



INDEPENDENT SCHOOLS INSPECTORATE

SEDBERGH JUNIOR SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Sedbergh Junior School

Full Name of School	Sedbergh Junior School		
DfE Number	909/6015		
Registered Charity Number	1080672		
Address	Sedbergh Junior School Danson House Loftus Hill Sedbergh Cumbria LA10 5HG		
Telephone Number	01539 622 294		
Fax Number	01524 262 944		
Email Address	enquiries@sedberghschool.org		
Headmaster	Mr Scott Carnochan		
Chair of Governors	Mr Robert Napier		
Age Range	4 to 13		
Total Number of Pupils	104		
Gender of Pupils	Mixed (80 boys; 24 girls)		
Numbers by Age	3-5 (EYFS):	1	5-11: 49
	11-13:	54	
Number of Day Pupils	Total:	67	Capacity for flexi-boarding: 15
Number of Boarders	Total:	37	
	Full:	21	Weekly: 16
Head of EYFS Setting	Mrs Alison Williams		
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 September 2004.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 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 boarding was not carried out in conjunction with the Office for Standards in Education (Ofsted), Children's Services and Skills, and the report does not contain specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education and development in general. The full Ofsted report refers to an inspection in December 2009 and can be found at www.ofsted.gov.uk under Children's social care/Boarding school.

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 Sedbergh Junior School was opened in January 2009 adjacent to Sedbergh School in the town of Sedbergh, below the Howgill fells, which act as a unique environment in the education of the pupils. It offers day, weekly, full and flexi-boarding places for boys and girls aged 8 to 13, and day school places for boys and girls aged 4 to 13. It is on a site of four acres. There are three buildings on the junior school site, including the senior school library to which the junior school has access. The main building contains the administration offices and teaching rooms for Years 5 to 8, whilst another contains the Early Years Foundation Stage (EYFS) and teaching rooms for Years 1 to 4. In addition, the school shares many of the senior school facilities including those for design and technology (DT) and art, sports facilities and the chapel. The chapel, and the importance of it, is central to the school's ethos and Christian beliefs. The headmaster has been in post since September 2010. One governing body oversees the work of both junior and senior schools.
- 1.2 At the time of the inspection there were 104 pupils on roll, of whom 72 were boys and 32 were girls. Pupils come largely from the surrounding area with some boarders' families living overseas. Almost all are from a white British home background. The majority of pupils transfer to the senior school at the end of Year 8, although a few go to other schools of their choice, all with scholarships.
- 1.3 Pupils are admitted after the EYFS following a taster day, whilst older pupils spend a taster day in school and their standardised assessment scores are taken into account. Standardised data indicate that the range of the pupils' abilities is, overall, above the national average. At the time of inspection, seventeen pupils had been identified as having learning difficulties and/or disabilities (LDD) and receiving support. Two pupils have statements of special educational needs (SEN). In addition to this, the school has identified a further eight pupils who receive some learning support, or are in the process of being assessed by the learning support department. Support is also given to one pupil who has English as an additional language (EAL).
- 1.4 The school aims to provide each pupil with the knowledge, skills and curiosity required for fulfilment in life and to extend pupils beyond their apparent limits in all areas. It also seeks to encourage respect for self and for others, and to cultivate interests and the confidence to pursue these. In addition it aims for pupils to learn from the wisdom of great teachers and to learn to understand the concept of service.
- 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 From the EYFS onwards, pupils make good progress and achieve good standards, preparing them for success in senior school examinations and enabling them to become well-educated young people, as the school aims. They speak fluently, solve problems well, and make sensible deductions from evidence. They achieve excellent standards in art, music and sport. Good progress is supported by considerable application and perseverance. Teaching is good, though some lessons do not involve pupils sufficiently well and marking is not of a consistently high quality. The broad curriculum is enhanced by extensive activities. Information from assessment is used effectively. Library provision is developing with a suitable range of fiction and non-fiction books available for pupils. However, a lack of information and communications technology (ICT) resources reduces learning opportunities for the pupils.
- 2.2 The pupils' excellent personal development enables them to grow into confident and friendly young people who enjoy responsibility. Relationships are excellent, as are arrangements for pastoral care and welfare. Pupils were highly positive about the school and the way in which it cares for them, though a few were critical of homework and rewards and punishments. There is little mention of bullying amongst pupils and any instances are dealt with immediately. Boarding promotes the pupils' personal development outstandingly well. Relationships are relaxed and friendly, an excellent range of activities is available and accommodation is warm and homely.
- 2.3 Governors give excellent levels of support, take a keen interest in the quality of education and are highly effective in overseeing welfare, health and safety. School leadership is good and has clear priorities. The school is aware of the need to further develop the role of heads of department to fully monitor teaching and learning. Links with parents are strong and they are positive about all that the school does; there were no areas of significant concern.

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.
- 2.5 In order to comply with the learning and development requirements of the Early Years Foundation Stage, the school was required to:
- within the final term of the Early Years Foundation Stage, provide parents with a written summary of their child's progress against the Early Learning Goals.

(ii) Recommendations for further improvement

- 2.6 In addition to the above regulatory action point, the school is advised to make the following improvements.
1. Ensure that all teachers plan work that meets the needs of all the pupils in their classes, and that when marking work they give guidance on how work can be improved.
 2. Review the timings of the school day to ensure a prompt start to lessons.
 3. Throughout the school, including the EYFS, improve the opportunities for pupils to use ICT in their learning.

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 overall achievement and progress of the pupils is good. Pupils are well educated young people who are carefully prepared for their futures, as is the school's aim. From an early age, pupils show good levels of knowledge, understanding and skill. They speak fluently and are careful listeners, who become increasingly able to argue confidently and present their ideas to others. Older pupils write across a range of genres. They work carefully to solve problems using their mathematical skills and grasp key ideas in subjects such as geography and history well. They make sensible deductions from evidence in science, and reflect carefully on issues in personal, social and health and citizenship education (PSHCE), as was seen in a Year 5 lesson where pupils enjoyed exploring the notion of risk taking. They learn new skills quickly in physical education and music. In languages, pupils show a good grasp of grammar and accurate pronunciation. Art work shows a high degree of imagination combined with equal skill in execution.
- 3.2 Attainment cannot be measured in relation to average performance against national tests, but data from standardised tests the school administers, plus evaluated evidence during the inspection, indicates that it is judged to be above national age-related expectations. Pupils reflect positively on the quality of their work, refining what they do as a result of reasoning and discussion. However, ICT skills are not as developed as they might be because of limited equipment. Pupils particularly demonstrate their capacity for practical and independent work in art, science and DT. Pupils achieve a high level of success in both scholarship and entrance examinations to the senior school, and others, reflecting the good progress they make throughout the school in relation to their above average ability.
- 3.3 Pupils of all ages apply themselves diligently to the task in hand. They are confident in making suggestions, join fully in discussion and produce well-presented written work. Whether in lessons, sport, music or drama they work well together and enjoy each other's contributions.

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

- 3.4 The curriculum is good, and supports the aims of the school. It is broad and balanced, covering all required aspects of pupils' learning. It is enhanced by creative subjects such as art, DT and music and drama. French is taught from Reception. The activities afternoon timetabled each week offers a range of activities including dry stone walling, Spanish, a wealth of sport, drama and board games. It is well planned and carefully tailored to suit all ages, abilities and needs, enabling the pupils to be well educated in accordance with the school's aims. The PSHCE course supports the pupils' personal development well, giving much opportunity for the pupils to discuss issues with each other and with their teachers.
- 3.5 The library enables the pupils to appreciate the history of the school whilst enjoying the opportunity to study quietly in free time and select reading material from a good range of text, both fiction and non-fiction. The school's ICT resources are currently limited, preventing the pupils from using computers to enhance their learning across the curriculum.

- 3.6 The school provides well for the pupils' individual needs. Those with LDD receive one-to-one support and assistance in class. The very few pupils with EAL are assessed and supported by a specialist teacher. The most able pupils are given extension work to ensure that their needs are fully met.
- 3.7 The curriculum is enhanced by an extensive range of extra-curricular activities. Pupils use the extensive sports facilities of both junior and senior school and encourage music and drama participation at all levels. There are three school choirs, a wind band, a string group and a samba band. The school orchestra rehearses weekly. Every week there are musical items in the Saturday morning assembly where the school enjoys the enrichment of hearing fellow pupils perform. Concerts take place on a regular basis; there is an annual music competition, and an annual musical. The more advanced junior school musicians have the opportunity to work with senior school ensembles.
- 3.8 Pupils benefit from many links with the local community, the school facilities are widely used by the local community and the school participates in local activities such as the Music Festival and Gala. Pupils and staff assist in charities over a wide geographical area, and raise considerable sums.

3.(c) The contribution of teaching

- 3.9 The quality of teaching is good overall; some is excellent. It is based on the teachers' thorough knowledge of pupils and their needs, enabling pupils of all abilities to progress well. For example, this was observed in a Year 6 science lesson on the reflection of light, and a Year 7 Latin lesson, where skilful and effective questioning enabled rapid progress by pupils who thoroughly enjoyed discussing the pattern of rules for declension. Teachers have excellent classroom relationships with pupils, who are confident to seek help when they need it, reflecting the school's view that effective learning is strengthened by the school's caring ethos. This was seen in a Year 5 ICT lesson on introducing databases, where pupils needed help and support throughout the lesson. This level of support is appreciated by both pupils and their parents. Resources are used well, although teachers have inadequate access to ICT facilities to use them as a learning tool.
- 3.10 The vast majority of lessons are well planned with brisk pace. However, a lot of time is lost in travelling from one part of the campus to another, resulting in many lessons starting late and thus reducing learning opportunities. The management of behaviour is secure; teachers are firm but friendly, using their understanding of pupils' needs to provide individual support and attention in the small classes. In some lessons, but not all, extension activities meet the needs of more able pupils. In most of the teaching, the level of challenge for the most able pupils is particularly high, and those with LDD are also well provided for. This was noted in a Year 7 science lesson, where the worksheets used were specifically designed to match the differing ability of the pupils in the class. As a result, all pupils were fully engaged. However, in a minority of lessons, work is less well matched to the pupils' differing needs, and provides little opportunity for pupils to take responsibility for their own learning.
- 3.11 The presentation of pupils' work was sometimes inconsistent, and whilst a high proportion of marking gives clear guidance as to how to improve work, with a sense of dialogue between teacher and pupils, too many books still show work that is marked only briefly with limited comments made. By contrast, the best marking

provides clear guidance as to how pupils should improve their work, with a sense of dialogue between pupil and teacher.

- 3.12 A suitable range of in-school examinations and assessments, supported by standardised testing, ensures that individual pupils' abilities are well known and their progress tracked and discussed. These data are used effectively to inform lesson planning.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' personal development is excellent. They are confident and friendly, are excellent listeners and are polite and welcoming. The school is successful in its aim to encourage respect for self and others and to cultivate interests and the confidence to pursue these.
- 4.2 Pupils show excellent self-awareness, whether in discussing their academic progress or reflecting on their experiences in the boarding community. For example, pupils responded with empathy and awe, and through a range of creative writing, to the Cressbrook House Lecture 'Crossing the Gobi' by explorer John Hare.
- 4.3 The pupils' moral development is equally excellent; they show enthusiasm when raising money for charity and generate fund-raising ideas readily. Pupils are well aware of the school rules and show a clear understanding of what is acceptable behaviour. The school council provides pupils with a voice at an early stage of development and has been successful in influencing certain areas of school life.
- 4.4 The social development of the pupils is outstanding. Relationships amongst pupils and between staff and pupils are warm, with a healthy balance between the formal and the relaxed, leading to a degree of trust and mutual understanding that underpins the special atmosphere of the school. The PSHCE programme provides pupils with an understanding of public institutions and services in England and involves leavers in a strong programme of preparation for the next stage of their education.
- 4.5 Pupils also show a very mature awareness of people of a variety of cultures, faiths and backgrounds. Their understanding of cultures other than their own is enhanced by a range of trips and visitors to the school. They take advantage of opportunities in subjects such as art to become aware of a range of cultures, for example, looking at art forms used in different religions. Art teaching is supported by a range of artefacts from different parts of the world.

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

- 4.6 The contribution of arrangements for welfare, health and safety are excellent. The school has a well-developed and effective system to provide for the welfare, health and safety of the pupils and this has a significant effect from the earliest age on the pupils' personal development.
- 4.7 Exemplary pastoral care is a strong feature of the school and the staff are united in their approach to the promotion of the pupils' well-being and development. Form teachers are responsible for the pupils in their class. They know their pupils well and keep a careful oversight of each individual. All work hard to care for pupils of all ages and to reinforce the caring and supportive approach that is a significant feature of the school. Information about pupils is disseminated formally and informally amongst staff. Consequently, pupils are happy, confident and relaxed; they are well motivated and enjoy school life.
- 4.8 There are excellent arrangements to combat bullying and to deal with breaches of the disciplinary code, set out in clear policy statements. The school rules are well known and pupils consider them to be fair. They understand how the system works

and they trust it. They know who to turn to if there is a concern, and they, and their parents, know that it will be dealt with promptly. Pupils work hard to achieve recognition for good work. Appropriate sanctions are in place for misbehaviour, but they are rarely used.

- 4.9 Arrangements to combat bullying are effective; the anti-bullying policy is supported well through assemblies and PSHCE lessons. Pupils do not consider bullying an issue, and they agree that if it were to happen it would be dealt with constructively. Child protection is given due emphasis with appropriate arrangements. All staff have been trained in child protection to an appropriate level. The safe recruitment of staff is meticulous and all correct procedures are undertaken.
- 4.10 The school has an appropriate plan to improve access for those with disabilities. All staff are exceptionally well trained in first aid, and there are robust procedures to reduce the risk of fire. Arrangements for pupils who are unwell are outstanding. Admission and attendance registers are properly maintained and records kept.
- 4.11 There are plenty of opportunities for pupils to take exercise, in physical education (PE) lessons, games and during inside and outside play. Healthy eating and the importance of a good diet are included as part of PSHCE and science. School meals are healthy and nutritious.

4.(c) The quality of boarding education

- 4.12 The excellent boarding experience promotes the pupils' personal development and education extremely well, and is a considerable strength of the school. It was summed up by a Year 8 pupil who said "I just love it here." Relationships are relaxed and friendly, so that boarders see boarding as an extension of family life; they recount shared experiences and anticipate those of younger pupils yet to join. Houseparents are well supported by the high ratio of adults to children from the end of the school day to bed time.
- 4.13 An excellent range of activities is available in the evenings and at weekends, co-ordinated by the house parents to ensure equality of access and opportunity. The boarders' weekday activities include organised sports, swimming, fives, numerous indoor games and regular lectures whilst the impressive weekend activities include much sport, dry slope skiing, fell walking, ghyll scrambling, kayaking, clay pigeon shooting, paintballing and numerous other outdoor activities making full use of the setting of the school.
- 4.14 The boarding accommodation is of high quality, freshly decorated, regularly maintained and very homely. Bright colours, tuck boxes and warm radiators, and the opportunity for pupils to personalise their rooms, result in a homely and extremely supportive atmosphere.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The school is exceptionally well governed and staff appreciate the high level of support and interest they experience from members of the board. Governors are highly effective in overseeing welfare, health and safety; they take a keen interest in the standard and quality of education through the work of the education committee. Governors bring to their work an excellent range of relevant experience and expertise, deployed through an efficient committee structure as well as through frequent informal contact. Financial matters are managed well, with considerable focus on a high staffing ratio. In addition, careful investment over the years has provided the school with excellent facilities, with clear ideas as to how these will be improved further as funds allow.
- 5.2 Staff say that governors have an excellent insight into the school, with regular reports from the headmaster and informal contact. Governors have clear priorities through extremely careful school development planning.
- 5.3 Governors take a keen interest in the school's child protection and health and safety arrangements, and discharge all other statutory responsibilities in the same manner. They appreciate the contribution that parents can make to their deliberations and ensure that some governors are parents of former or current pupils.

5.(b) The quality of leadership and management

- 5.4 The good leadership and management of the school shows a clear sense of the school's priorities in caring for and supporting pupils, so that they learn traditional values and grow into personable and articulate young people. It is successful in these aims as well as in giving pupils a broad education that equips them well for the move to senior school.
- 5.5 There is a strong sense of common purpose at all levels in knowing and supporting pupils to develop well in academic and personal terms. Although the headteacher is relatively new to the school, there is a clear picture of its strengths and weaknesses, resulting from accurate self-evaluation. For example, the weaknesses seen in teaching and inconsistencies in marking had already been identified as areas for action, such as improvement of monitoring by heads of department. The school has a clear development plan showing how it intends to tackle the challenges it faces; this is supported by development planning within individual subjects.
- 5.6 Careful attention is given to the recruitment of staff, including the necessary checks on their suitability. Staff appreciate the opportunities for professional development and appraisal which they are offered. They receive excellent training in their roles in safeguarding, welfare, health and safety.
- 5.7 The school office is a warm and welcoming part of the school, run by the headmaster's PA and the school secretary, both of whose competence and capabilities assist in the smooth running of the school.

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

- 5.8 Links between the school and parents are excellent and strongly support the education of the pupils. Parents are encouraged to support the life of the school by supporting key events and by attending meetings to discuss their child's progress. Responses to the pre-inspection questionnaire indicated strong support for the school, in particular the pastoral care and the opportunities afforded to pupils in all aspects of school life.
- 5.9 Parents are very pleased with the quality of communication and the education and support provided for their children. Parents of pupils and of prospective pupils are provided with all the required information about the school. An informative website provides parents with easy access to school policies, school developments and new items in addition to other useful and relevant information. Other publications include a bright and colourful termly newsletter, the annual school magazine, and weekly bulletins, ensuring that the whole school community is aware of events of the week.
- 5.10 Parents have good opportunities to become involved in the life and work of the school. The active Friends of Sedbergh Junior School (FSJS) organises fund-raising activities and social events. Last year an innovative gift to Marshall House, the girls boarding house, was a tepee and a fire pit, to ensure that the girls would have lots of fun toasting marshmallows around the fire for many years. Parents often accompany trips. All parents are welcome to Sunday chapel and many formal, and informal, social events during the course of the academic year.
- 5.11 Parents receive detailed and useful written reports four times a year, supplemented by consultation evenings. Reports contain information about the work covered, pupils' attitudes and their progress. They often include recommendations for improvements.
- 5.12 The school has a clear procedure for dealing with parental complaints. Concerns are handled with care and recorded suitably.

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 EYFS setting is satisfactory. Teaching is satisfactory because the teacher has to plan and deliver lessons aimed at reception, Year 1 and Year 2 pupils and, although the teacher and her assistant work closely together as a well-integrated team, it is not always possible to deliver an EYFS curriculum that is richer than satisfactory. Children are enthusiastic, confident and eager to learn. They are well known to staff and are treated as valued and unique individuals. The setting is successful in achieving its aim to provide a happy environment where children feel secure to learn. There is a capacity to maintain present standards and improve them through self-assessment that acknowledges strengths and identifies areas for further improvement. Information and communications technology is an area presently identified for further development.

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

6.2 The quality of the leadership and management is satisfactory. The leader is committed to continuous improvement through self-evaluation, although at present opportunities are limited by the necessity to share a classroom with Years 1 and 2. Provision for the children's welfare, including matters of safeguarding, is good. Links with the local authority are positive. At present there is only limited contact with adults from outside the school (such as parents, the local policeman and the fire services) to discuss their experiences. Policies and procedures to promote equality and to combat discrimination are comprehensive and are effective in ensuring that children's needs are fully met. The classroom is bright and cheerful. The secure outdoor area is used appropriately and adds a useful additional dimension to children's learning, as do the extensive grounds. Resources indoors and outdoors are satisfactory and of good quality, and are used appropriately to promote children's learning.

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

6.3 The quality of provision is satisfactory. The curriculum is closely linked to that for pupils in Years 1 and 2. It is balanced and is enhanced by specialist teaching in swimming, physical education, French and music. Regular assessment ensures that the leader has sound knowledge of an individual's stage of development. The balance between adult-led and child-initiated activities involving choosing, exploring and discovering is improving. This encourages children to develop as independent learners who can make decisions and organise themselves. The setting is aware that it does not at present report children's progress to parents against the Early Learning Goals at end of the EYFS. Staff actively promote the welfare and safety of children and the daily routines create a secure atmosphere.

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

- 6.4 The outcomes for children in the EYFS are satisfactory. Children enjoy learning and have satisfactory levels of achievement. By the end of the EYFS, children usually achieve the Early Learning Goals in all six areas of learning and in some cases they exceed them. They can count up to 10, recognise simple shapes and patterns and use language such as bigger or smaller. They are developing confidence in speaking and an interest in books, attempting to read more complex words. They can also write their names and simple sentences. They are appropriately prepared for the next stage of their learning. They have good social and communication skills. They listen keenly, answer questions enthusiastically and are confident to make reasoned guesses. They understand about being safe, healthy eating and the need for good hygiene. They are friendly, courteous and considerate of each other.

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 representative of the 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 boarding houses and 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 Karin Kelly

Mr Nick Baird

Mr Richard Evans

Mrs Jenny Clayphan

Reporting Inspector

Headmaster, IAPS School

Headmaster, IAPS School

Co-ordinating Inspector, Early Years