



INDEPENDENT SCHOOLS INSPECTORATE

THE HALL SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

The Hall School

Full Name of School	The Hall School	
DfE Number	202/6017	
EYFS Number	EY345436	
Registered Charity Number	312722	
Address	The Hall School 23 Crossfield Road Hampstead London NW3 4NU	
Telephone Number	020 7722 1700	
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Email Address	t.smith@hallschool.co.uk	
Headmaster	Mr Philip Lough	
Chair of Governors	Mr Clive Lampard	
Age Range	4 to 13	
Total Number of Pupils	451	
Gender of Pupils	Boys	
Numbers by Age	3-5 (EYFS):	32
	5-13:	419
Number of Day Pupils	Total:	451
EYFS Gender	Boys	
Inspection dates	19 Oct 2010 to 20 Oct 2010 15 Nov 2010 to 17 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 October 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 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 The Hall School aims to produce a broad, high calibre education for all of its pupils, It has high expectations. It seeks to provide a happy, secure and energetic community in which every individual can thrive. The school wishes to promote an exciting and stimulating academic environment which will foster a life-long love of learning for every pupil. It aims to prepare pupils for their wider life ahead, in terms of their moral and spiritual education and their acquisition of individual passions both inside and outside the academic classroom. The Hall School has a Christian (Church of England) foundation, but welcomes boys of all denominations and faiths and encourages a sense of respect and understanding of people of all backgrounds.
- 1.2 The school is an independent day school for boys aged from four to thirteen. The Hall was founded in 1889 and has been educating boys in North London ever since. It is situated in the Swiss Cottage, Belsize Park area of North London. The Junior School (Reception to Year 3) is located at 69, Belsize Park and the Middle School (Years 4 and 5) and Senior School (Years 6 to 8) are opposite each other and about 250 yards from the Junior School in Crossfield Road. It is an educational charity owned by a charitable trust. It is governed by a governing body which consists of a main committee supported by two sub-committees. Since the previous inspection in October 2004 there have been changes to the structure of the school's Senior Management Team (SMT) and to the governing body.
- 1.3 The school is attended by 451 boys; 32 are in the Early Years Foundation Stage (EYFS). The school reflects the diversity of ethnic and cultural backgrounds of the area; most pupils are from professional or business backgrounds. The pupils go to selective senior schools at the age of thirteen. The school does not enter pupils for national tests at the ages of seven or eleven. The ability profile of the school is above the national average, with most pupils showing above-average ability, and a notable proportion have abilities that are far above average.
- 1.4 The school provides learning support for 76 pupils whom it has identified as having learning difficulties and/or disabilities. There are eleven pupils for whom English is an additional language (EAL), nine of whom have learning support provided by the school.
- 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 At each stage pupils achieve high all-round standards. The outcomes for EYFS children are good with some outstanding features as a result of good leadership, management and provision. Good teaching and an excellent curriculum enable pupils to make good progress in relation to their above-average abilities. All pupils proceed to selective senior schools. Throughout the school pupils achieve high standards of literacy and numeracy, and use information and communications technology (ICT) confidently; they are creative and have well-developed physical skills. Teaching enables pupils to become excellent, enthusiastic learners. Well-organised learning support enables pupils to make good progress. The more able pupils achieve the high standards of which they are capable due to the additional challenge provided for them.
- 2.2 The provision made for pupils' welfare; health and safety is excellent, and contributes strongly to pupils' excellent personal development and high standards of achievement. Pupils have well-developed knowledge of faiths, exhibit high levels of moral development, excellent social development and outstanding cultural development. Teachers know pupils well and relationships are very positive. The strong focus on pupils' performance ensures that they achieve well. The measures to promote good behaviour are effective; pupils relate well to each other and to adults.
- 2.3 The school benefits from excellent governance, leadership and management. Governance ensures the school achieves its aims and leadership and management is well organised and efficient.
- 2.4 The response to the parents' questionnaire was highly positive. Inspection findings concur with parents' views. The parents are very satisfied with the education their children receive. There were no significant areas of concern. Parents are particularly positive about the range of subjects and areas of experience offered, the range of extra-curricular activities, ease of communication with the school and the receipt of timely responses to their questions.
- 2.5 The school responded well to the recommendation from the previous report. Non-fiction books are now located in the senior school library, and fiction books located in middle school form rooms are catalogued centrally. The school fully complies with all the Independent School Standards Regulations.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.6 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

- 2.7 The school is advised to make the following improvements.
1. Reduce the inconsistency in marking by making expectations of its quality more explicit to teachers and strengthening its monitoring by the senior management team.
 2. In order to achieve more excellent teaching, provide more opportunities for open-ended work.
 3. In the EYFS, extend the opportunities for child-initiated activities in Reception, and allow sufficient time for children to follow their own interests and investigations.
 4. Further develop provision in the outdoor environment across all six areas of the EYFS Curriculum.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 At each stage pupils achieve high all round standards. The school fulfils its high expectations and fosters a life-long love of learning. From an early age pupils read well; they make good use of the libraries and read aloud confidently. Pupils' book reviews are extremely perceptive. They write well, particularly in Years 7 and 8 where they do so for a wide range of purposes. Pupils are articulate, and speak confidently in public and in conversation with adults and their peers. They listen attentively and absorb information readily. Pupils have well-developed mathematical skills and use them appropriately in other subjects. They use ICT confidently and competently, and this contributes to their learning and achievement. They are creative and have well-developed physical skills. Logical and independent thinking are widely evident throughout the school. They perform very well when competing against other schools, as in mathematical, chess and history competitions. The pupils excel in many fields of competitive sport, particularly in soccer, cricket, rugby and athletics. They are highly successful in charitable fund-raising.
- 3.2 Pupils' attainment cannot be measured in relation to average performance against national tests, but on the evidence available it is judged to be excellent in relation to national age-related expectations. All pupils proceed to independent selective senior schools at the age of thirteen. This level of attainment indicates that pupils make good progress relative to the average for pupils of similarly above-average ability.
- 3.3 Pupils of all abilities make good progress. Pupils who experience difficulty at various stages throughout their time at the school are provided with high quality learning support which enables them to improve their performance. Pupils who exhibit particular aptitude are provided with considerable additional opportunities, such as the Townsend Warner history essay competition, which enable them to make good progress in relation to their abilities and achieve the high standards of which they are capable.
- 3.4 Pupils are excellent learners. They are enthusiastic and bring commitment to their studies. They are quick to settle, concentrate well and persevere. They enjoy learning and show interest. Investigative work is undertaken responsibly as in science where they set up experiments and record evidence well. They co-operate with each other in group work. They enjoy thinking hard and have good reasoning skills. Behaviour is excellent.

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

- 3.5 The school provides an excellent demanding curriculum and an extensive extra-curricular programme. It achieves its aim to provide a broad, high calibre education. At all stages, the curriculum provides well for linguistic development, with an appropriate emphasis on literacy to develop the basic skills of reading, writing, speaking and listening at the early stages, leading to a well differentiated programme of language and literature study in the later years. French is taught from Reception; Mandarin and Spanish are available as after school activities and Japanese and German are provided after examinations in Year 8. Mathematical development includes emphasis on basic skills and includes appropriate

investigative work. Scientific understanding is fostered through specialist subject teaching from Year 1, with suitable emphasis on acquiring scientific knowledge and developing experimental skills in the middle and senior parts of the school. Technological skills are developed through design and technology (DT) and ICT, which is taught both as a separate subject and as a tool for learning across the curriculum. The Virtual Learning Environment (VLE), which makes learning material available on the internet, is becoming a valuable aid to learning. Human and social knowledge are catered for in topic work in Years 1 to 3 and separate history, geography and religious studies lessons in the middle and senior schools. Physical development is supported well through PE and games at all stages. The arts provide substantial opportunities for creative and aesthetic development. Current affairs and thinking skills lessons provide a valuable additional dimension to the curriculum and life skills lessons provide personal and social education and develop their roles as citizens.

- 3.6 Learning support is well organised. Pupils giving cause for concern are initially identified and a thorough diagnostic process identifies the nature and extent of any difficulties. A detailed individual education plan for each pupil is summarised on the learning support register. When necessary, pupils receive individual tuition to enable them to overcome their difficulties. This works well, and pupils make good progress. Setting, and in the junior school grouping arrangements within classes, ensure that pupils work at an appropriate level of challenge.
- 3.7 The extra-curricular programme is excellent. An extensive programme is provided which encompasses sport, the arts and general interests. Intellectual pursuits, such as debating, provide excellent opportunities for pupils. Many competitions, such as public speaking, provide excellent opportunities for pupils to develop their self-confidence. Chess is popular, and snooker, which is a traditional activity at the school for older boys, is much enjoyed by the pupils. More unusual activities such as short tennis and video-making enable pupils to experience new areas of learning. Many pupils are learning musical instruments. Beneficial links exist with the community. Speakers visit the school and give interesting talks; Year 4, for example, learned much about life in Mexico in a workshop given by a visiting speaker. Visits to relevant places of educational interest enrich the curriculum. Pupils contribute to the community through charitable fundraising and donating produce at Harvest Festival time. Musical ensembles and choirs perform in public and several links exist with other schools, including state schools in the area. The school has a beneficial link with a school in Sierra Leone.

3.(c) The contribution of teaching

- 3.8 The quality of teaching is good and excellent at times. This is in keeping with the school's aims to provide a stimulating academic environment and foster a life-long love of learning. Most lessons are carefully planned. They have clear overall objectives, which are often shared with the pupils. They contain a varied and stimulating range of activities.
- 3.9 Most lessons proceed at a brisk pace and conclude with a summary in which teachers and pupils consider whether the objectives have been met. Teachers know their subjects well and are very familiar with examination requirements. This gives pupils considerable confidence in the teaching. Teachers are fully aware of the learning needs of each pupil. They provide support for those experiencing difficulty and additional challenge for the most able. Where necessary, pupils are provided with effective individual tuition by the learning support department. Teachers make

good use of resources such as books and worksheets, and are increasingly using interactive whiteboards and digital projectors to illustrate points; this engages pupils' interest. The focus on examination requirements sometimes constrains opportunities for pupils to explore their own ideas. The 'open homework' challenge set during the inspection provided a good opportunity for such work. Pupils were asked to produce a piece of work on the theme of 'Joy' in the medium of their choice. Lessons which present open-ended challenges of this nature are particularly successful in stimulating pupils to think for themselves. In a Year 8 mathematics lesson, pupils were challenged to consider how conditional or independent events influence probability. The responses were of high quality. Information and communications technology is used for research or for the presentation of data or texts. Some innovative work used a simple animation programme to tell a story in French. Behaviour management is effective.

- 3.10 Teachers provide good spoken feedback to pupils. Marking is excellent overall but varies from good to excellent across the school. The best marking identifies errors, gives praise and encouragement and, where necessary, indicates where improvement is needed. Grades and marks give pupils a good indication of their level of attainment. Achievable targets are set, which help pupils to improve their performance. The school is beginning to use assessment for learning, where pupils assess either their own work or that of their peers in relation to explicit criteria. This is beneficial as pupils learn what they need to do to improve their work. Pupils' performance data are used well to monitor progress and to provide additional support where necessary.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils demonstrate excellent personal development. This is in keeping with the school's aims to prepare pupils for life ahead in terms of their moral and spiritual education.
- 4.2 Spiritual development is excellent; pupils demonstrate a well-developed knowledge and understanding of a wide range of faiths and beliefs and have a healthy respect for people from a diversity of cultures. They are tolerant and supportive, and are interested in each other's backgrounds. Pupils actively participate in school assemblies, and throughout the school year celebrate a range of religious festivals. In assemblies they reflect on moral or religious topics such as the beauty of music, or in the junior school the consequences of lying or 'crying wolf'. Pupils show increasing independence; they are self-confident, aware of their strengths and weaknesses and have healthy self-esteem. They show well-developed aesthetic appreciation.
- 4.3 Pupils exemplify high levels of moral development. They discuss right and wrong in various subjects, and in life skills learn about public institutions and the law. They are interested in ecology and conservation. Moral issues are discussed by the debating society; they have recently discussed government spending cuts. The school council provides a good opportunity to learn about democratic decision making.
- 4.4 Social development is excellent. Pupils undertake responsibilities such as form captain or house captain conscientiously and efficiently. The senior posts of responsibility are held by Year 8 pupils, and younger boys are given minor responsibilities which they undertake conscientiously. There are many good examples of older pupils taking responsibility for younger ones, as buddies and as peer mediators. They organise themselves well when raising money for charities. They learn social skills in life skills lessons.
- 4.5 Cultural development is outstanding. Pupils are actively involved in the arts; many learn musical instruments, participate in drama productions or produce creative work of high quality. An extensive range of musical ensembles, bands, choirs and orchestras perform in numerous concerts. Numerous ambitious dramatic productions are performed, such as a musical entitled 'The Hired Man' based on the novel by Melvyn Bragg. Pupils' art work is widely exhibited and shows awareness of the work of professional artists. Pupils enjoy and learn much from their visits to art galleries, to the theatre and to museums. They study a wide range of cultures, and activities such as Greek and Roman days enable pupils to learn about cultures other than their own.

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

- 4.6 The provision the school makes for welfare, health and safety is excellent. The school achieves its aim to ensure a happy, safe and energetic community in which every individual thrives.
- 4.7 Form teachers know their pupils well and monitor pupils' overall performance closely. Relationships between pupils and teachers are very positive; a strong focus on enabling each pupil to achieve high all-round standards is evident. Pupils relate

well to each other. Arrangements to promote anti-bullying are successful and boys do not perceive bullying to be an issue. The inspection took place during national anti-bullying week, and life skills lessons and an assembly focused on this. Rewards successfully motivate pupils, who are keen to receive credits. The house system encourages healthy competition. Rewards for thoughtful and considerate behaviour, house points in the junior school, and a weekly golden book assembly effectively recognise achievement. Sanctions are appropriately pitched and generally perceived to be fair by pupils. A counsellor is available if a pupil has a particular difficulty. Senior pupils meet with the headmaster weekly to discuss relevant issues. Pupils feel the school prepares them well for the next stage of their education. Inspection findings concur. Discussions with pupils and parents emphasis a strong focus on transition to senior schools. Safeguarding arrangements have due regard to official guidance. Appointment procedures include thorough background checks.

- 4.8 Measures to reduce risks from fire and other hazards are successful. Fire risk assessments are thorough, and the health and safety committee ensures vigilant oversight. Provision for pupils who are ill is of good quality with suitably equipped medical rooms and qualified staff. All teachers have first aid qualifications, some to the higher level. School lunches are of good quality. They are varied and cater well for pupils' dietary requirements. PE and games, both within the curriculum and in the extra-curricular programme, ensure that there are appropriate opportunities for physical exercise. Life skills and science lessons include coverage of healthy lifestyles. The school has an appropriate disability access policy and plan, and admissions and attendance registers are properly maintained and retained. All adults who work with pupils have attended suitable safeguarding training.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The school benefits from excellent governance, which ensures that the school achieves its aims and that high standards are achieved. The governing body ensures that the school is well staffed and suitably equipped. It contains a good range of useful and appropriate expertise. There are two sub-committees, finance and public benefit. The governors meet regularly, are well informed about the school and provide useful advice and support for the headmaster. Minutes indicate that meetings are well attended and that informed debate takes place about all aspects of the school and its development. The governors are appropriately involved in school development planning and all policies are ratified by them. Relationships between school staff and governors are strong. After the first meeting of the academic year, governors meet staff. The chairman of governors maintains close communication with the headmaster, and good support and challenge are provided. Close links are maintained with parents, regular meetings take place between the chairman of governors and the head of the parents' association, and governors attend the many social events that are organised and are well known at the school. From time to time staff give presentations to the governing body on educational matters such as the review of pastoral care.
- 5.2 Oversight of safeguarding, health and safety is vigilant. Governors have attended suitable training for independent school regulations and safeguarding. Two of the governors have specific oversight of safeguarding. Staff suitability is rigorously checked and the governors ensure that the central register of appointments is properly maintained. Health and safety are effectively overseen by an executive committee which includes a governor.

5.(b) The quality of leadership and management

- 5.3 Leadership and management are excellent and ensure the school meets its ambitious aims. A clear sense of common purpose and direction is evident that permeates the school.
- 5.4 The management structure works well; the senior management team work efficiently together and are suitably linked to middle management. Pastoral care and learning support are very well organised. Staff fulfil their delegated responsibilities conscientiously and a positive ethos is evident. Policies are concise, compliant and fully implemented. Self-evaluation is strong; progress at departmental and whole-school levels is rigorously reviewed to check that objectives have been achieved. This informs the subsequent phase of the school and departmental development planning process. Academic and pastoral reviews are thorough and realistic. The school development plan takes the views of parents and pupils into account.
- 5.5 The school benefits from well qualified staff at all levels. The suitability of all adults who work with the pupils is rigorously checked. Teachers have generous time for preparation and marking. Staff appraisal ensures staff have aims for their professional development and school improvement and that the quality of their teaching is monitored. Continuing professional development is given high priority and staff are up to date with curriculum developments in their subjects and have received high quality training in meeting the needs of pupils, safeguarding, welfare,

health and safety. Recent whole-school in-service training priorities have included ICT. Regular work scrutiny by heads of department ensures consistency within departments but not across the school. The marking policy recognises that there needs to be variation in approach across the school but does not specify clearly the required level of quality.

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

- 5.6 The school has excellent relationships with parents. This strong partnership between home and school helps the school to achieve its aims for the pupils. The parents are very satisfied with the school's provision for their children.
- 5.7 With increasing use of electronic mail, communication between parents and staff is now excellent. Parents are immediately informed of any significant developments or changes in arrangements or in their child's progress or circumstances. Parents can contact teachers directly if they have a concern. The VLE enables them to see what the pupils are learning, which is very useful should they wish to provide additional support. Prep diaries keep them informed of the work pupils are required to do at home. A well-designed website covers all aspects of the school and provides parents with information they are entitled to receive. High-quality publications, such as school magazines and the prospectus, project a very positive image of the school. Reports are issued seven times a year; they are well written and constructive in tone, and guide development well. Parents' evenings provide good opportunities for discussion, and appointments are easily made should parents have additional concerns. Daily contact at the beginning or end of the school day ensures that immediate concerns are addressed.
- 5.8 Parents help with school visits and sports fixtures and some have contributed to the life skills programme. The parents' association is very active in supporting the school. They are very well organised, and events for staff, parents and pupils contribute strongly to a sense of community at the school. They raise funds, sometimes for charity or for subsequent events. Class and year representatives communicate concerns to the senior management team. Meetings focusing on issues, such as 'bringing up boys' are popular and well attended, and early morning sessions on topics such as bereavement, sex education and divorce are appreciated by parents. Any concerns parents might have are dealt with sensitively and efficiently.

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 provision is good, with a number of outstanding features, and fulfils the school's aim of creating a caring and safe environment in which every boy feels valued and secure. Adults promote an environment where the welfare of the children and expectations of high academic achievement are well-balanced. Progress is consistently good for all children, including those with LDD and EAL. Very good leadership and management, strongly supported by governors and parents, help to ensure that children have the best start to their education. Recent changes to planning and assessment procedures, to take more account of the uniqueness of each child, have strengthened the quality of the provision. Capacity to make further improvements, whilst at the same time maintaining the existing high standards, is very good.

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

6.2 The leadership and management are good with some outstanding features. Senior managers and governors have good oversight of the provision, and there are highly effective systems for self-evaluation. As a result, there is an ambitious yet realistic vision for future improvement. Rigorous recruitment procedures and comprehensive policies, reviewed and updated annually, ensure the suitability of staff, equality of opportunity and the safeguarding of children. Detailed risk assessments for premises, resources and outings are in place, and daily checks are carried out to remove potential hazards. Professional development is strongly encouraged through regular staff appraisal and a commitment to ongoing training. Parents express a high level of satisfaction with all aspects of the provision. In responses to the pre-inspection questionnaire, parents commented on the very good accessibility of staff and the breadth of the curriculum. Resources are plentiful and provide a rich and varied learning environment indoors, and a satisfactory outdoor environment.

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

6.3 Provision is good overall. Well-organised provision, particularly indoors, stimulates the children's desire for knowledge, and reflects their interests, as for example through the Super Hero's Lair role-play area. Planning, which recognises the individual needs of children, is good overall and provides challenging tasks that support high standards. Activities within the timetable are mainly adult-directed, with restricted opportunities for open-ended, child-initiated activities. Provision for outdoor learning is satisfactory. Although classrooms do not have direct, free-flow access to an outdoor environment, staff endeavour to take learning outside on a daily basis. Excellent 'Learning Journey' portfolios document learning and development in an accessible way, giving a real sense of the individual child. Parents are happy with the regular oral and written reports they receive on children's progress, although some have asked for guidance on supporting children's learning at home. The quality of care is good. Adults promote successful health and safety routines and establish clear expectations for children to follow.

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

- 6.4 Children make good and sometimes outstanding progress in their learning in relation to their starting points and capabilities. They are happy, confident, curious learners who are eager to achieve and can talk about their learning activities with growing confidence and clarity of expression. Attainment is excellent in numeracy, and good or very good in all other areas. Specialist teaching in ICT and the use of technology provide children with strong foundations for future learning. Children develop a good awareness of personal safety. Behaviour, which is very good, is effectively managed through gentle reminders of the school's Golden Rules. Children demonstrate high levels of independence, and are kind, considerate and tolerant towards each other. They understand how to stay out of danger; they wash their hands before eating, describe the benefits of choosing healthy foods at snack and meal times, and enjoy physical activity.

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 chairman of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr John King	Reporting Inspector
Mrs Janice Booker	Head, GSA/IAPS school
Mrs Sally Gray	Former Head, COBIS school
Mr Ashley Martin	Headmaster, IAPS school
Mr Chris Manville	Early Years Co-ordinating Inspector