



INDEPENDENT SCHOOLS INSPECTORATE

ST JOSEPH'S CONVENT SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St Joseph's Convent School

Full Name of School	St Joseph's Convent School		
DfE Number	317/6003		
Registered Charity Number	290544		
Address	St Joseph's Convent School 59 Cambridge Park Wanstead London E11 2PR		
Telephone Number	020 8989 4700		
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Headteacher	Ms Christine Glover		
Chairperson of Governors	Mrs Ann Ross		
Age Range	3 to 11		
Total Number of Pupils	159		
Gender of Pupils	Girls		
Numbers by Age	3-5 (EYFS):	45	5-11: 114
Head of EYFS Setting	Ms Helen Johnson		
EYFS Gender	Girls		
Inspection dates	8 March 2011 to 9 March 2011 4 April 2011 to 6 April 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 March 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 St Joseph's Convent School is a Roman Catholic day school for girls founded in 1918. By 1934 the school occupied several adjacent properties in Wanstead, a suburban area in the London borough of Redbridge. In the years following the Second World War new accommodation was added including in 1998 a purpose-built nursery. The school is a charitable trust of the Institute of Our Lady of Mercy, managed by a board of governors. Since March 2005, a new lay head teacher has been appointed and the school has refurbished the information and communication technology (ICT) room, library and learning resource centre and provided a new medical room.
- 1.2 The school is a Catholic community which seeks to provide girls with a solid moral, social and academic education, developing the individual child within a caring, friendly and supportive, disciplined learning environment. It aims to develop pupils' character and confidence by encouraging their self-confidence and high self-esteem. The school has a total of 159 girls aged 3 to 11. Of these 45 are in the Early Years Foundation stage (EYFS) for children aged 3 to 5. Pupils live in the surrounding area, and come from families with diverse social, ethnic and economic backgrounds.
- 1.3 The school does not select by ability and the priority for admission is given to pupils who have family connections with the school and to those pupils whose parents are Roman Catholic, or of other faiths but who support the Catholic ethos of the school. The analysis of standardised test scores from Year 2 and Year 4 shows that the ability profile of the school is above the national average, with most pupils being of at least above average ability and a significant proportion having an ability that is far above average.
- 1.4 Twenty-two pupils receive support for learning difficulties and/or disabilities (LDD). No pupil has a statement of special educational needs. Three pupils who have English as an additional language (EAL) receive support for their English.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Nursery	Nursery
Infants 1	Reception

Years 1 to 6

School	NC name
Infants 2	Year 1
Infants 3	Year 2
Prep 1	Year 3
Prep 2	Year 4
Prep 3	Year 5
Prep 4	Year 6

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The pupils' achievement is excellent. Most pupils make rapid progress in their learning due in part to the broad curriculum, and at least effective and mostly excellent teaching. Teachers make valuable use of resources and develop stimulating activities including opportunities for independent learning. A small proportion of the teaching, however, provides insufficient opportunities for pupils to think for themselves. Classroom marking is of high quality. Excellent records of assessment and target setting are kept. Methods of tracking pupils' progress through the school are not fully developed but this is an issue the school had identified and is working on. Teaching to meet the needs of pupils has improved since the previous inspection. The most able pupils, those with EAL and pupils with LDD make consistently good and often rapid progress due to the effective assistance received. The curriculum is broad, but lacks balance and the extra-curricular programme is limited. Pupils' excellent attitudes to learning contribute to their academic achievement, as does their exemplary behaviour and their extremely good relationships with each other and their teachers, evident in their responses to the pre-inspection questionnaires.
- 2.2 Pupils' personal development is outstanding, supported by excellent pastoral care, welfare arrangements and efficient health and safety procedures. The core values of the Sisters of Mercy underpin an ethos of mutual respect in which all work within a caring environment. Pupils have a clear sense of justice and fairness. They have a strong awareness of those who are less fortunate and are keen to give support. They are confident, their manners admirable and they communicate easily and with purposeful enjoyment. Pupils value their school council which enables them to contribute positively to the community. The multicultural mix of pupils within the school encourages a strong community sense of tolerance and harmony.
- 2.3 The school's aims are largely fulfilled and supported by good governance. Governors are committed to pupils' achievement of high standards, their personal development and pastoral care. They have valuable oversight of the school and their educational expertise is strong, although limited in other areas. Together with senior managers, they have responded well to recommendations from the last report. The headteacher, well supported by the management team, ensures that policies and procedures strongly support the pupils' personal development. However, the vision for subject development is not reflected in overall planning. High quality staff are appointed, but opportunities for enrichment and refreshment through training outside the school are few. The school promotes excellent links with parents, whose replies to the pre-inspection questionnaires were highly favourable.

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. Extend the extra-curricular programme, including community links for all age groups, and monitor the curriculum to ensure a balance for all year groups.
2. Develop a system to record and analyse assessment data to track pupils' progress through the school and use this information to inform teaching plans.
3. Review observation techniques in the EYFS and ensure that individual next steps are written into planning.
4. Provide opportunities for the EYFS children to go on outside visits to enrich their learning and experience.

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 of the pupils is excellent. In accordance with the school's aims, pupils of all ages demonstrate a love of learning fulfilling the school's wish to promote the spiritual, moral, intellectual, aesthetic and physical development of all members.
- 3.2 Pupils are keen listeners and their reading is advanced for their age. They are highly articulate, and they express themselves with confidence, not only orally but in writing, be it factually accurate or imaginative. Younger pupils' writing in poems inspired by the night demonstrates high levels of imagination and alliteration. From an early age pupils reason well and think for themselves. Older pupils demonstrated intelligent critical appraisal and appreciation of the meaning of John Betjeman's poem distinguishing between love of Jesus and love of family. They can speedily recall numeracy facts and apply their mathematical knowledge to problem solving. Older pupils drew the net of a prism having studied the three-dimensional solid. Pupils possess good practical skills, as seen by older pupils' skilful use of ICT, typing and redrafting in a variety of formats. They are inventive; for example, younger pupils were quick to propose and demonstrate how a variety of resources could be used to make an activities circuit to promote physical exercise. Older pupils' strong creativity was evident in their dance and expressive emotions telling the story of Theseus and the Minotaur. The three-part singing by older pupils in the spring assembly was high quality. The pupils' considerable musical skills are evident in their many activities, including choirs, and instrumental playing.
- 3.3 Pupils' attainment cannot be measured in relation to average performance in public examinations, but on the evidence available it is judged to be high in relation to age-related expectations. Results in standardised tests of attainment taken in English and mathematics indicate that pupils achieve higher than national norms in those subjects. This level of attainment, as judged, together with evidence from the pupils' work and their contributions in lessons indicates that progress is good and often rapid in relation to the pupils' ability. Pupils gain places at independent and maintained senior schools of their choice and several are offered scholarships, ten to pupils in 2010. The most able pupils and pupils with EAL or LDD make good and often rapid progress due to the effective assistance they receive.
- 3.4 Pupils' outstanding achievement is supported by their excellent attitudes to learning, their exemplary behaviour and the extremely good relationships they enjoy between themselves and with staff. The pupils' secure grounding through the early years in the subjects studied, together with an effective acquisition and application of a wide range of skills is supported by their full engagement in their work, ability to work well with their peers, and willingness to respond to and ask questions. They are well motivated; they concentrate and persevere with their work and show enthusiasm and enjoyment for their studies.

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

- 3.5 The school offers a good curriculum that supports pupils' development. It is suited to all ages and abilities. It covers all the required subjects, including an effective personal, social and health education programme which is integrated across the curriculum with religious education (RE), to meet the school's aim to foster a secure, caring and happy atmosphere that enables pupils to be aware of others' needs. Spanish is studied from Reception and German is included in Years 2 to 6. Art, often studied across different subjects and music are strong and pupils have plenty of opportunity to be creative in these media. However, physical education (PE), design and technology and history and geography are given insufficient time as discrete subjects, resulting in an imbalance in the curriculum with fewer opportunities for pupils to develop skills associated with these subjects, except when additional opportunities are presented in other subjects. Form timetables are frequently adapted by teachers to suit circumstances, introducing further potential imbalances. Some pupils reported that they were sometimes confused by the inconsistent nature of their daily timetable and as a consequence were not always able to fully prepare for the following day.
- 3.6 The curriculum is comprehensively planned throughout the school to ensure continuity of education and progress across different age groups. Each subject produces useful long-, medium- and short-term plans that meet the needs of all pupils and most record how pupils' progress will be assessed. Pupils with LDD or EAL have individual education plans, which are well known to the staff, and include suitable provision for these pupils within their regular lessons. Gifted and talented pupils are effectively catered for in many ways, including pre-prepared work cards.
- 3.7 High quality displays in all areas inspire children and promote their understanding of a wide range of subjects beyond the formal taught curriculum. The school provides a satisfactory programme of extra-curricular activities, with extension activities of the taught curriculum, but is limited in scope and is mostly for older pupils. Pupils commented that they had to make time out of school to develop their interests and hobbies. A minority of parents in their response to the pre-inspection questionnaires disagreed that the school provides a good range of extra-curricular activities. Inspectors concur with this view. A reasonable range of visits is organised for most year groups to enrich and broaden pupils' interests and learning. However, no opportunities for visits out of school had been provided for older pupils in the autumn and spring terms, limiting their experiences. Pupils regularly attend masses at the local Church and some take part in sporting fixtures extending their team and sporting skills. Many year groups enjoy visits to an outdoor adventure activities and field studies centre, extending the practical aspects of their curriculum.

3.(c) The contribution of teaching

- 3.8 Stimulating, effective and mostly excellent teaching, enables most pupils to make rapid progress and give of their best in line with the aims of the school. Teachers are well aware of those pupils with LDD or EAL, or those who are gifted and talented, and provide work suited to their needs. Some of these pupils have additional support in lessons as identified in their individual education plans. This has addressed the recommendation of the previous inspection. Teachers have strong subject knowledge and make good use of resources, including the library. In the best lessons, lively and enthusiastic teaching which includes effective questioning techniques enables all pupils to achieve well, providing varied tasks, well matched to the pupils' abilities. Praise and encouragement are used to good effect, and this adds to the pupils' enjoyment of the topics studied.
- 3.9 Since the last inspection, opportunities for pupils to learn independently have improved. In some teaching, lessons are paced too slowly and teachers answer their own questions, lowering expectations of pupils and limiting their requirement to think for themselves. As a result, pupils make less rapid progress. Pupils say they particularly enjoy creative writing, which has inspired some older pupils to consider becoming published authors when they are older.
- 3.10 Almost all marking contains both encouraging words and practical suggestions for improvements, meeting the recommendation of the previous report. Pupils say that they are often given verbal feedback and know what they have to do to improve. Assessment data is compiled well to check on the pupils' progress, but analysis is limited and used inconsistently to ensure that all pupils are challenged at their own level of ability or for tracking the progress of pupils through the school.
- 3.11 Classrooms are well resourced, with all having interactive whiteboards. These resources are used effectively to help produce stimulating lessons that maintain pupils' interests and enthuse them. Overall the use of the library and ICT is much improved since the previous inspection. Staff are also adept at using a range of teaching methods and imaginative activities to ensure that lessons generally remain fresh and exciting; for example, a lesson on volcanoes saw pupils adding vinegar to a mix of bicarbonate of soda and washing up liquid, to create imitation lava and gases billowing out of a real volcano.

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. It is a key feature, promoted by strong relationships between pupils, teachers and parents. All work within a caring environment underpinned by an ethos of mutual respect.
- 4.2 The pupils' spiritual development is outstanding. The Catholic faith and the core values of the Sisters of Mercy permeate the whole school. Pupils are caring and considerate of others, and have good levels of self-esteem. Young pupils readily recognised the achievements of their classmates, as was seen during a work interview when pupils celebrated each other's successful work. In an assembly pupils appreciated the skills of others, applauding when individuals' certificates for success in piano examinations were announced. Younger pupils clearly showed in their expressions and explanations an appreciation of the skill required to make Aztec masks, and pleasure in the beauty and quality of the outcome.
- 4.3 Across the school, pupils' moral code is extremely well developed. They have a clear understanding of justice and fairness, and of right and wrong, as well as valuing the importance of admitting their mistakes. Younger pupils succinctly described the concept of confession and linked it to the importance placed on always thinking of others. Rules and sanctions exist, but staff expectations of pupils result in impeccable behaviour and high standards at all times. Pupils have very strong awareness of those less fortunate than themselves and raise funds for needy causes and charities. They appreciate the difference their support makes to the lives of others. Food is donated to a local night shelter at harvest time and pupils support children in Kenya and Uganda.
- 4.4 Pupils' social development is excellent. They are confident, their manners are exemplary and they are pleasant and courteous towards adults. Pupils greet each other with affection and were often playing with and supporting other children in the playground. The school council has two representatives from each of Years 2 to 6, who responsibly represent their peers and discuss issues on their behalf. As a result of the council's proposals, there has been a whole-school focus on the successful purchase, distribution and organisation of play equipment for break times. This council, the prefect system and the roles of house captains engender a sense of structure. Pupils who hold positions are recognised as having traits to which all aspire.
- 4.5 Pupils have a strongly developed cultural awareness. The multi-cultural mix of pupils encourages all to live in tolerance and harmony with each other. Pupils have a comprehension of cultural diversity which links with their RE work on alternative faiths, cultures and traditions. Their appreciation and understanding is enriched by studying artists and musicians from a range of world cultures and by parental talks on their respective faiths and cultures. In addition, pupils have an awareness of their own culture, enriched by visits to museums, theatres and other places of cultural interest.

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

- 4.6 Provision for pupils' pastoral care and arrangements to ensure their welfare, health and safety are excellent and support their outstanding personal development. The quality of relationships between pupils and between pupils and adults is excellent. Pupils trust their teachers and teachers celebrate their considerable attributes. A high level of respect permeates from the oldest to the youngest, pupils readily thank teachers for teaching them, and teachers greet and encourage pupils with warmth and affection. Pupils know who they can turn to, and what to do should they require help or guidance.
- 4.7 The staff provide excellent support and guidance for the pupils in accordance with the school's aims. Throughout the school the pastoral care afforded to the pupils is excellent. Teachers know their pupils extremely well and are adept at helping them to take advantage of the opportunities afforded by the school. Records are appropriately kept and allow patterns of behaviour and performance to be identified and acted upon as necessary. Pupils are discussed at weekly, minuted staff meetings in order that concerns and issues may be shared by all staff. The school has effective measures to guard against bullying. Pupils believe that it is very rare and most agree that staff deal with any difficulties quickly and constructively.
- 4.8 Pupils are encouraged to be healthy through developing good eating habits and taking regular exercise. In PE, pupils were clear about the need to warm-up safely before exercise. Healthy lifestyles are also promoted through wall displays, and pupils were able to talk about the benefits of and need for healthy food, and why, for example, certain foods are restricted in the school in order to prevent allergies.
- 4.9 The school is thorough in its safeguarding of pupils and pays full regard to statutory guidance. Relevant and appropriately regular training is carried out for all those working at the school. Excellent links are maintained with local welfare agencies. Appointment procedures are followed with meticulous care and risk assessments are exhaustive in their prudent consideration of the pupils' safety, whilst any actions identified as requiring attention are dealt with effectively. All precautions are taken against fire and other hazards, with a comprehensive range of policies implemented, covering all areas.
- 4.10 The school makes effective provision for the medical needs of its pupils through well-maintained medical facilities, in response to the previous inspection, which are usefully located adjacent to the playground. Staff are appropriately trained and qualified in first aid, with two being further trained in paediatric first aid. Pupils who become ill or have an accident are therefore well cared for. The school accessibility plan clearly identifies how the needs of pupils who have LDD will be catered for. The grounds and buildings are impeccably kept. Attendance and admission registers are in order. Accident logs are kept up-to-date and all documentation is securely stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 A board of governors oversees the school's management on behalf of the trustees who represent the Institute of Our Lady of Mercy. The governors are keenly committed to the school and its continuing success and provide good governance. They ensure that the school's aims are met through their effective oversight of all aspects of school life and their commitment to the pupils' high standards, their personal development and pastoral care. Governors have ensured that almost all recommendations from the previous inspection have been met, as well as compliance with the regulatory requirements, including improving the school library and medical facilities.
- 5.2 Governors provide invaluable expertise, mostly of educational benefit to the school, although the breadth of relevant expertise in legal, financial, business and marketing areas is limited, and governors have experienced little training.
- 5.3 Governors take expert advice where necessary, assisted by suitable documentation from the headteacher and bursar in order to ensure appropriate financial oversight which is the basis of their application of resources and planning.
- 5.4 Governors attend many school events and receive regular reports from the headteacher which gives them an insight into the school, its achievements and challenges, of which they are aware, including the desire to have a website. One governor takes a key role in overseeing pastoral and welfare matters, including child protection. The board ensures that all legal obligations are met.

5.(b) The quality of leadership and management

- 5.5 The headteacher is well supported by a small senior management team comprising the deputy head, the bursar and the EYFS co-ordinator. Leadership and management are good, in line with the school's aims. That it is successful is evident in the outstanding personal development of pupils, their academic achievement, and the high standards of pastoral care, welfare, health and safety achieved.
- 5.6 A clearly defined school development plan sets out specific areas of improvement although these are not consistently maintained. The valuable focus on vision is reflected in the excellent personal development of the pupils but less so in subject development planning to benefit pupils' academic achievement. This has been identified by the school. Subject coordinators have been appointed and good medical facilities have been provided, ensuring compliance with regulatory requirements, improvements since the last inspection. Subject coordinators now successfully monitor aspects of the work of their departments, for example, planning and pupils' work, in line with a recommendation of the previous report, but coordinators do not formally monitor teaching and meetings lack a focus for the sharing of good practice. The headteacher undertakes informal monitoring of the quality of learning and teaching. However, it is not carried out with sufficient regularity or rigour to provide a record of information in order to review strengths, weaknesses and to have a positive impact on achievement. Policies and procedures have been produced for most aspects of school life, although the curriculum policy is not consistently implemented or monitored.

- 5.7 Teaching and classroom support staff are deployed well and contribute significantly to pupils' learning and welfare, particularly for those pupils with LDD or EAL. High quality staff are appointed and staffing levels are excellent, so that strong support is given to pupils. School in-service training is a regular feature of staff development, although teachers have few opportunities to benefit from enrichment and training opportunities outside the school and to meet other colleagues and specialists. The safeguarding, welfare, health and safety of pupils are given high priority, with all staff trained in these areas. Non-teaching staff make an important contribution to pupils' personal and academic development through their valuable roles within the school community. The recruitment of staff is carried out satisfactorily with all checks in place. Close co-operation with governors ensures that regulatory compliance is well maintained. Routine administration is good, efficient and effective.

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

- 5.8 In line with its aims, the school maintains excellent relationships with parents, which strongly support the academic and personal development of pupils. Responses to the pre-inspection questionnaires expressed support and approval for almost every aspect of school life. Parents are particularly positive about the high standards of behaviour, the promotion of worthwhile attitudes and views and the progress made by their children. They also appreciate the range of subjects in the curriculum. They are content with the work their children have to do at home and with timely responses to their questions of the school. A minority of parents responding to the questionnaire disagreed that the school provides worth-while help regarding LDD. Inspection evidence does not support this view.
- 5.9 Parents are welcomed into school for special events, for example the spring assembly at which the sense of community was particularly strong. The number of parent-teacher meetings has increased to three each year, an improvement following the last inspection. Close communication with parents is maintained through newsletters and formal subject reports. Reporting is clear and promotes improvement in subject-specific ways.
- 5.10 Parents of current and prospective pupils receive good information through the printed prospectus and informative parents' handbook, which includes key school policies. The headteacher spends time with prospective parents, showing them around the school, and discussing aims, objectives and curriculum outlines. This enables new parents to make informed choices about the school. Many parents feel that a school website would be highly desirable and this is under consideration by the school.
- 5.11 Parents are made welcome by the school through coffee mornings, and the headteacher is visible and active at the start of every day, greeting those children and parents who arrive early for school. Parents are well involved in supporting the work of the school. Clear procedures exist and are followed for handling and recording all concerns. Satisfaction with the handling of concerns is at a high level. The parents' association actively encourages new members and want parents to consider themselves as 'partners in the school'.

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 is good with some outstanding features. Children's needs are well met. They flourish within a happy atmosphere, strongly supported by caring, conscientious adults. All children make progress in their learning and development within the rich and varied indoor and outdoor environments. A clear vision for future development ensures that the capacity for sustained improvement is excellent. Since the last inspection helpful, informative termly handbooks have been provided for parents.

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

6.2 Good leadership and management ensure a secure environment where safeguarding procedures are thorough and effective. Policies to promote equality and eliminate discrimination are strongly implemented. Dedicated staff are conscientious and well qualified. Monitoring of their use of observation techniques and the recording of children's next steps to inform planning is not consistent. Teachers use resources skilfully. Links with parents are strong and parents are very happy with the education their children receive. Good links with the local authority provide useful training opportunities. Staff have a clear and ambitious vision. They work well as a team, meeting regularly to evaluate their practice and move it forward.

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

6.3 The quality of provision is good. A welcoming, stimulating indoor and outdoor environment includes a rich variety of easily accessible resources. All learning areas are incorporated to offer a wide breadth of experiences. The setting operates as one unit, where Nursery and Reception children have valuable opportunities to choose activities and play together. Relationships between staff and children are excellent. Activities include a good balance between adult-led and child-initiated learning. Adults skilfully question children to challenge their thinking. Reception children gain from specialist teaching in PE, music and Spanish. Children with EAL benefit from one-to-one support. Staff successfully adapt their planning according to each child's interests although observations are not used consistently to inform planning. Reporting to parents is thorough but does not provide targets for improvement. Staff promote the welfare and safety of children effectively at all times. Risk assessment is thorough and on going.

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

- 6.4 Outcomes for children in the EYFS are outstanding. They are enthusiastic, happy learners who make excellent progress in relation to their starting points and begin to develop skills for the future. Nursery children are able to read forty-eight words before moving on to Reception. Reception children confidently acted out The Big Pancake story. They are articulate and expressive. They use the interactive whiteboard to drag gingerbread men to their matching numbers. Children listen to each other, take turns and co-operate. They work with perseverance at their tasks and confidently make choices. They helpfully put away resources after play. They show independence when changing for PE and sharpening their crayons. Behaviour is excellent because they know what is expected of them. They understand how to keep themselves safe and demonstrate knowledge of good health and hygiene. Although opportunities to go on visits outside school are limited, children are developing an understanding of the wider world through role play, exciting topics and celebrating each others festivals.

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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Sybil Warner

Reporting Inspector

Mr Gareth Davies

Head, IAPS school

Mr Ian Sterling

Head, IAPS school

Mrs Bridget Forrest

Early Years Lead Inspector