



INDEPENDENT SCHOOLS INSPECTORATE

CROSFIELDS SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Crosfields School

Full Name of School	Crosfields School		
DfE Number	872/6008		
Registered Charity Number	584278		
Address	Crosfields School Shinfield Reading Berkshire RG2 9BL		
Telephone Number	0118 987 1810		
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Email Address	office@crosfields.com		
Headmaster	Mr Jonathan Wansey		
Chair of Governors	Mr Charles Bradfield		
Age Range	3 to 13		
Total Number of Pupils	511		
Gender of Pupils	Mixed (407 boys; 104 girls)		
Numbers by Age	3-5(EYFS):	86	5-11: 363
	11-18:	62	
Number of Day Pupils	Total: 511		
Head of EYFS Setting	Mrs Kerry Stone		
EYFS Gender	Mixed		
Inspection dates	15 Feb 2011 to 16 Feb 2011		
	16 Mar 2011 to 18 Mar 2011		

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 January 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 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.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Crosfields School, Reading is a co-educational day school for boys and girls aged from three to thirteen years. Founded in 1957, it is governed as a charitable trust under a single governing body. Since the last inspection in 2005, the school became co-educational in 2007, a new teaching block 'The Oaks' was also opened in 2007 and a new nursery for 3-4 year olds opened in 2008.
- 1.2 The school caters for 86 children between the ages of three and five and for a further 425 pupils between the ages of 6 and 13. Since the school became co-educational, the number of girls has grown significantly and there are now 78 in Years 1 to 6. Seventy children attend full-time in Nursery and Reception, as part of the Early Years Foundation Stage (EYFS), with a further 7 girls and 9 boys attending on a part-time basis. Each class of children in the EYES is taught by a qualified teacher supported by suitably qualified teaching assistants. In addition specialist teachers teach a variety of subjects from the pre-preparatory section onwards, culminating in Years 6-8 where all subjects are taught by subject specialist teachers. In the pre-preparatory department (Years 1 and 2) there are 119 pupils (90 boys and 29 girls). The junior school (Years 3-4) contains 119 pupils (88 boys and 31 girls) and the senior school (Years 5-8) has 187 pupils (169 boys and 18 girls).
- 1.3 The majority of pupils live within a fifteen-mile radius of the school with many having above average socio-economic circumstances. A range of nationalities is represented within the pupil population, but only a small number come from families where the first language spoken is not English. Forty-five pupils have a language other than English as their mother tongue but none need to receive support with their language development. Fifty-six pupils have been identified as having learning difficulties and/or disabilities (LDD), all of whom receive additional support from the school. No pupil has a statement of special educational needs. The ability profile of the school is judged to be above the national average. At the age of 11, a number of pupils transfer to local independent or grammar schools. In recent years all pupils at the age of 13 have transferred to their first choice of school. Most recently one third of the Year 8 pupils received a scholarship or similar award.
- 1.4 The school aims to achieve a high standard of learning within a happy, caring and stimulating environment, so that each child can achieve their full potential. It seeks to encourage self-confidence, independence, power of expression, enthusiasm for learning, a sense of responsibility and consideration for others, and intends that the children will be well prepared to enter society as well-rounded, confident and considerate citizens.
- 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 overall achievement of pupils at Crosfields School, including those with LDD or English as an additional language (EAL), as well as those in the EYFS, is high and their attainment is far above age-related expectations. They make particularly good progress in their learning, successfully fulfilling the school's aims of helping its pupils to achieve their potential and achieve high standards of learning. Pupils throughout the school develop very good skills across different subjects and the school prepares them very well indeed for the next stage of their education. The curriculum, together with an excellent range of extra-curricular activities, trips and visits, supports pupils' learning extremely well. Pupils' achievements are largely the result of good and often excellent teaching, although on a small number of occasions the pace of some lessons is too slow and pupils are given work that is not sufficiently well matched to their different ability levels. The pupils' own particularly good behaviour, enthusiasm, positive attitudes and excellent relationships make a significant contribution to their success.
- 2.2 The personal development of pupils is excellent; they attain a high level of personal, social and moral values that will prepare them to make a positive contribution to society and equip them for later life. Pupils have a very good understanding and tolerance of other faiths which encourages a positive appreciation of cultural diversity. The excellent pastoral care shown by the staff supports pupils' spiritual, social, moral and cultural awareness extremely well. Pupils said that they were very well cared for. The quality of the provision for welfare, health and safety is particularly good and is given high priority within the management of the school. The safeguarding of pupils is exceptionally robust.
- 2.3 The quality of governance is good. The governors are effective and, therefore, play a significant role in the development of the school. The strong commitment and highly effective leadership of the headteacher, senior team and staff enable a clear vision to be promoted. Since the last inspection good progress has been made in addressing the issues identified at that time, although the school rightly recognises that some work remains to be done in the further development of a structured system for monitoring the work of the school and in fine tuning aspects of the timetabling of specific subjects. Links with parents and carers are excellent. Parents are overwhelmingly positive about almost all areas of school life.

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 improvement.
1. Adopt a more systematic approach to monitoring and developing all aspects of school life, including the curriculum.
 2. Review the balance of the school's timetable in order to give older pupils even more opportunities for in-depth study.
 3. In respect of the EYFS, continue to develop the outdoor facilities to enable even more independent learning for the children.

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 pupils' achievements is particularly good and fulfils the school's aim of helping pupils to achieve their full potential as well as a high standard of learning. Pupils' knowledge, understanding and skills develop well across a wide range of subjects and activities. They express themselves well, being articulate and confident right across the ability range. They write with imagination and accuracy and are exceptionally competent in their reading skills. They are also able to think for themselves and reason through arguments logically. Teaching at its best requires pupils to work together to resolve problems and devise solutions. A significant standard of creativity, particularly in design and technology (DT) and art, is evident in displays around the school. Pupils have good numeracy and ICT skills. Team and individual successes are clearly evident in music, sport and in areas in which pupils enter external competitions. In such competitions pupils' achievements are considerable. Such successes have a most positive impact on pupils' personal development.
- 3.2 Pupils' attainment cannot be measured in relation to average performance against national norms, but on the evidence available, is judged to be high in relation to age-related expectations. The pupils study a demanding curriculum and each year most of them move on to high quality, academic senior schools, with several gaining scholarships and awards. Inspection evidence confirms this judgement and includes consideration of the levels at which pupils are working in relation to national targets. Pupils' progress overall is outstanding in all EYFS areas of learning. Throughout the school, all pupils continue to make particularly good progress in relation to pupils of similar ability and this is directly related to the good, and often outstanding, teaching that pupils receive.
- 3.3 Pupils' attitudes to their work and study are excellent and support their achievements very effectively. Their particularly good behaviour, and the extremely good relationships they enjoy between themselves and with staff, also facilitate high quality learning. They concentrate well, are highly motivated and persevere at a task when it offers them the right level of challenge, although in a small number of lessons this was not always the case. The presentation of their work is extremely neat and they take a pride in it. When given opportunities to work in pairs and groups they do so with enthusiasm and enjoyment.

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

- 3.4 The school's curricular provision is good overall, with extra-curricular provision being excellent. The school provides a good, well-balanced curriculum which is in line with its aims and which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The curriculum is further enhanced by the opportunity to use an outside classroom which has inspired pupils to produce many imaginative ideas such as Year 2 pupils writing their own 'spring haikus'. The curriculum is broad and well-balanced although the school recognises that timetable adjustments are needed to enable older pupils to work for an extended length of time in some subjects.

- 3.5 All National Curriculum subjects are taught, as well as French, religious education and personal, social and health education (PSHE). Latin and Spanish are also taught to the top sets in Years 7 and 8. Sport, art and music feature highly in the curriculum and these experiences contribute most effectively to the pupils' performance and personal development.
- 3.6 Planning in individual departments and year groups is of high quality and the schemes of work are excellent. Good links have been established between the three sections of the school and departmental meetings are held weekly. An effective PSHE/citizenship programme reflects the school's aims and ethos. Although not yet fully embedded in the curriculum, ICT is being well used in some subject areas to support pupils' learning, such as in the Year 7 geography projects on Lyndhurst.
- 3.7 The curriculum is appropriate for different abilities and ages and facilitates strong progress particularly for those pupils with LDD or EAL. Such pupils receive good one-to-one or group support from the learning support staff and individual education plans are provided so that each pupil may work effectively towards their targets with the help of their teachers. However, although gifted and talented pupils are sometimes catered for well, through the setting of extension activities, on some occasions the work they are asked to do within the classroom limits their progress, as it is insufficiently matched to their ability levels. The school prepares pupils very well for senior schools.
- 3.8 The school's range of extra-curricular activities and its links with the community are excellent. The extra-curricular programme provides exceptionally well for sport and music but also offers clubs such as dance, cookery and many more. Activities are well attended by pupils and the quality of teaching and instruction is high. Pupils are encouraged to suggest new activities such as a gym club for girls and a boys' water polo club. A range of sporting house competitions further enhances provision. The school has developed strong links with the local community, for example by offering the theatre and sports facilities to local groups. Such community links have clear benefits for pupils at the school in terms of their social and moral development.
- 3.9 An excellent range of trips and visits is organised both in this country and abroad. These include a Year 8 visit to the National Gallery, a visit by a children's charity, which inspired pupils to initiate their own fundraising, and a Year 7 overseas visit to France. These trips further strengthen the excellent personal development of the pupils.

3.(c) The contribution of teaching

- 3.10 Good and, on many occasions excellent teaching enables all pupils to achieve very well. That pupils successfully achieve their academic potential is largely due to the high quality teaching they receive. Consequently the school achieves its aims for its pupils in this area. Since the last inspection the good standards of teaching found at the time have been maintained and in many instances have been built upon further.
- 3.11 Many very good opportunities are offered to pupils to enable them to discuss their work in subjects such as English and geography. This has a major impact on developing pupils' self-confidence and oral communication. Basic skills are particularly emphasised in English and mathematics and this enables pupils to attain high standards by the time they leave the school. Pupils' creative skills, which are

strong in subjects such as art, design and technology and music are similarly significantly promoted by high quality teaching.

- 3.12 Teachers' lesson planning and subject knowledge are particularly good and they make very good use of the excellent facilities and resources available to them. The best lessons are characterised by lively and enthusiastic teaching, appropriately set tasks and effective questioning techniques, all of which enable pupils to achieve well. Tasks set are varied and well matched to pupils' abilities. Praise and encouragement are well used and adds considerably to pupils' enjoyment of their lessons. On the few occasions where such high standards of teaching are not achieved, the pace of the lesson is slower, teaching is over-directed and the work is not so precisely matched to pupils' abilities. Consequently, pupils have more limited opportunities to think for themselves or take some responsibility for their learning.
- 3.13 The high quality provision and programme of work for pupils with LDD enables teachers to plan individual help for those pupils in their lessons. The few pupils with EAL are given very good support to enable them to make progress with their learning. Classrooms contain excellent quality resources. Many have interactive whiteboards that, along with other ICT resources, help to produce stimulating lessons, enthuse pupils and maintain their interest.
- 3.14 The marking of pupils' work is good but inconsistent. At best, it contains encouraging words, practical suggestions for improvement and appropriately set targets for pupils to achieve. Pupils also say that on many occasions they are given verbal feedback, so that they know what they have to do to continue to improve. However, this is not always the case in some subjects. Similarly, although assessment data is compiled effectively to check on pupils' progress, and the system enables the use of analyses to plan future work, particularly in mathematics and English, such excellent practice is not universal across all subjects.

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 outstanding. Pupils are confident, friendly and courteous and are proud and highly supportive of their school. Behaviour throughout the school is particularly good and is underpinned by a clear code of conduct and core values such as respect, sharing and honesty.
- 4.2 Pupils' spiritual awareness is excellent and the school successfully fulfils its aims to help children acquire personal beliefs, values, emotions and intellectual curiosity. This is achieved through regular high quality assemblies, a programme of PSHE and religious education lessons which allow pupils time to reflect as a group. Other opportunities within the curriculum, such as Year 7 pupils discussing the Japanese tsunami and, as a result, organising their own assembly and fundraising, further support pupils' spiritual awareness. Pupils explore their world through sporting, creative and intellectual activities that promote self-awareness and a strong sense of responsibility.
- 4.3 Pupils' moral development is excellent. They have a clear sense of right and wrong, evident from the positive atmosphere around the school. All pupils in Year 8 are given the opportunity to undertake prefect duties which include looking after younger members of the school community. This they do most successfully with a sense of enjoyment and efficiency.
- 4.4 Pupils' social awareness is excellent. They understand their own place in society and appreciate the social and ethnic mix of their school. Their knowledge of public institutions and services is significantly enhanced through PSHE lessons, topics, visiting speakers and fundraising activities, such as the raising of considerable funds following a visit by a children's charity. The newly formed school council has given pupils the opportunity to apply for membership and vote for candidates. Successful suggestions from the school council include 'friendship' benches in the playground and the refurbishment of the shower cubicles.
- 4.5 Pupils have a strong cultural awareness. They understand well the need for tolerance and understanding of the beliefs of others within society. Religious education work on a range of faiths, cultures and traditions develops pupils' appreciation of cultural diversity. The programme of PSHE and extra-curricular activities is also a vehicle through which pupils increase their understanding of themselves and others. A weekly African drums club allows pupils to appreciate a different culture through the medium of music.

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

- 4.6 Arrangements for the welfare, health and safety of the pupils are particularly good overall and the pastoral care of pupils is excellent, supporting pupils' outstanding personal development. The school takes particular pride in the pastoral care that it provides for its pupils and meets its aim to create a stimulating, happy and caring environment for the whole school community.
- 4.7 Highly effective pastoral arrangements are in place and staff members provide excellent support and guidance for all pupils at all levels. Pupils report that they enjoy being at school, that they are very well cared for and that they feel confident that they have an adult to turn should they have a problem.

- 4.8 The quality of relationships between staff and pupils and between pupils themselves is strong, relaxed and very respectful. Staff provide excellent role models and pupils are courteous and well behaved. Although pupils are encouraged to accept responsibility for their own behaviour, they confidently approach staff members if they are faced with a problem. The school has very effective procedures for promoting good behaviour, and a comprehensive code of behaviour, with sanctions and rewards, ensures that pupils are well supported at school. Pupils also learn about acceptable behaviour through form time, assemblies and PHSE lessons. The house system is strong and allegiance to a 'house' is an important factor in the reward system. The school does not tolerate any form of bullying and incidents of bullying are rare. The anti-bullying policy is fully compliant with regulations and pupils report that if bullying takes place it is dealt with swiftly and appropriately. A 'worry box' and email address for pupils have been put in place to assist communication on this matter.
- 4.9 The school's child protection policy is fully compliant and a child protection officer has been appointed. All staff receive the required training in child protection and four members of staff are trained to the higher standard. The safe recruitment of staff is a priority and procedures for checking all concerned are robust and recorded in the school's central appointments register.
- 4.10 All necessary measures are in place to reduce the risk from fire and other hazards. Fire drills are conducted on a regular basis and the required checks of equipment are made. Risk assessments cover all areas of the school and staff undertake risk assessments of the educational environment. These are recorded on the intranet. An accessibility plan has been written which is designed to improve the educational provision for those pupils with disabilities.
- 4.11 Arrangements for sick or injured pupils are good and staff are well informed about pupils' individual needs. Medical incidents are recorded appropriately in the accident log and many staff have appropriate first aid qualifications. The school provides nutritious and popular lunches. Pupils can choose a hot lunch with a vegetarian option or they can eat from the salad bar. Special dietary requirements are catered for. They are encouraged to make healthy and varied choices and to develop good table manners. Pupils understand the importance of healthy eating and the need for regular exercise. The admission and attendance registers are completed and maintained correctly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance of the school is good and the board of governors has a strong commitment to its role. Governors visit the school when possible helping to ensure that good relationships are forged with staff and parents and that the aims of the school are met. The governors provide and maintain excellent accommodation, and help to ensure that human and educational resources are used to their best advantage.
- 5.2 Governors are carefully appointed to ensure that there is a broad range of experience represented in areas relevant to the successful running of the school. The work of various relatively recently formed committees covering areas such as buildings and estates, finance, remuneration and appraisal and corporate risk assessment keeps governors well informed about the work and running of the school. This supplements the considerable amount of information provided by the headmaster. Applications to the school are monitored and a keen interest is taken in the destinations of pupils when they leave.
- 5.3 Governors are well aware of their responsibilities for child protection, health and safety, and appropriate training has been undertaken in order to support their commitment to the safeguarding and welfare of pupils throughout the school. School policies are monitored and reviewed as necessary, and individual governors have specific oversight of such areas as child protection, health and safety, EYFS and regulatory compliance. The governors take a close interest in school development planning and help set challenging targets for developments, particularly in premises and accommodation. They work closely with the school with regard to financial matters but have less involvement in or oversight of curriculum developments, although a series of classroom observations and visits to the school during the working day have been put in place.
- 5.4 Close contact with parents, staff and pupils allows governors to ascertain their views and thoughts and react appropriately to the need for change and improvement associated with all elements of school life.

5.(b) The quality of leadership and management

- 5.5 The school, including the EYFS, is very well led and managed. Those in senior positions are efficient and approachable and are most effective in furthering the school's aims of helping pupils of all abilities to achieve their full potential. Since the last inspection good progress has been made in increasing the range of consultation in compiling the school development plan and annual subject reviews. A system to monitor standards of teaching and learning by subject leaders more effectively has been put in place and the length of teaching sessions have been reviewed, although the school is well aware that further adjustments are still needed, particularly in the upper part of the school.
- 5.6 The highly effective leadership of the headmaster, senior managers and a strong and dedicated group of staff is clearly apparent in the high standards of pupils' achievement, as well as in the excellence of their personal development. School development planning is good, with an appropriate number of objectives clearly identified. However, the current plan lacks a sufficiently well-structured system for

long term monitoring of review and development of the curriculum and other aspects of school life. Other practices for monitoring are in place and these include classroom observations and the quality of pupils' performance. This is largely done through the scrutiny of pupils' work and the outcomes of assessment.

- 5.7 The school takes significant care to select high quality staff. The induction of new staff is carefully managed and effectively carried out. The process recognises that all new staff need to understand the running of the school and the role they play in it. Professional development is very well organised both within the school and through a considerable budget that is available to bring in external expertise, where that is deemed appropriate. In addition, externally offered training is well used and staff are effectively trained in their roles in relation to safeguarding, welfare, health and safety.
- 5.8 Policies and procedures for all aspects of school life have been produced and these are of a high quality. They are effectively implemented by all staff, although in some instances, notably the marking policy, some inconsistencies in the application of the policy are apparent. Teachers, classroom support staff and often non-teaching staff are deployed appropriately and make a highly significant contribution to pupils' welfare and learning, particularly those pupils with LDD or EAL. Staffing levels are good, so that strong support is given to pupils.
- 5.9 All those working with pupils are suitably checked through robust recruitment procedures which are closely followed. The central register of appointments is completed accurately and fully.

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

- 5.10 The quality of links with parents is excellent and is a real strength of the school. An essential element of the ethos of the school is its community spirit and parental support makes a major contribution to both pupils' academic and personal development. This is well in line with the aims of the school. Responses to the pre-inspection questionnaire indicate that parents are overwhelmingly supportive of the school and feel encouraged to participate in its life and work; inspection findings support these very positive views. A small number of parents expressed concern regarding the school's provision for pupils with LDD. However, inspectors found no evidence to support this.
- 5.11 All aspects of communication with parents are strong. Parents receive excellent information about the school and comprehensive information booklets are provided for each area of the school. The website is easy to navigate and provides curriculum information, news items and details about major events, outings and matches. The Crosfields Community portal provides, amongst other things, information about the Crosfields Parents' Association, the board of governors and future events to be held at the school. A group texting system has recently been introduced to improve communication with parents in times of urgency. Parents are invited to twice-yearly parents' evenings and they receive two written reports a year, three in Year 8. While these reports give a strong indication of pupils' progress, not all subject reports contain meaningful targets for pupils to achieve. A comprehensive newsletter, which parents greatly appreciate, is produced weekly, highlighting the events that have taken place at the school, and this is sent to parents electronically. Parents also recognise the value of being able to contact the school at any time by email, by telephone or by writing in pupils' homework diaries.

- 5.12 The school has an open-door policy and staff respond quickly and professionally to parental concerns. The close communication between home and school means that most issues are quickly resolved. Parents are invited to become involved in the life of the school on many occasions and they enjoy such activities as assisting with reading, going on school trips, giving talks about their professions and sharing their religious beliefs in PSHE lessons. They are welcomed to sports fixtures, drama performances, music concerts and assemblies. Parents of older pupils attend lectures on a variety of topics and information evenings are held about Common Entrance examinations and future schools.
- 5.13 The Parents' Association is very active and it ensures that new parents are welcomed into the community. It provides opportunities for parents to meet on a social basis and organises such popular events as the 'Summer Ball' and the 'Family Picnic'. In addition, considerable sums of money are raised through its fund-raising activities.

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 This is an outstanding setting, meeting the needs of all children and fully appreciating their individual differences. An excellent system of review and self-evaluation ensures the realisation of the school's aims to achieve a high standard of learning within a happy, caring and stimulating environment. It also ensures that the setting continues to provide experiences that broaden, enrich and extend the skills, talents and values of each member of the school community. Staff sustain existing high standards by regularly identifying areas for improvement and creating a stimulating, colourful environment, where children feel valued and safe. The recommendations of the last Ofsted inspection, to encourage more parental involvement in their children's learning at home and to consider ways to include the outdoor environment in planning, have been met.

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

6.2 Leadership and management are outstanding, with clear vision and understanding of high standards. Excellent and carefully monitored policies and practice ensure that all children are well safeguarded. All adults have been suitably checked, are well qualified and appropriately trained. Records, policies and procedures necessary for the efficient management of the setting are in place and well implemented. The capacity for sustained improvement is excellent and is reflected in the perceptive and detailed self-evaluation that identifies priorities and development. An exemplary framework for risk assessments has been established, and is effectively implemented. Parents are overwhelmingly supportive of the school and express strong appreciation of their children's progress and the standard of their care. Great importance is placed on building strong relationships with parents and the school operates an open-door policy where parents are made to feel welcomed and valued at all times. Every opportunity is taken to inform parents of their children's progress, with weekly information sheets, twice-yearly parent-teacher meetings and reports. Parents are encouraged to contribute to the Foundation Stage profiles.

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

6.3 The quality of provision is outstanding. All children learn and develop extremely well through stimulating play and valuable first-hand experiences. A well-judged balance is maintained between adult-led and child-initiated activities, with many opportunities for independent learning. Outdoor provision is used very effectively. Children are observant and inquisitive and staff ask challenging questions to develop children's thinking skills. Children's work and interests are valued and reflected well in the many colourful and stimulating learning environments and displays. Provision for the welfare, health and safety of children is exemplary. Good health and well-being are emphasised. The behaviour policy is well implemented, leading to a happy and busy atmosphere where children benefit fully from all of the opportunities provided.

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

- 6.4 Outcomes for children are outstanding. They make rapid progress and are on course to meet all the Early Learning Goals including communication, language and literacy, and mathematical development, by the end of their Reception year, with many likely to exceed them. In communication, language and literacy, children exhibit excellent phonic blending skills and in numeracy they are able to recognise shapes, including hexagons, and can estimate and carefully count the number of stars in a 'rocket' picture. In early morning sessions, children use an interactive whiteboard to self-register and showed that they were able percussionists in an excellent music lesson. Children are inquisitive, enthusiastic and self-motivated, relating well to one another and to adults. They co-operate well in their learning and begin to make choices and decisions. Children respect and trust their teachers. They feel safe when choosing indoor and outdoor play, and staff are considering extending outdoor activities to further develop independent learning. Children understand the importance of staying healthy and enjoy their healthy snacks and lunches. They are provided with secure foundations for their future well-being in all aspects of their learning.

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 chair of governors and other 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

Mr Graham Nunn

Mr Patrick Wenham

Mrs Jennifer Moran

Mr Edward Rees

Mrs Lynda Boden

Reporting Inspector

Headmaster, IAPS School

Head of Year, IAPS School

Deputy Headmaster, IAPS School

Early Years Co-ordinating Inspector