



INDEPENDENT SCHOOLS INSPECTORATE

WINDRUSH VALLEY SCHOOL STANDARD INSPECTION

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Windrush Valley School

Full Name of School	Windrush Valley School		
DfE Number	931/6105		
Address	Windrush Valley School 2 London Lane Ascott-under-Wychwood Oxfordshire OX7 6AN		
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Email Address	windrushvalley@aol.com		
Head	Mr G A Wood		
Proprietor	Windrush Valley School Limited		
Age Range	3 to 11		
Total Number of Pupils	79		
Gender of Pupils	Mixed (38 boys; 41 girls)		
Numbers by Age	0-2 (EYFS):	0	5-11: 54
	3-5 (EYFS):	25	11-18: 0
Number of Day Pupils	Total:	79	
Head of EYFS Setting	Mrs Y Birnie		
EYFS Gender	Mixed		
Inspection dates	12 Oct 2010 to 13 Oct 2010		
	08 Nov 2010 to 10 Nov 2010		

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in 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 Windrush Valley School is an independent day school for boys and girls aged three to eleven, situated in the village of Ascott-under-Wychwood in Oxfordshire. The school was established in Burford in 1951 and moved to the current site in September 1989. It is owned by Windrush Valley School Limited and was purchased in 1999 by the two directors, who are also the head and deputy head of the school.
- 1.2 The school aims to provide a positive, caring environment in which happy and confident individuals can grow, and where academic excellence can thrive by developing pupils as individuals with high standards of personal behaviour and regard for others. The main school is situated in an attractive Victorian building and since the last inspection in 2004, there has been considerable refurbishment and a full information and communication technology (ICT) network has been installed.
- 1.3 There are currently seventy-nine pupils on roll, of whom thirty-eight are boys and forty-one girls. The Early Years Foundation Stage (EYFS) provides care and education in one Nursery and one Reception class. There are currently ten pupils in the Nursery and fifteen in Reception. In the main school there are fifty-four pupils aged from 5 to 11.
- 1.4 The school has identified thirteen pupils with learning difficulties and/or disabilities (LDD), all of whom receive support funded by the school. There are no pupils with English as an additional language.
- 1.5 Whilst the majority of pupils are of white British origin, other cultures and backgrounds are represented. The school does not select by ability, and the ability range of the pupils is wide and varies significantly between cohorts. The ability profile of the school is best considered as in line with the national average because of the very small cohorts and the wide spread of abilities.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 From a good start in the EYFS onwards, pupils of all abilities and needs are successful in their learning and personal development. The school is successful in meeting its aims to provide a positive, caring environment in which happy, confident individuals grow and thrive. Pupils' progress accelerates between Years 3 to 6 and by Year 6 in national tests, pupils obtain outstanding results when compared with the national average for maintained primary schools. Their progress is good in relation to their ability. Those receiving learning support achieve very well for their abilities and make good progress. Pupils have a record of success in obtaining places at senior schools of their choice, with some gaining scholarships. Their overall success is strongly promoted by their positive attitudes, excellent relationships and small teaching groups. The curriculum is excellent and offers a very good range of subjects. This is supplemented by the addition of French and Latin. An excellent range of extra-curricular activities extends the academic curriculum significantly, especially through Italian and Spanish, together with a wide range of sporting and performing arts activities. There are many visits both in the UK and abroad that enhance the overall provision.
- 2.2 The pupils' personal skills are excellent in all sections of the school because of the small numbers and because they are supported by caring and dedicated staff who strongly promote the ethos of the school and provide excellent pastoral care. The positive relationships with staff, coupled with pupils' good behaviour, make a strong contribution to community life. Pupils are tolerant of each other and collaborate well together. All necessary measures to promote pupils' welfare, health and safety have been taken. Arrangements for safeguarding are meticulous and management has kept up-to-date with the current regulations. In their responses to the pre-inspection questionnaire, parents were outstandingly happy and fully supported the school's provision, and no significant issues were raised. Parental contact is much improved since the last inspection and is now outstanding.
- 2.3 The directors and the senior managers are successful in meeting the aims of the school and have been effective in overseeing its development. They have been energetic in carrying out the recommendations of the last inspection. The appointment of a senior mistress has strengthened the management team. A Parents' Consultative Committee, with elected members, agendas and minuted meetings, effectively challenges and supports the school's provision.

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. Improve the overall quality of teaching in certain areas through the sharing of good practice, and the consistent application of the school's marking policy.
2. Improve the quality of reports with the introduction of target setting.
3. Ensure that pupils are provided with additional opportunities in ICT for independent research, and to expand the learning experience in the EYFS.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Pupils are successfully educated in accordance with the school's aims and from the EYFS onwards they make good progress over time in relation to their ability. For the most recent three years for which comparative statistics are available results in national tests at the age of 11 have been far above the national average for maintained primary schools. This level of attainment indicates that pupils' progress to age 11 is above the average progress for pupils of similar ability as shown by standardised measures of progress. By the end of Year 6, test results show the majority of pupils at Level 4 or above. All pupils have been successful in Common Entrance examinations. Virtually all gain access to their first choice school against considerable competition and there have been occasional scholarships.
- 3.2 In English pupils are able to write in a variety of genres and produce extended writing with good grammatical construction. They are able to explain poetry and develop characters in play scripts. They have outstanding oral skills and can argue cogently, whilst also listening carefully to the contribution of others. Pupils appreciate the opportunity afforded for work in the performing arts. In mathematics all basic areas of computation are covered with many pupils progressing to Level 5 of the national tests at the age of 11. In science there is sufficient basic equipment to carry out experiments with detailed observations and pupils are able to explain the need for a fair test. There are insufficient opportunities in ICT for the development of independent research skills.
- 3.3 The previous report indicated that pupils achieved very well in English and well in mathematics and science by the age of 11. This continues to be the case and oral skills continue to be a strong feature of all age groups, as shown in a Year 6 history debate and in pupil interviews. Reading in Years 1 and 2 is extended by the school reading club where pupils share their favourite books. Pupils' progress accelerates in Years 3 to 6. Overall, pupils with LDD achieve very well for their abilities, often making rapid progress.
- 3.4 Despite the small size of the school, pupils have competed at Independent Schools Association (ISA) national level in swimming, cross-country running and athletics. In the recent ISA national swimming finals, pupils achieved third place in Year 5 freestyle as well as first place in Year 5 breaststroke. There is an enthusiastic school band which has made a CD, and DVDs have been produced of recent productions including a nativity. A substantial number of pupils have higher awards for speech examinations.
- 3.5 Pupils are polite, have a positive attitude to learning, are well motivated and are confident and co-operative learners. They relate well to each other and to staff, and show considerable respect for the feelings, values and beliefs of others.

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

- 3.6 The wide curricular provision of the school is enhanced by some outstanding extra-curricular activities and beneficial links within the wider community. This supports the school aims to produce and promote happy and confident individuals in an atmosphere where academic excellence can thrive. In particular, the integrated personal, social and health education (PSHE) programme is a significant strength.
- 3.7 Children enjoy a good start to their learning in the EYFS, benefiting from a broad range of stimulating activities across all areas of learning. Strong foundations are laid in the early years for the development of further skills to be built upon in later years, while pupils of very wide ranging needs gain worthwhile experience in all the necessary subjects, including in the scientific, creative, human and social, aesthetic and practical areas. Skills in technological pursuits such as design and technology and ICT have begun to be developed as recommended in the previous inspection. A good focus on French and Latin enhances pupils' linguistic skills. These are further enhanced by out-of-school clubs for Italian and Spanish. A wide ranging variety of sporting activities is included for all pupils. The school has achieved considerable success in this area, with pupils participating in regional and national events. Provision for religious education (RE) plays a significant part in supporting the school's aims and this underpins the pupils' excellent personal skills, and detailed coverage of geography and history topics ensures their good cultural development.
- 3.8 Pupils follow a curriculum that is broad, effective and suitable for all abilities and needs, and it supports the school in meeting its academic aims with considerable success. The development of speaking, listening, literacy, numeracy and scientific skills is given a high profile for all ages and abilities. The curriculum also includes performing arts; pupils participate in class assemblies, a range of dramatic activities and speech examinations with great success. The PSHE programme is integrated effectively into all subject areas, as is the excellent provision for pupils with individual learning needs. There is a curriculum enrichment week every year. After-school activities offer outstanding support for learning, contribute extremely positively to the pupils' personal development and include a wide range of academic and social clubs that provide good links with the community. The school holds an ISA award of excellence for community links. Pupils' learning is enhanced by local visits and benefits from residential trips abroad, and Year 6 pupils participate in an adventure activity week. Such activities contribute to broadening the pupils' experiences.
- 3.9 Pupils demonstrate positive, enthusiastic attitudes to their work and activities, making significant progress over time in relation to their abilities.

3.(c) The contribution of teaching

- 3.10 Overall, teaching is good, it promotes the school's aims and it makes an effective contribution to pupils' progress and achievements both academically and in their personal development. Teachers generally demonstrate a lively enthusiasm and an expertise which encourage all pupils to do their best. The pupils are very well known by the staff who teach them and in the best lessons teachers provide well-planned tasks, employ open-ended questioning to good effect and use resources that meet the needs of most pupils. This was particularly noted in a Year 6 science lesson where pupils were investigating the rates of decay of various materials. In a small number of less successful lessons observed, the style of teaching was over directed, the development of independent thinking was restricted, there was limited use of pace and challenge, overuse of worksheets and too often lessons were textbook led. The good practice noted in a number of lessons is not sufficiently disseminated to the whole of the teaching staff. The last report indicated that ICT was inadequate in the EYFS and Years 1 and 2. This continues to be the case. The school's marking policy is not applied consistently in a number of classes but in some of the older classes pupils are given some clear targets or comments that help them to know what they have to do to improve. The progress of pupils is monitored through its effective tracking by senior management evaluating pupils' reading progress, numeracy progress, cognitive ability tests, and end-of-year and national tests.

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 the spiritual, moral, social and cultural development of the pupils is outstanding and is a significant strength of the school. The school fulfils its aims to provide a positive, caring environment in which happy, confident individuals can grow and develop with high standards of personal behaviour and regard for others. Spiritual development is good, with pupils attending and leading weekly assemblies in the local village church, and a varied and effective programme of study for religious education highlights and celebrates all faiths and religious festivals. This enables pupils to become aware of and to understand different value systems and to consider their own responses to them. This was illustrated well during a Year 3 class discussion on the importance of life after death for the Egyptians, and also through many displays on the festival of Hanukkah in Year 1.
- 4.2 Pupils have a strong moral sense and are aware of right and wrong. They are advocates of what is fair and are extremely supportive of each other. The older pupils help in walking the younger ones to church, and are willing to help and advise if they notice others in difficulty. They develop a sense of purpose in organising fundraising events in each house alternately. Pupils are fortunate to have staff members as good role models. Only a very small number completed the pupils' pre-inspection questionnaire but during the inspection many voluntarily described how the recognition of right and wrong was a key feature of the school.
- 4.3 Pupils' social development is excellent. They exhibit outstanding levels of understanding and tolerance. Their behaviour, both in school and in the wider community, is exemplary. Pupils are confident as a result of encouraged participation, for example involvement in the poetry recital competition and school music and drama productions. The pupils' speech examination results are exceptional. Pupils' confidence is further enhanced by having the opportunity to hold positions of responsibility, for example as monitors, house captains, head boy and head girl.
- 4.4 Pupils are developing a good sense of their cultural identity, and are aware of, understand and respect the cultures and values of others. Cultural work within RE explores Rama and Sita in Year 3, Year 5 pupils visit a mosque and there are class presentations on the celebrations of other cultures. Many pupils are learning about cultural difference through their history topics, for example the significance of many of the Roman gods in their society. Older pupils have participated in residential visits to France and Holland.
- 4.5 Pupils' awareness of citizenship is also developed through cross-curricular activities, learning of the concepts of the state and democracy from the Ancient Greeks, and considering the importance of ruling through a monarchy and what it might be like to be a slave. They also learn about past intolerances when reading the novel *Coming to England*. A substantial number of pupils take part in the St John Ambulance Young First aider course as the school is a first aid training centre. Pupils in the EYFS learn about the wider community through the topic 'People who serve us'.

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

- 4.6 Arrangements for pupils' pastoral care and welfare are excellent. They fulfil the school's commitment to provide a positive, caring environment in which happy and confident pupils can grow by developing as individuals with high standards of personal behaviour and regard for others. A consequence of the small class sizes is that teachers know the pupils and parents extremely well and relate to them effectively. The teacher is the first point of contact for any matter concerning pupils, and parents have immediate access to all staff, including the head. These positive relationships promote pupils' self-confidence over a wide range of activities through support, praise and encouragement, which is borne out in the parents' questionnaires that indicate full trust and satisfaction with the care and guidance pupils receive.
- 4.7 School procedures regarding discipline and behaviour are clear and well understood. Pupils are confident that any rare instances of behavioural concern are dealt with immediately. Measures to promote responsible behaviour through positive praise and encouragement are responded to enthusiastically due to the reward systems, which include house points and certificates. The anti-bullying policy operates very effectively and pupils know that any concerns will not be ignored. The school's complaints procedure is appropriate. There have been no formal complaints from parents in the current or past academic year and the procedures have never been invoked.
- 4.8 The safeguarding policy is compliant with requirements and implemented successfully. The child protection officer and other managers are trained in safer recruitment. The child protection officer is about to undergo refresher training and all staff have been suitably trained in child protection measures. The school employs a professional body for health and safety advice and outsources risk assessments for fire, health and safety, although the head has on-site responsibility for fire checks. Fire drills are carried out regularly. Risk assessments are effective. Registration is completed properly, and admission and attendance registers are administered correctly and appropriately stored.
- 4.9 Electrical testing is carried out regularly and any accidents are recorded properly. All staff are first aid trained, and there is a medical facility for pupils who become ill during the school day.
- 4.10 Parents provide packed lunches, and these are consumed in the classrooms, supervised by the staff. Rooms are left in a clean and tidy condition. Pupils are encouraged to eat healthily, through a proactive programme of study. Pupils receive a good amount of exercise in organised sporting activities and informal playground games, and this is often increased through involvement in extended day activities.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is excellent overall. The school is owned by a private limited company with two directors, who live on the premises and serve as head and deputy head, as well as class teachers of Years 6 and 5 respectively. Hence, the finance, legal affairs, standards and educational direction of the school are under close, effective day-to-day control. The two directors discharge their authority responsibly, efficiently and effectively, as control of all matters rests with them. They have invested considerable effort, ensuring that the school develops with a long-term plan. The excellent renovation of the Victorian main building has been undertaken to a high standard and detailed work is currently being prepared by architects to renovate the garden rooms. Despite the small number of pupils, the directors have ensured that sufficient accommodation, resources and staffing are available to retain one class per year group. The directors acknowledge the lack of on-site facilities such as a sports hall, assembly room and dining accommodation, but through the use of excellent community links they have ensured the use of the village playing field, neighbouring swimming pool and sports hall. They use the village church for their weekly assembly.
- 5.2 The directors have an excellent insight into the working of the school and can respond immediately in the event of any concerns. They are fully familiar with all staff including their qualifications, experience and abilities. Additionally, the head and other teachers are qualified in the teaching of those with LDD so that the academic progress of all pupils is closely monitored, with an outstanding programme of support for those who require additional help.
- 5.3 There are no governors but the directors convene a monthly meeting with the Parents' Consultative Committee, which includes two elected members from each year group. Agendas and minutes are circulated and the group acts in an advisory capacity, supporting and challenging the head regarding the future development of the school. The directors assure the educational development of the school through their professional association and they employ consultants to advise on legal provision for fire, health, safety and risk assessment.
- 5.4 Following a recommendation in the last report, good secretarial help is now in place. There is a dedicated school office and secretary, and the appointment of a marketing manager is under consideration. The directors are currently seeking to upgrade the existing limited website.

5.(b) The quality of leadership and management

- 5.5 The quality of leadership and management is good overall. There are few opportunities for middle managers given the size of the school. The head and the deputy head provide the main leadership but since the last inspection a senior mistress has been appointed as well as a new EYFS co-ordinator.
- 5.6 The school acknowledges the need for subject co-ordinators or those at key educational stages to ensure co-ordination and continuity of the curriculum between the year groups but this has not yet been developed. There is a formal appraisal scheme for the teaching staff, but not the head or deputy head.

- 5.7 Although some lesson observations and scrutiny of pupils' work by managers take place under the school's monitoring and self-evaluation policy, as yet there is little evidence of any effect. Too much planning and teaching are based on published class texts and the use of worksheets. Little emphasis has been given to improving the quality of lessons using ICT. Management is thorough in ensuring compliance with safeguarding training, and welfare, health and safety legislation, and uses an umbrella organisation to undertake Criminal Records Bureau checks. The central register is maintained as required.
- 5.8 The last report referred to the small size of the staff room, making communication potentially difficult. This has been rectified by its re-siting during the high standard renovation of the main building.
- 5.9 Following the last inspection, a notice board has been installed in a prominent position and is much appreciated by parents.

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

- 5.10 Links with parents are excellent throughout the school. The Parents' Consultative Committee reflects the extent to which the school has succeeded in encouraging their involvement since the last inspection. Parental support of the school is outstanding, demonstrating that it meets its aims successfully.
- 5.11 More than two-thirds of parents responded to the pre-inspection questionnaire. Their responses were highly positive about all aspects of the school's work, especially with regard to the guidance given to their children and the values that the school promotes. Parents commented positively about the manner in which concerns are handled and the availability of information provided. Parents of prospective pupils are provided with appropriate information and are welcomed warmly on arrival in the school.
- 5.12 Parents feel well informed about the school and its activities, receiving regular information about pupils' work and progress. Appropriate parents' meetings are held and written reports are sent out regularly. These contain detailed information, clearly demonstrating teachers' knowledge and understanding of pupils in their care, but they contain insufficient advice on how work might be improved and set no specific targets. The school provides a good quality prospectus and all the appropriate inserts to meet legal requirements. The school website is under review, because a restricted amount of information can be displayed. A 'schoolnet' has been developed to provide parents with additional information. There are weekly email bulletins and home-school diaries. The school issues weekly alerts, a termly newsletter and an annual yearbook. All staff are immediately accessible to parents and respond to any concern promptly.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 This is a good setting, with some outstanding features. There is a warm, welcoming family atmosphere. The small numbers in each group enable the staff to know the children very well, value their unique qualities and meet their individual needs through a broad, innovative range of activities. As a result, children make at least good and in some areas, outstanding progress in their learning and development. The staff have an accurate understanding of the strengths and weaknesses of the provision and are taking effective steps to further improve it, whilst creating a colourful environment where children feel valued and safe. The high expectations of the staff and their well-informed understanding of young children enable significant progress to be made.

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

6.2 The leadership and management are outstanding. Children are safeguarded effectively due to the efficient implementation of comprehensive policies and risk assessments. The management's high aspirations and clear vision are communicated well. Clear direction for developments focuses strongly on the achievement, learning and well-being of all. Children achieve well, irrespective of background, ability or need, because of the strong commitment to promoting equality. All adults have been suitably checked and are appropriately qualified. Parents expressed a strong appreciation of their children's progress and the standard of care. Every opportunity is taken to inform them of their children's progress and to give them clear information about the learning environment. The daily checks on equipment and resources, and the good management and use of these, including those outdoors, lead to successful outcomes for all children.

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

6.3 Provision for children's learning and development is good, with some outstanding features. Nursery and Reception share a bright, stimulating environment, conducive to welfare and learning both indoors and out. All children learn and develop extremely well through stimulating play and valuable first-hand experiences, for example the snail hunt. Staff relationships with children are positive and supportive. Adults' extensive knowledge and experience are used to very good effect, with a good balance between adult-led and child-initiated activities. Children are observant and inquisitive, and staff ask challenging questions. Classroom assistants guide and support children very well. Good health and well-being are emphasised, and healthy snacks and lunches encouraged. Apart from ICT, where development is limited, children have access to a wide range of resources, which they use effectively.

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

- 6.4 Children make good and sometimes outstanding progress in relation to their starting points and abilities, and are on course to meet all the Early Learning Goals by the end of their Reception year. They are well motivated, confident, fully involved and well behaved. They respond to school life with great enthusiasm and enjoyment, learning to care for each other and making friends easily. Children co-operate well in their learning and begin to make choices and decisions. They join enthusiastically in phonics sessions, and can confidently recognise and write initial sounds and simple words. They are eager to contribute to each other's views, and respect and trust teachers. Children show good physical co-ordination and excellent spacial awareness when playing on outdoor equipment.

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 proprietor, 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 Terry Fawell	Reporting Inspector
Ms Janet Lowe	Head, ISA school
Ms Maggie Smith	Head of Early Years Foundation Stage & Key Stage 1, ISA school
Mrs Lynda Boden	Early Years Co-ordinating Inspector