



INDEPENDENT SCHOOLS INSPECTORATE

STOCKPORT GRAMMAR JUNIOR SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Stockport Grammar Junior School

The senior school was inspected at the same time and a separate report published.

Full Name of School	Stockport Grammar Junior School		
DfE Number	356/6018		
Registered Charity Number	1120199		
Address	Stockport Grammar Junior School Buxton Road Stockport Cheshire SK2 7AF		
Telephone Number	0161 419 2405		
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Email Address	sgs@stockportgrammar.co.uk		
Head	Mr Larry Fairclough		
Chair of Governors	Mr Richard L E Rimmington		
Age Range	3 to 11		
Total Number of Pupils	365		
Gender of Pupils	Mixed (195 boys; 170 girls)		
Numbers by Age	3-5 (EYFS):	71	5-11: 294
Number of Day Pupils	Total:	365	
Head of EYFS Setting	Mrs Cath Hampson		
EYFS Gender	Mixed		
Inspection dates	01 Feb 2011 to 02 Feb 2011 02 Mar2011 to 04 Mar 2011		

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in April 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 Stockport Grammar Junior School is situated in its own accommodation on a large site adjacent to the senior school, to the south of Stockport in Cheshire. The present site was opened as a boys' junior school to Stockport Grammar School in 1944. It became co-educational in 1980. The school opened its own Nursery in 2006 and now caters for pupils between the ages of three and eleven years. The school is a charitable trust, administered by a board of governors. In 2007, the school became a company limited by guarantee.
- 1.2 At the time of the inspection there were 365 pupils on roll, 195 boys and 170 girls. Of these, 71 were in the Early Years Foundation Stage (EYFS) of whom thirteen attended part-time. The pupils are drawn from business and professional families from a wide geographical area. A small proportion come from non-European cultures and some from European backgrounds. However, no pupil has English as an additional language (EAL). Seven pupils have been identified as having learning difficulties and/or disabilities (LDD), all of whom receive specialist support from the school. No pupil has a statement of special educational needs. The school is academically selective and the ability profile of the school is overall above the national average, with a spread of abilities within the school.
- 1.3 The school aims to provide an excellent and challenging academic education in a caring and supportive atmosphere and to give opportunities for each pupil to develop not only intellectually, but also creatively, spiritually and morally. It seeks to inspire all pupils to participate in a wide range of extra-curricular activities which encourage personal and physical development and which inculcate a sense of self-belief and esteem in order that, as far as possible, pupils are equipped to face the challenges and demands of life beyond school, becoming active and responsible citizens.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievements and of their learning, attitudes and skills is excellent. Pupils at Stockport Grammar Junior School, including those in the EYFS, make excellent progress in their learning because of a wide-ranging and vibrant curriculum and programme of activities, both inside and outside the school. There is a strong emphasis on extra-curricular activities, which complement the curriculum very well and allow pupils to flourish. The provision for those pupils with LDD has improved since the previous inspection. Achievements are particularly notable in literacy, mathematics, music and sport, although opportunities for undertaking independent research are limited, which affects the progress of more able pupils. Pupils' success is also promoted by good teaching and their excellent attitudes to learning, which contribute well to their progress. Whilst in most lessons teaching methods are particularly effective in motivating and enthusing pupils, on occasion objectives are unclear and teaching employs undemanding tasks that do not engage pupils in their learning. The marking policy has improved since the last inspection, but it is inconsistently implemented and targets set for improvement are not always included in parental reports.
- 2.2 Pupils' personal development is excellent. Pupils are tolerant and respectful of each other's differences and collaborate well when working together. They are given many opportunities for responsibilities and accept these with enthusiasm and pride. The provision for the welfare, health and safety of pupils is strong and effectively supports the outstanding personal development of the pupils. Charitable giving is a significant feature of the school and provides pupils with a positive awareness of those less fortunate than themselves.
- 2.3 The aims of the school are effectively fulfilled and fostered by the governing body which is committed to the academic progress and personal development of the pupils. Governors have a clear oversight of the school, informed by the reports from the head and through the regular meetings of the committees. Whilst all recruitment checks on staff had been appropriately undertaken by the end of the inspection, at the time of the initial visit difficulties associated with such checks meant that management had not always been robust in this area. Leadership is excellent and management strong. They provide a clear vision for the school with a strong emphasis on teaching and learning. The role of the subject co-ordinator has developed well since the last inspection to enable them to have clear oversight of their subjects; however, not all subjects are overseen rigorously or consistently. Links with parents are excellent. They are extremely positive about all aspects of the school's educational and pastoral provision and inspection findings support these views; no significant concerns were raised in the pre-inspection questionnaires.

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 did not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it was required to:
- ensure that an enhanced CRB certificate is obtained in respect of any employee before or as soon as practicable after the person's appointment [Part 4, paragraph 19(2)(c), under Suitability of staff and proprietors; and, for the same reason, Part 3, paragraph 7(a) and (b)].
- 2.5 At the time of the final team visit, the school had rectified the above shortcoming, as noted in the text of the report.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Develop the role of the curriculum co-ordinators to give greater responsibility and consistency for monitoring the teaching of their subject across all year groups.
 2. Ensure that the marking policy is implemented consistently, and include targets for improvement in the reports sent to parents.
 3. Provide more opportunities for independent research, particularly for the more able pupils.
 4. Further develop the outside learning area in the EYFS by providing appropriate storage for resources.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and of their learning, attitudes and skills is excellent. Their success in academic work fulfils the school's aims to provide an excellent and challenging academic education in a caring and supportive atmosphere, and enables pupils to develop intellectually at their own rate within an environment in which they are happy and secure. At all stages of the school, pupils show high levels of knowledge and understanding, and well-developed skills; major factors supporting these skills are the broad curriculum and the pupils' attitudes towards their learning. The majority of pupils gain entry to the senior school at the age of eleven, a few recently with music scholarships. The school meets fully its aims to develop enjoyment and commitment to learning.
- 3.2 From an early age, pupils reason well and think for themselves, as observed in the many discussions and collaborative work that took place during lessons. Their writing skills are effectively used across a range of genres, including creative stories, poetry, and factual writing. Their reading is particularly strong, and they read with understanding. They are articulate and express themselves with confidence, both orally and in their written work. Year 6 performances of the opening scenes of *Romeo and Juliet* were inspiring.
- 3.3 Overall, pupils show a strong grasp of mathematical concepts and apply these well. They are keen problem-solvers and enjoy the many opportunities to engage in this, particularly during mathematics and science where they do so with high levels of success. Information and communication technology (ICT) skills are also strong and evidence was seen of the excellent use of ICT in several subjects, including mathematics and English. However, opportunities for individual research are more limited, particularly restricting the progress of more able pupils. Pupils' achievements in design and technology (DT) and art are excellent and displays around the school are a testament to their ability.
- 3.4 Pupils are successful in a wide range of activities, and these achievements make an effective contribution to their personal development, enabling them to demonstrate their individual confidence, their team skills, and their respect for each other. The school teams are regularly successful in cross-country, hockey and netball and several pupils have gained success at county and national level. Music is another area of accomplishment for pupils; the orchestra enjoys much success in local music festivals and instrumentalists do well in music examinations.
- 3.5 The following analysis uses the national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the age of eleven have been excellent in relation to the national average for maintained primary schools. This level of attainment indicates that pupils make at least good progress in relation to pupils of similar ability, and these levels of progress were also seen in the lessons observed, pupils' written work and in curriculum interviews with them.
- 3.6 Pupils have excellent attitudes to learning and this contributes to their successful achievement. They apply themselves quickly and sustain their concentration; they are very well behaved. Relationships with teachers are excellent and they are very supportive of one another.

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

- 3.7 The curricular and extra-curricular experiences available to pupils are excellent. The broad curriculum, enhanced by an outstanding range of extra-curricular activities, covers the requisite areas of learning and supports the school's aims, giving pupils opportunities to learn and develop their skills to the best of their ability.
- 3.8 Curriculum planning is thorough within each year group, personalised by regular assessments undertaken for all pupils to determine their next steps in learning, thus meeting the needs of pupils of all ages and abilities. Based on the National Curriculum, it is enhanced with modern foreign languages, including French, German and Spanish; religious education (RE), personal, social and health education (PSHE) and drama. Subjects are given an appropriate time allocation within the timetable, with a strong focus on literacy, numeracy, speaking and listening skills and science, all of which are developed well. Younger pupils benefit from specialists' teaching in some subjects and, from Year 3, pupils are taught by either specialist teachers or teachers with a particular knowledge of a subject. Creativity within the curriculum is a strength of the school because of extremely good resources and facilities. Provision for games is excellent.
- 3.9 The provision for those pupils with LDD is outstanding. Individual education plans are provided when necessary. These are reviewed regularly; targets are set in agreement with parents and appropriate support is provided both in literacy and numeracy. More able pupils are identified and provided with enrichment activities in lessons. The programme for PSHE is detailed and includes opportunities for pupils to develop their sense of social justice and begin to understand their own choices in global and national issues, as well as reflecting the aims and values of the school.
- 3.10 Extra-curricular provision is outstanding in accordance with the school's aims and ethos of encouraging all pupils to participate in a wide range of extra-curricular activities. Over the year these are offered both in school and at the end of the school day, enabling pupils to pursue many interests. These include 'polishing up your Polish', canoe club, science club and performing arts. The programme of sport and music is a strength of the school. More than half of the pupils learn to play a musical instrument and have opportunities to belong to an instrumental group.
- 3.11 Extensive use is made of local facilities such as museums, art galleries, theatres, historical places and sites of scientific interest. Enhancements to the curriculum through visits and visitors are a particularly strong feature. All pupils from Year 3 to Year 6 take part in a residential visit. These visits develop independence and extend links with the community. A recent speaker was a town planner who spoke about different homes in different environments and the impact of a local change in traffic system. During the summer term the Year 6 curriculum is enriched through a first aid course, science day and art workshops, to further develop life skills. Pupils are very well prepared for their next stage of education.

3.(c) The contribution of teaching

- 3.1 Teaching is good overall and a significant proportion is outstanding. It successfully promotes the school's aims to provide an excellent and challenging education in a caring and supportive manner. It makes a strong contribution to pupils' levels of achievement.
- 3.2 The teachers know their pupils well and this, together with the staff's strong subject knowledge, contributes greatly to the progress their pupils make. They have established an excellent rapport with their pupils and work hard to ensure that they achieve in line with the school's aims. Teaching at its best promotes independence, has a brisk pace, is well planned and challenges even the most able pupils. In a small number of less successful lessons, objectives were unclear; teaching lacked a sense of urgency and employed undemanding tasks that did not fully engage pupils in their learning. As a result, progress was slower.
- 3.3 Teachers use a variety of teaching methods to suit different learning styles and to foster interest. Pupils are encouraged to work collaboratively together. This was seen very successfully in a science lesson where they were devising fair tests. Effective questioning strategies encourage independent thinking and are also used to check pupils' progress. Pupils commented on how helpful teachers were in ensuring their understanding in lessons. An over-reliance on the use of worksheets in some lessons inhibited pupils' responses; the most productive work came from those pupils who were provided with opportunities for expressing their own thoughts and ideas.
- 3.4 Classroom behaviour is exemplary, with pupils always willing to add to class learning in a most constructive manner when invited to discuss or to offer their own views and ideas. Time is used effectively and resources, including the interactive whiteboards, are used well to support pupils' learning. There is a clear whole-school marking policy; however, this is not used consistently across subjects and year groups. Much of the marking provides encouragement to pupils. The most effective marking sets clear targets for improvement and progress.
- 3.1 The school places considerable emphasis on assessing how well pupils are doing. The system provides a strong platform for judging standards and progress. This also ensures that a pupil's needs can be identified and met. The planned support for pupils with LDD, recognised in the previous inspection as working well, has improved still further.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The development of the pupils' personal qualities is excellent during their years at the school, and is supported by outstanding relationships within the school community, and the high degree of pastoral care shown by all staff. Pupils are responsible, well mannered and tolerant. The school meets its aims for pupils to develop not only intellectually, but also creatively, spiritually and morally.
- 4.2 Spiritual awareness is excellent. Pupils gain confidence and self-worth, together with concern and respect for others, through the well-developed PSHE programme and regular assemblies. Pupils watched appreciatively as the Year 1 pupils confidently sang and told the school all that they had learned about the fire of London as part of their class assembly. They gain a good understanding of other faiths beyond Christianity through the RE programme that links well with moral, social and cultural matters. This is further supported by visits to the local church and visiting speakers from different faiths. Pupils have high levels of self-esteem as a result of the recognition they receive for their achievements both in class and in the achievement assemblies.
- 4.3 Moral development is also excellent. Pupils understand the difference between right and wrong and the necessity of rules and the boundaries needed for a community to function harmoniously. Good manners are considered the norm and pupils treat each other and adults with great respect. Each week the house captains select a recipient for the courtesy cup, a much valued award. Pupils have an understanding of others who are less fortunate than themselves and give generously to charities. Fund-raising activities are widespread and the money raised recently went towards the purchase of a special chair for the critical care unit at a local hospital. Pupils use their own initiative in fund-raising, highlighted when donations to a charity were requested rather than receiving birthday presents.
- 4.4 Pupils interact with each other with tolerance and mutual respect, showing outstanding social development. They respond well to the many opportunities they have to take responsibilities within their classroom, helping the teachers and looking after their working environment. Older pupils have opportunities to be monitors, house captains, head boy or head girl. The school council's members are elected, and pupils enjoy experiencing democracy in practice through its work; the school council was described as a junior version of the parents' association, helping the head teacher to make a difference to the school. Pupils are pro-active in suggesting ways to improve the school and feel that their voice is heard.
- 4.5 The cultural development of the pupils is excellent. They have a strong appreciation of and respect for their own and other cultures. Teaching in many subjects and the celebration of festivals, including the Chinese New Year and an International Day, allow pupils to recognise and accept differences between cultures and peoples, so fostering understanding. Pupils celebrate cultural differences by learning different languages in class and in a club. They appreciate their own traditions and cultures through a variety of educational visits. Involvement in musical ensembles, learning about famous artists and taking part in and watching drama productions add depth to their cultural experiences.

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

- 4.6 The quality of welfare, health and safety of pupils is strong; the ethos of the school is supportive and ensures care of high quality. Secure arrangements are in place to ensure pupils' welfare, health and safety. Parents are appreciative of the care their children receive.
- 4.7 The staff provide excellent support and guidance for all pupils, through their roles as class teachers or as support or administrative staff, so fostering the pupils' personal development and academic achievements extremely well. Relationships between pupils and staff, and among the pupils themselves, are excellent and form the foundation of both the ethos in the school and its quality of care. In class and around the school, respect for each other is evident. The warm family atmosphere that permeates the school is appreciated by both pupils and parents. It provides a supportive backdrop to the promotion of learning.
- 4.8 Pupils are well cared for and say that they have an adult to turn to should they have a concern. The anti-bullying policy includes comprehensive arrangements to protect pupils from bullying. Pupils believe that bullying is rare and agree that staff deal with any difficulties quickly and constructively. Pupils behave extremely well in lessons. The school rules are clear and effective. The school has a strong culture of praise, and rewards good behaviour and effort through a variety of methods that include successes being celebrated in assemblies.
- 4.9 Due attention is now given to safeguarding and promoting pupils' health and well being. Since the previous inspection, a school nurse has been appointed so ensuring the care of pupils who are ill or injured. The safeguarding policy is clear and training for all staff has been undertaken, according to their responsibilities. Health and safety procedures are highly effective, with risk assessments covering all aspects of school life. Fire prevention measures are in order and a fire risk assessment is undertaken regularly. Fire drills are held every term and all alarms are tested appropriately. An accessibility plan has been written which is designed to improve the educational provision for those with disabilities. Pupils have a good understanding of the importance of choosing a healthy diet and participating in physical exercise, and fully appreciate the lunches, which are nutritious with a choice of meals, including plenty of fresh vegetables and fruit. Throughout the year they participate with enthusiasm in several different individual and team sports. The admission and attendance registers have been accurately maintained and correctly stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is strong, and its quality has enabled the school to make effective progress in all areas. The board benefits from a wide range of experience and professional backgrounds and new members are selected through the search and selection committee when necessary, to ensure the most appropriate mix of skills. The board has a clearly defined structure, and highly effective and supportive committees. Governors provide strong support and are committed to the aims and purposes of the school. Regular and well-minuted meetings ensure that governors are well informed and able to fulfil their responsibilities for the overall strategic planning, educational development and management of the school. They have undertaken their own appraisal process and monitor regulatory changes or requirements.
- 5.2 Governors have a clear insight into the working of the school. Relationships between governors and staff are enhanced by the regular visits made by governors to the school and opportunities for staff to meet governors informally. They provide the school leaders with much appreciated help, advice and where appropriate challenge, whilst recognising their operational autonomy.
- 5.3 Governors are strongly committed to the school, its pupils and staff, and to its continuing development, and have a clear understanding of their roles. They are fully aware of their responsibilities, and determined through financial planning to ensure that the school's accommodation and human and material resources are of a high quality to meet pupils' educational needs. The governing body is now aware of its responsibilities for child protection, health and safety, and appropriate training has been undertaken to confirm their commitment to the safeguarding and welfare of pupils throughout the school. School policies are monitored and reviewed appropriately. They take their responsibilities for welfare, health and safety seriously, and reacted swiftly and decisively to a past failure to implement fully the safeguarding policy, caused by an historical oversight in the staff recruitment process. A procedural deficiency has now been rectified.

5.(b) The quality of leadership and management

- 5.4 The quality of overall leadership and management of the school is good with some excellent aspects. Structures and routines are clear, comprehensive and well communicated. The headmaster and senior leadership team are committed to improving quality particularly in teaching and learning whilst keeping the fulfilment of the school's aims firmly in focus. The strengths in leadership are reflected in high academic standards, good teaching and outstanding personal development, as well as the happy and friendly ethos that pervades the school.
- 5.5 The leadership team works well together, and provides consistently good quality support to the headmaster and also to colleagues. This significantly contributes to the successful management of the school and to the fulfilment of its aims. A clear school development plan is in place, which sets out specific areas of educational improvement. This clarity of vision benefits the whole community. Communication and consultation are purposeful and informative and enable all staff to make their views known and contribute to policy and practice. The ethos and direction of the school are clearly set by the management team and all staff work hard to maintain

these principles in the life of the school. Procedures and policies throughout the school are clear and appropriately detailed. They are well implemented by staff and contribute successfully to the smooth running of daily school life. Although the role of the subject co-ordinator has developed well since the previous inspection to enable them to have clear oversight of their subjects, not all subjects are overseen with equal rigour and effect. However, the best are excellent.

- 5.6 Staffing levels are good, and staff are well qualified. Teaching and support staff are deployed well and make an excellent contribution to pupils' learning and welfare, particularly for those pupils with LDD. Since the last inspection, support staff for both literacy and numeracy have been appointed. All staff are trained in the areas of safeguarding, welfare, health and safety. The school pays careful attention to the development of all staff, and carries out an effective appraisal system. At the initial visit, past failures to carry out and record all the required staff recruitment checks were identified. Swift remedial action, building on the good monitoring and review processes already put in place by management, achieved the completion of all checks by the time of the team visit.

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

- 5.7 Links between the school and parents are excellent and strongly support the academic and personal development aims of the school. The school maintains many open and varied channels of communication and actively encourages parents to liaise closely with teaching staff and to play a part in the education of their children.
- 5.8 Responses to the pre-inspection questionnaire indicate that parents are positive and supportive of the school, and are very happy with the education that their children receive. They commented favourably on the high standards expected of pupils and the support given to pupils to achieve these. An almost unanimous positive response was given on pastoral matters.
- 5.9 Considerable and detailed relevant information about the school is provided for parents of pupils and prospective pupils. The school's prospectus is colourful and helpful, and the website is a further useful source of information which includes fortnightly newsletters. Parents are kept further informed through the information evenings that are organised at the beginning of each school year to explain aspects of the work of the school. Written reports are provided twice a year, grade cards in English, mathematics and science are sent out half termly and grade cards in all the other subjects are received by parents once a term; thus parents are kept informed of their children's attainment and effort in all subjects. These reports are detailed and present a clear picture of pupils' achievements but do not always show clear targets for improvement.
- 5.10 Parents make frequent use of the open-door policy and many and varied opportunities are provided for them to be involved in the work and progress of their children. They are invited to school events, concerts and sports fixtures, and are encouraged to come into school to share their knowledge and experiences with the pupils, so enhancing the curriculum. There is an active parents' association, each class having its own parent representative who meet together a few times each term to organise events, such as the Christmas fair and quiz night as well as discos and other events for the pupils.

5.11 The school has a clear and appropriate complaints procedure, but this has not been invoked. Parental concerns are heard promptly and treated with care and consideration. The head teacher and teaching staff are visible on site at the beginning and end of every day so that parents can approach them to discuss issues.

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 Early Years Foundation Stage (EYFS) is outstanding. The children respond eagerly to this carefully planned and supportive environment where both emotional and academic developments are nurtured. Excellent partnerships with parents and other agencies ensure that children's needs are extremely well met and their protection assured. Those in charge have an excellent understanding of the provision's strengths and areas for development, demonstrating excellent sustained improvement over time.

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

6.2 Leadership and management are good. An historical oversight in the recruitment of staff was quickly rectified at the time of the inspection. Children are now safeguarded effectively and cared for exceptionally well, due to the efficient review and implementation of comprehensive policies, in a nurturing environment where individuals are valued by suitable, well qualified staff, and equality of opportunity is strong. Strong home-school links are swiftly established and the parents show very strong support; their views are considered and, where appropriate, acted upon. Relationships with parents are overwhelmingly positive, as is reflected in their supportive and appreciative comments in the pre-inspection questionnaire. The highly effective use and management of resources both indoors and out lead to successful outcomes for children. However, storage space for equipment is limited and impacts on the time spent in setting up opportunities of learning in the outside area. Excellent staff development, self-evaluation systems and links with other agencies ensure that the needs of all children are extremely well met.

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

6.3 The quality of provision is outstanding. Adults support pupils' learning and development extremely well. High quality planning taking into account children's interests ensures a stimulating environment both indoors and out. Careful observation of children involves all staff and is at the heart of assessment, ensuring that the curriculum meets the needs of each child. An excellent balance between adult-led and child-initiated activities means that children enjoy a wide variety of experiences. Adults present themselves as excellent role models. Nursery lunchtime is an enjoyable occasion. Well-mannered children are taught to serve themselves and each other, take turns and share, and use cutlery extremely well. Behaviour throughout the EYFS is exemplary. Children are extremely well supported by their key person who promotes their welfare and guides them towards self-sufficiency.

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

- 6.4 The outcomes for children are outstanding. Most children reach and some exceed the Early Learning Goals by the end of the EYFS. Children are happy and clearly enjoy their learning. From an early age, children show keen phonic awareness. They recognise and use numbers up to and beyond ten, and integrate this knowledge into their play. They are eager to contribute and listen to each other's views, and respond well to adults. The children competently use the computers, acquiring strong skills that are a valuable foundation for future learning. Through physical education and swimming, children develop physically very well. Role-play demonstrates strong social skills, co-operation and a high level of linguistic competence. Children develop excellent observational and investigative skills and make significant progress in knowledge and understanding of the world. Children's behaviour towards adults and each other is excellent. They are aware of dangers such as when using knives and scissors and understand the importance of food hygiene and healthy eating.

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 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

Mrs Linda Donowho

Mrs Daphne Cawthorne

Mrs Amanda Stables

Mrs Ann Richards

Reporting Inspector

Head Teacher, IAPS school

Deputy Head, IAPS school

Early Years Co-ordinating Inspector