



INDEPENDENT SCHOOLS INSPECTORATE

ALTRINCHAM PREPARATORY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Altrincham Preparatory School

Full Name of School	Altrincham Preparatory School
DCSF Number	358/6002
Registered Charity Number	N/A
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Email Address	<u>headmaster@altprep.co.uk</u>
Headmaster	Mr A C Potts
Proprietor	Altrincham Preparatory School Limited
Age Range	3 to 11
Total Number of Pupils	300
Gender of Pupils	Boys
Numbers by Age	0-2 (EYFS): 0 5-11: 235 3-5 (EYFS): 65
Head of EYFS Setting	Mrs S Makepeace Taylor
EYFS Gender	Boys
Inspection date/EYFS	26Jan 2010 to 27 Jan 2010 EYFS 04 Feb 2010 to 05 Feb 2010
Final (team) visit	08 Feb 2010 to 10 Feb 2010

PREFACE

This inspection report follows the STANDARD *ISI schedule*. It 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 February 2006.

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 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard 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 does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Altrincham Preparatory School, founded in 1936, provides education for boys between the ages of 3 and 11. It is administered by a limited company with six director-governors who are the major shareholders. The school aims to provide pupils with a rigorous grounding in English, mathematics and science, within a broad-based education in preparation for competitive entry to senior schools. Within an atmosphere of co-operation and mutual understanding, the school aims to encourage quiet and considerate behaviour, a sense of self-discipline, good manners and consideration towards others in a safe, happy environment.
- 1.2 The school is on two sites. Marlborough Road is for pupils from Years 3 to 6 and consists of purpose-built accommodation within its own playing fields, set in the residential suburbs of Altrincham. The Nursery is also based there. Highbury, for Reception, and Years 1 and 2, is about a mile away in the original school building.
- 1.3 At the time of inspection there were 300 pupils on roll. Of these, 65 were in the Early Years Foundation Stage (EYFS), 82 in Years 1 and 2, and 153 in Years 3 to 6.
- 1.4 Entry to the EYFS is non-selective. Later entrants take school assessments to ensure that they can benefit from the education on offer. Most pupils remain at the school until the age of eleven when they take examinations in competitive entry to a range of local grammar and independent senior schools. The average ability profile of the pupils is above the national average. The majority of pupils come from families of white British origin, while others come from a range of different minority ethnic groups which reflects the local community.
- 1.5 One pupil has a statement of special educational needs. The school has identified fifteen pupils who have learning difficulties and/or disabilities (LDD), two of whom are within the EYFS. Eight pupils have English as an additional language (EAL), three within the EYFS.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 Pupils at Altrincham Preparatory School, including those in the EYFS, achieve well and make excellent progress in their learning because of a wide-ranging curriculum and programme of activities, both inside and outside the school, and lively and enthusiastic teaching that is effective and often excellent. There are many examples of independent learning throughout the school. The pupils' excellent attitudes to their studies also contribute to their academic achievement, as do their exemplary behaviour, and their extremely good relationships with each other and their teachers. Very strong support is given to those pupils with LDD or EAL, ensuring their needs are met, an improvement since the last inspection. In addition, a co-ordinator has been appointed for gifted and talented pupils, and the provision for information and communication technology (ICT) has increased.
- 2.2 The personal development of pupils is outstanding and supported by the excellent pastoral care, welfare arrangements, and health and safety procedures. Pupils are extremely tolerant and respectful of each other's differences and collaborate very well with each other when working together. Their care for each other is embedded in all aspects of school life. The school council encourages them to contribute to their community in a positive way and pupils thoroughly enjoy their time at the school. Pupils' awareness of those less fortunate than themselves manifests itself in their positive approach to charitable giving.
- 2.3 The aims of the school are fulfilled, fostered by the governing body, which is committed to the academic and personal progress of each pupil. Governors have strong oversight of the school. Leadership and management are excellent, with robust policies and procedures which support pupils well in their personal development. Teachers are diligent in their planning, although currently they do not have opportunity to share best practice in teaching. The detailed appraisal system includes lesson observation and target setting. The school promotes strong links with parents. In their response to the parent and pupil pre-inspection questionnaire, both parents and pupils were extremely positive about all aspects of school life, particularly teaching, pastoral care and the open communication with the school.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.
- 2.5 The school's provision for childcare met the requirements of the Early Years Foundation Stage and no action was required.

(ii) Recommended action

2.6 The school is advised to make the following improvements:

1. investigate opportunities to increase time available for the curriculum;
2. build on the excellent practice observed in many lessons through the programme of lesson observation;
3. allocate sufficient time for the EYFS co-ordinator to monitor provision regularly;
4. ensure the quality of planning and reports by all specialist teachers meet EYFS expectations;
5. designate in the EYFS a specific area for outdoor learning in Reception.

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 extremely well educated and their success in academic work fulfils the school's aims of realising the potential of each boy within an environment in which they are happy and secure. Pupils develop their knowledge, understanding and skills effectively, supported by a broad curriculum. From an early age, they reason well and can think for themselves. Their creativity is particularly strong, as evidenced in the inspirational art work displayed around the school. Pupils have excellent literacy and numeracy skills. Their reading is advanced for their age, they are extremely articulate, and they express themselves with confidence both orally and in their written work. The standard of writing throughout the school is excellent. Due attention is given to the transfer of pupils from one section of the school to the next; staff work particularly closely together to ensure a smooth transition from the EYFS to Year 1, and from Year 2 to Year 3, so that pupils feel confident and look forward to the challenge of their new class. ICT skills are considerably improved since the time of the last inspection, with investment in this subject throughout the school.
- 3.2 Pupils make exceptional progress in their learning over time in relation to their ability profile, which is above the national average. Results in national tests at the age of seven for which national comparative data is available have been excellent when compared with the results for all maintained primary schools. Different subjects and curriculum areas reveal no significant difference in relative attainment between groups of pupils. By the end of the EYFS, all pupils are achieving or exceeding the Early Learning Goals. Throughout the school, pupils make rapid progress, and achievement for all abilities is excellent. Pupils co-operate exceedingly well; they work enthusiastically in pairs and in groups, both in and out of the classroom. Many examples of this were seen; during percussion group and full orchestra, pupils showed excellent musicianship and worked together well.
- 3.3 The pupils achieve high standards in a wide range of activities outside the classroom. In an assembly the percussion group played music from a recent popular film with great professionalism. More than two-thirds of the pupils have been successful in external music, and speech and drama examinations, many achieving merits or distinctions. The competitive sports programme is extensive, with numerous matches for boys of almost every age group. Pupils are enthusiastic and feel proud that they have so many opportunities of representing their school.
- 3.4 Pupils' achievement is supported by their excellent attitudes to learning, their exemplary behaviour, and the extremely good relationships they enjoy amongst themselves and with staff. They are well motivated, they concentrate and persevere with their work, and they show enthusiasm and enjoyment for their studies.

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

- 3.5 The school offers a broad curriculum that supports its aims in having a positive impact on achievement and pupils' personal development. The curriculum is enhanced by the addition of French from the Nursery onwards. Pupils' education as a whole contributes effectively to their linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development. It is suited to all ages, abilities and needs, and it covers well all the required subjects, including effective personal, social and health education (PSHE). French and religious education (RE) are also part of the curriculum. Music is a particular strength of the school and all pupils benefit from strong teaching and enthusiasm in this subject. Whilst the curriculum is currently timetabled as effectively as possible to allow all pupils to benefit from this wide range of subjects, the school is aware that the relatively short time of the day puts undue pressure on curricular time for some subjects.
- 3.6 The curriculum is planned throughout the school to ensure continuity of education and progress across the years. Each class teacher produces long-, medium- and short-term plans. The short-term plans include how the needs of different abilities are to be met and how to assess pupils' progress. Pupils with LDD or EAL receive very strong support that enables them to benefit from the curriculum. They are given individual education plans which are well known to the staff, who include suitable provision for these pupils within their regular planning. Gifted and talented pupils are catered for through extension activities often involving open-ended tasks, a result of the development of the role of the co-ordinator since the last inspection.
- 3.7 The school provides a good range of extra-curricular activities for all pupils, which are appreciated and enjoyed by all. A good range of visits is organised by each year group, both local day trips and visits overseas, including a residential visit to France for Year 6. Pupils also visit local places of historical and artistic interest that further broaden their aesthetic development. Good community links have also been developed.

3.(c) The contribution of teaching

- 3.8 Stimulating and effective teaching, some of which is excellent, enables most pupils to make excellent progress and give of their best, in line with the aims of the school. Teachers are well aware of those pupils with LDD and suit work to their needs. A great deal of time is given to boys who need help both in a one-to-one situation and in small groups. Teachers' subject knowledge is invariably strong, and they make good use of resources. In the best lessons, lively and enthusiastic teaching that includes effective questioning techniques enables all pupils to achieve well. For example, in a Year 2 RE lesson, boys were able to articulate their understanding from previous lessons and use skilful questioning techniques to demonstrate their understanding of the celebrations of the Chinese New Year. Praise and encouragement are used to good effect, and this adds to pupils' enjoyment of the topics studied.
- 3.9 The classrooms are well resourced and all have inter-active whiteboards. These resources are generally used effectively to help produce stimulating lessons that maintain pupils' interests and enthuse them. Staff are also adept at using a range of teaching methods to ensure that lessons are fresh and exciting.

- 3.10 A detailed marking policy is in place, which is adhered to by all staff and fully understood by all pupils. Assessment is excellent, regular and thorough, and informs staff of the next steps in learning for pupils. The analysis of standardised testing scores and assessment data help staff to ensure pupils make progress and support improvement in teaching standards. A clear system of target setting in many subjects shows pupils the way forward in their learning. Teachers make frequent checks in lessons that pupils understand material and are ready to progress further.
- 3.11 Teachers know their pupils extremely well; they are committed to supporting and providing them with generous levels of individual help which, in keeping with the school's aims, enable pupils to set high standards in all they undertake. In their responses to the pre-inspection questionnaire, parents strongly agreed that the teaching helped their children to make progress, promoted worthwhile attitudes and values, and achieved high standards of behaviour, so encouraging pupils to achieve very well overall and fulfil their potential.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of pupils' personal development is excellent, from the EYFS onwards, promoted by strong relationships within the school community and the outstanding pastoral care shown by all staff. Pupils throughout the school have excellent, well-developed personal qualities, in accordance with the aims of the school. They are confident and articulate, and take an obvious pride both in their own achievements and in those of others.
- 4.2 Pupils have a highly developed spiritual awareness, which is shown in the appreciation of their outstanding artistic and creative displays, and their participation in a variety of musical events and cultural experiences in which they are strongly encouraged. Assemblies provide the opportunity for pupils and staff to come together. This time is used to reinforce the school's spiritual and social awareness through collective worship, and the shared celebration of various sporting results, and of individual and group musical achievement. Pupils have high levels of self-esteem, yet are also caring and considerate towards others, respectful of their views and sensitive towards their feelings. They also develop self-confidence and take pride in their achievements through musical and dramatic performances.
- 4.3 The pupils' moral development is excellent; they have a strong moral code, which is upheld by staff and permeates daily life. Pupils develop their independent thinking and consider world issues, along with an understanding of the needs of other countries. Charity events continue throughout the year and closely involve pupils, parents and staff. Pupils regularly discuss matters of the moment in class and assemblies and this encourages them to think about the effect of their actions on other people. Pupils have a clear sense of right and wrong, and of justice and fairness. They understand and support the high standards of behaviour expected of them. They embrace the reward system, which includes the awarding of house points. Sanctions are clear, but rarely need to be used.
- 4.4 Pupils demonstrate excellent social awareness as they share facilities and feel that they are all part of a caring, kind school. Older pupils show consideration for younger pupils and the house system enables team spirit to develop. Behaviour within and around the school is exemplary. A relaxed yet respectful relationship between pupils and staff allows them to share the common goals of a joy of learning and doing their best, whatever the task. Pupils' personal development is enhanced as they learn about public institutions and services, the wider community and how they should respond in difficult situations, through the PSHE course. These experiences allow them to share the joy of learning and fulfilment.
- 4.5 Pupils have a strong appreciation of cultural diversity which comes from their RE work on alternative faiths, cultures and traditions. They also develop their understanding of other cultures in subjects such as geography, history and music where they study music from around the world. They understand about the festivals and places of worship of different religions. In addition they develop a strong awareness of their own culture through visits to museums, theatres and other places of cultural interest.

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

- 4.6 The pastoral care provided, and the attention given to pupils' welfare, health and safety are excellent throughout the school, including in the EYFS, and fulfil the aims of the school in encouraging self-discipline, responsibility and consideration for others. The caring, friendly environment is a major strength of the school and means that pupils feel valued. The staff provide outstanding support and guidance through the roles of form teachers. Pastoral arrangements are highly effective, fostering pupils' personal development and academic achievement extremely well. All staff promote pupils' self-confidence over a wide range of activities, through support, praise and encouragement. Pupils say they are well cared for; they feel appreciated and this gives them the confidence to turn to an adult should they have a concern.
- 4.7 The quality of relationships between pupils and staff and amongst pupils themselves is very strong, promoting a very caring and kind atmosphere that is evident throughout the school. The pupils are exceptionally well mannered and all adults are excellent role models for them. Staff know the pupils well and this helps provide a very happy and caring environment in which pupils thrive. Any issues or concerns about pupils are discussed at weekly staff meetings. The pupils play and work happily together with a sense of care and of understanding the needs of others. Behaviour in lessons and around the school is exemplary. Pupils believe rules are fair and they treat each other with respect and courtesy. They believe that bullying is very rare, and most agree that staff deal with any difficulties quickly and constructively.
- 4.8 The safeguarding of pupils is excellent; all staff are appropriately trained for their responsibilities and the robust policy is implemented successfully on appointment. Measures are taken to reduce the risk of fire and other hazards; regular fire drills are held and staff receive fire training. Health and safety procedures are effective, with risk assessments covering all aspects of school life. A health and safety committee operates, and meets regularly to discuss any issues arising. Electrical testing is appropriately carried out, and health and safety documentation is thorough. Accidents are suitably recorded and facilities for those who become ill during the day are good. An accessibility plan has been written, which is designed to improve the educational provision for those pupils with disabilities and is in line with the Special Educational Needs and Disability Act. Pupils understand very well the importance of choosing a healthy diet and participating in physical exercise. They enjoy the school meals which are nutritious and give good choice. The admission and attendance registers have been accurately maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent. All governors are highly committed to the good of the pupils, the school and its continuing development. The governing body strongly oversees the work of the school and helps secure the school's aims which support pupils' personal and academic development.
- 5.2 The board benefits from the wide experience and professional backgrounds of its members. It has a clearly defined structure, with highly effective and supportive sub-committees. This enables it to operate efficiently in its oversight of the school. Governors are particularly successful in keeping abreast of new legislation and in securing the necessary financial resources for school development. The outcome of this is effective educational provision and considerable ongoing investment in general resources, staffing and school buildings. Governors are also appropriately involved in the educational development of the school, giving support and stimulus for growth. They have excellent oversight and awareness of both child protection issues and their responsibilities regarding health and safety.
- 5.3 Effective communication between the headmaster and the governors ensures that the governors have a particularly good insight into the working of the school. Governors visit the school and regularly attend school events.

5.(b) The quality of leadership and management

- 5.4 Leadership and management are excellent, in line with the school's aims to realise the potential of each boy and to provide a secure, happy environment, so all can learn within a disciplined framework that encourages each pupil to respond to the best of his abilities. Structures are clear and comprehensive; management roles have developed effectively since the last inspection.
- 5.5 Leadership and management are strong and effective across the whole range of school activity, exercised always in a considerate and sensitive manner. Senior managers provide a caring and clear vision which, coupled with the determination and commitment that characterise it, has enabled the school to deliver a first-class education for all its pupils, to enrich the life of each and every pupil, and to develop talent, passion and commitment that will enable pupils to find confidence through individual achievement and team success. There is a distinctive family ethos in the school. All staff feel involved in the school and part of the school's processes.
- 5.6 A clear school development plan sets out specific areas of educational improvement. This clarity of vision benefits the whole community, and is reflected in the good quality of education and the excellent personal development of the pupils. Whilst best practice in teaching and learning is not yet fully shared, all staff are involved in self-evaluation, and monitoring of teaching and learning is undertaken with rigour.
- 5.7 Policies and procedures have been produced for all aspects of school life and they are implemented successfully by staff. These give parents a clear understanding of the school's processes. Teaching and classroom support staff are deployed well and make an excellent contribution to pupils' learning and welfare, particularly for those with LDD or EAL. High quality staff are appointed and staffing levels are

excellent, so that strong support is given to pupils. In-service training and appraisal are regular features of staff development, and the safeguarding, welfare, health and safety of the pupils are given high priority, with all staff trained in these areas. Non-teaching staff contribute significantly to pupils' personal and academic development through their support roles within the school community. Recruitment of staff is carried out with due rigour. The centralised register is accurate and well maintained.

- 5.8 The efficient and friendly office staff and bursar work extremely hard to ensure efficient communication between the two sites. Financial management by the bursar is detailed and clear. The needs of the school are thoroughly analysed; priorities are set, effectively planned for and carried through so that provision for material and human resources and accommodation is extremely good. The atmosphere in the school office is warm and welcoming towards visitors, staff, parents and pupils. Requests and enquiries are treated with courtesy and consideration, which matches the school's ethos. The catering staff provide nutritious meals and their friendly relationships with pupils add to the overall excellent quality of care. The maintenance and cleaning staff keep the school in a safe and clean condition.

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

- 5.9 Links between the school and parents are excellent, and strongly support the academic and personal development of the pupils. Responses to the pre-inspection questionnaire indicate that parents are very supportive of the school. They are particularly positive about the teaching, the information that they are given about their children's progress, the worthwhile help given to those with learning difficulties and/or disabilities, the high standards of behaviour and the promotion of worthwhile attitudes and values. They also believe they can communicate easily with the school and that policies and procedures are readily available.
- 5.10 Parents have many opportunities to be involved in the life of the school. They are regularly invited into school to attend school functions, including events such as concerts and drama productions. The parents' association is an active body, enthusiastically supporting the school by organising events to welcome new parents and social events, such as the Christmas and summer fairs, fashion shows, spring ball and discos. They also raise funds for charity and to benefit the school.
- 5.11 Information to parents is detailed and regular. The school has set up an effective electronic communication system which ensures rapid conveying of information. This was particularly appreciated when the school was closed due to snow. Parents had immediate notification; pupils had work posted on the website. Parents of current and prospective pupils have all the information they require about the school. The website is detailed and clear.
- 5.12 The homework diary allows for useful, often daily, informal contact between the school and parents. From Years 1 to 6, written reports are sent twice yearly. The reporting system affords parents full information on how their children are progressing and gives helpful targets for the future. Parents' evenings are held each term, when parents have the opportunity to speak to teachers and discuss any concerns they may have about their children.
- 5.13 The school has a clear and appropriate complaints policy and handles concerns with due care. Parents indicated that minor matters are dealt with by class teachers. In the parental questionnaire, parents commented on how approachable the staff and

headmaster are and said that their concerns, when they arise, are dealt with sympathetically and resolution is achieved speedily.

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, overall, a good setting. Children are safeguarded effectively, cared for exceptionally well, their needs are met and they are integrated effectively into the wider school community. They make good progress. The capacity to improve is strong, as illustrated in the recent evaluation of provision. Relationships with parents are extremely positive. Almost all the recommendations of the last inspection have been met; however that to improve outdoor learning in Reception has not been fully met.

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

6.2 Leadership and management are good. Comprehensive policies and risk assessments are implemented efficiently and ensure children are safeguarded effectively. Managers' high aspirations and clear vision are communicated well. Staff promote equality so that, irrespective of background, ability or need, children achieve well. Perceptive and detailed self-evaluation identifies priorities for development and demonstrates the capacity to improve. Suitably qualified staff make good use of local training opportunities to update skills and expertise. Parents were overwhelmingly positive when responding to their questionnaire. Excellent opportunities exist for Reception parents to be involved in children's learning. The EYFS co-ordinator has insufficient time allocated to monitor provision regularly across both sites. Good links exist with local agencies and providers. Throughout both settings, the effective use made of a range of resources by staff enables them to provide an interesting variety of tasks and activities for the children.

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

6.3 Provision for learning and development is good overall. Adults apply their knowledge and experience in comprehensive planning, making good use of assessment information and resources, especially in Reception. Children's specific needs are provided for well. Learning includes a suitable balance between challenging, purposeful play that is teacher-directed and that which is child-initiated. Colourful environments reflect children's work and interests. Outdoor provision is good for Nursery and satisfactory for Reception, due to the restrictions of shared space. An excellent range of information informs parents of their children's learning and achievement. Some specialist subject plans and reports lack the detail and content expected of EYFS documentation. Children's welfare is afforded a high priority and care is excellent. Key people guide and support children extremely well, establishing clear routines that assist the understanding of safety and development of good attitudes to health and personal hygiene.

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

- 6.4 Children make good progress in relation to their starting points and abilities. They are well motivated, confident, fully involved and well behaved as they work happily in groups and on their own. They are eager to contribute and listen to each other's views. They are highly articulate and are keen to record their ideas, and they love books. The children enjoy using the inter-active whiteboard and computers, creating illustrations for their work, and tackling problems as they acquire skills that are a valuable foundation for future learning. Relationships at all levels are excellent and children make friends easily. Nursery children relate exceptionally well to their key persons. Reception children respect and trust their teachers. The children feel safe, secure and fit, and understand what danger is. They benefit from physical activity, choose healthy food to eat and are developing good personal habits.

What the Early Years Foundation Stage should do to improve is given at the beginning of the report in section 2.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and other 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 Karin Kelly	Reporting Inspector
Mr Geoff Lee-Gallon	Assistant Reporting Inspector (Former Head, HMC school)
Mr Nicholas Park	Junior Team Inspector (Deputy Head, IAPS school)
Mr Martin Morris	Junior Team Inspector (Head, IAPS school)
Mrs Margot Branson	Junior Team Inspector (Head, GSA school)
Mrs Sandra Gordon	Early Years Lead Inspector