationships between pupils and teachers, and among the pupils themselves, are warm and open and there is an atmosphere of mutual trust and respect. The strong bond that exists between staff, parents and girls is a significant feature of the school. This promotes and facilitates individual well-being and development.
- 4.8 The school has a clear behaviour policy which rewards good behaviour and praises improvement. The procedures promote good relationships, so that the community can work together with the common purpose of helping everyone to learn. The Falcons Rules are upheld through a series of clearly defined rewards and sanctions which are flexible to take account of individual circumstances. Parents value this aspect of the school's provision and in the school's own analysis of parents' views there was overwhelming support for the statement 'The children at Falcons School for Girls behave well'.
- 4.9 Staff and pupils have a high level awareness of the dangers of bullying and the school is active in its promotion of an anti-bullying ethos. Measures to prevent bullying are strong. The anti-bullying oath is repeated at assemblies and promoted throughout the school. The student council were responsible for the instigation of a 'friendship stop' in the corner of the playground to ensure that no-one is lonely.
- 4.10 The school's safeguarding and safer recruitment policy meets requirements and is implemented successfully. Staff appreciate fully the importance of safeguarding, their training is up-to-date, and they are fully aware of their responsibilities. Child protection and safeguarding matters are raised in every staff meeting.
- 4.11 Risk assessments are rigorously applied for every aspect of daily school life and for any activities away from the premises. Fire precautions and procedures are secure. Health, safety and security are prime concerns of the staff. Pupils who become ill or require first aid receive immediate attention. Measures to provide for pupils with LDD are excellent as shown by the high level of staff care and awareness of their needs, enabling them to access all areas of the curriculum. The required plan to improve access for pupils with disabilities is in place.
- 4.12 Measures to promote healthy eating and regular exercise feature clearly in a number of curriculum areas and pupils are effectively encouraged to be healthy. Physical education (PE) has a popular and important place in the curriculum and the school day includes breaks when active pursuits are encouraged. A travel policy in conjunction with Ealing Council encourages girls to cycle or walk to school. An effective PSHE programme and the active work of the school council have made a positive impact on the quality of pastoral care. The admission and attendance registers are correctly maintained and archived.

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

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

- 5.1 The proprietors of the school, Alpha Plus, provide excellent governance to which they bring professional levels of knowledge and competence. Their work is firmly directed towards ensuring the school meets its aim to provide a 'gold standard' of education. They receive regular and formal briefings from the head. Governors are closely involved in the school's development plan, and work actively to ensure appropriate provision of resources and accommodation. They have termly meetings with the head and senior management team. They run professional development training sessions for their teachers across a range of appropriate subjects, and also facilitate liaison and exchange of ideas with other schools in the group. They have a named governor for child protection, and discharge their responsibility for child protection by effective oversight of the school's management of these matters. They annually review the school's policies for health and safety, and child protection.
- 5.2 Governors keep in touch with the progress of the school through use of the school's communication systems, through their visits and meetings, and through their presence at school functions. Senior staff have opportunities to meet and talk to governors and feel both supported and challenged by them. Governors provide the stimulus for growth and improvement.

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

- 5.3 The leadership and management of the school are excellent and fulfil the school's aim to provide a very high standard of education, in a happy environment, where work is both challenging and fun, and where learning is tailored to each pupil's individual needs. The senior management team monitors the work in each curriculum area, and conducts constructive appraisals of the staff.
- 5.4 The school is very strongly led, with clarity and vision. A careful programme of staff training has allowed the innovative use of computer technology, to provide a virtual classroom, and much opportunity for interactive communication. Thus the school has developed highly successful and unusual approaches to learning, which are greatly enjoyed by pupils of all abilities.
- 5.5 The school has a carefully considered school development plan, to which all staff have the opportunity to contribute. The school has made enormous strides in the last two years, and the careful timings within the development plan have ensured that change has been very well managed, and thoroughly embedded in the fabric of the school. Thus the school has a very confident staff, well qualified for the work they do, and appropriately supported by the management team. Much management effort has gone in to ensuring that all the recommendations of the previous report have been met.
- 5.6 Staff work well together, encouraged to use collaborative approaches, and have curricular meetings each week to facilitate teaching and learning to the highest possible standard. Staff are encouraged to input data from nationally standardised tests to computer tracking programmes, which can then be used for individual target setting, and to demonstrate pupils' individual preferred learning styles.

- 5.7 Arrangements for the safe recruitment of all staff are in place: procedures are efficient and all checks on staff are applied correctly. The central register of appointments is correctly maintained. All staff are suitably trained to meet the needs of all children, including in safeguarding, welfare, health and safety.
- 5.8 All staff are effectively deployed, and share the vision projected by the school's management. They work effectively to promote the well-being of every pupil in their charge. Non-teaching staff are fully valued for the important contribution they make.

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

- 5.9 The school has excellent links with parents and guardians. Parents, in their responses to the questionnaire, showed considerable support for the school in all areas, including the school's promotion of worthwhile attitudes and values, encouragement to parents to be involved in the school, and ease of communication with the school. Inspection evidence supported all these views. Expression of discontent was statistically insignificant.
- 5.10 Parents are provided with all the required information, much of it on the website, while the school's wiki gives more detail. In addition, parents receive a fortnightly flyer giving them updates on news of school activities. The school holds weekly celebratory assemblies to which parents are invited in person or by means of an internet link. Some parents are invited to help on the school's design and technology days. A music and drama soiree for parents is held annually.
- 5.11 Full reports are sent to parents twice a year, providing useful information on progress to date, together with suggestions and internet links to assist in future progress. The school has a parents' association, which organises events throughout the year, and supports various charities, both of their own choosing and those the children have nominated.
- 5.12 The school has an appropriate complaints policy, but the formal part of it has not been invoked 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 effectiveness of the provision in meeting the needs of all children is outstanding. The children make excellent progress in relation to their starting points and abilities. The emphasis on independent learning ensures that the setting meets its aims to celebrate the uniqueness of each child, while new resources encourage tactile, independent and purposeful learning in a stimulating and secure environment. Planning and formal systems to monitor and evaluate the provision are a particular strength of the setting and demonstrate the aim to make continuous improvement.

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

6.2 The effectiveness of the leadership and management is outstanding. A particular strength of the school is the excellent balance of child-initiated and adult-led activities. The setting is led with a clear vision of the goals to be achieved, and good use is made of learning resources. Careful and regular observations by all supporting adults, meticulously noted and enhanced by regular use of a digital camera, identify the children's development needs and next steps and provide useful material for the children's profiles. Effective implementation of policies and procedures ensures all children are safeguarded, equality is promoted and diversity respected. All staff are suitably qualified and all necessary checks have been made before appointment. The required adult to child ratios are met. Staff work very well together as a team. They are enthusiastic, hard working and committed to the further improvement of the provision for the future. Partnership with parents is strong and staff effectively involve them in their children's learning, in both day-to-day and more formal termly meetings. Parents are also able to benefit from the school's wiki site online, enjoying recordings of their daughter's learning through podcasts and videos. Very good links are made with the wider community and local education authority for guidance and support.

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

6.3 The quality of the provision is outstanding and supports learning and development extremely well in all six areas of learning. Children benefit greatly from a broad curriculum which is enriched by lessons in swimming, ballet, games and French. Free access to the outdoor play area is excellent for the Nursery, but the Reception class is some distance from it, making use less frequent. Links with other parts of the school are excellent. Before moving up, the classes experience at least one taster session in their new classroom and the relevant teachers meet prior to the move to discuss each child's needs. Children's welfare is promoted very effectively throughout the setting.

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

- 6.4 Outcomes for the children in the Early Years across all areas are outstanding. They concentrate and co-operate well and make excellent progress. Almost all children meet and sometimes exceed the Early Learning Goals at the end of the Reception class. The excellent relationships between children and adults ensure that children enjoy themselves and respond positively to all that is on offer. Children understand how to stay safe, responding readily to adult guidance, such as knowing how to walk safely carrying scissors. They are encouraged to keep healthy by means of healthy eating and regular exercise. Children are given many opportunities to develop their skills and are well prepared for the next stage of their education.

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

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with a director of the proprietorial company, 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 Jenny McCallum	Reporting Inspector
Mrs Penny Forsyth	Former head of IAPS school
Mrs Hilary Betty	Former senior teacher, IAPS school
Mrs Debbie Buckenham	Early Years Co-ordinating Inspector