



INDEPENDENT SCHOOLS INSPECTORATE

ST HELEN'S COLLEGE

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St Helen's College

Full Name of School	St Helen's College
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Heads	Mr Dominic Crehan & Mrs Jill Crehan
Proprietors	Mr Dominic Crehan & Mrs Jill Crehan
Age Range	3 to 11
Total Number of Pupils	346
Gender of Pupils	Mixed (176 boys; 170 girls;)
Numbers by Age	3-5 (EYFS): 91 5-11: 255
Number of Day Pupils	Total: 346
Head of EYFS Setting	Mrs Jill Crehan
EYFS Gender	Mixed
Inspection dates	24 May 2011 to 25 May 2011 22 June to 24 June 2011

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in March 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Helen's College is a co-educational day school for pupils aged three to eleven years situated on two sites in a residential area of Hillingdon, Middlesex very close to parkland. It was founded in 1920 and since then it has been a private proprietorial school; the joint heads are the current proprietors having been so since 1987. The school places a strong emphasis on family values and, although a Christian school, it welcomes children from all faiths and of no faith. Since the previous inspection in 2005 a major building programme has been completed. The lower school which includes pupils up to Year 1 is housed in purpose-built accommodation across the road from the main part of the school. The school makes good use of the nearby park and swimming pool for many sports activities.
- 1.2 There were 346 pupils (170 girls and 176 boys) on roll at the time of the inspection including 91 boys and girls in the Early Years Foundation Stage (EYFS). Most live locally, and reflect the multi-cultural nature of the surrounding area with parents mainly working in professional or retail positions. The average ability of the pupils is above the national average for all primary schools, with a wide range. National tests taken at the age of eleven show that by then attainment is far above the national average. Thirty-four pupils have been identified as having some sort of mild learning difficulty and/or disability (LDD) and 37 pupils who speak English as an additional language (EAL) receive support mainly in the classroom. Almost all pupils gain places at academically selective maintained or independent schools.
- 1.3 The school aims to promote a love of learning, to develop the full potential of each pupil, to foster talents and interests by participating in the widest range of challenging activities, and to instil Christian virtues and nurture strength of character. It seeks to work closely with parents to create a family atmosphere.
- 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 overall quality of the pupils' educational experience is excellent. Pupils achieve high standards both in academic work and in a wide range of other activities. They are extremely successful in all aspects of their learning and this is reflected in their success in entrance examinations both to maintained grammar and to independent schools. The pupils' outstanding development is strongly supported by the broad and interesting curriculum which is well adapted for those with LDD or EAL and for those having particular talents. Extremely well-developed skills in literacy and numeracy contribute to the pupils' exceptional progress over time. An extensive range of opportunities is offered by the extra-curricular programme in which most pupils participate. Pupils' achievements are strongly supported by lively, challenging and interesting teaching. Pupils are enthusiastic about their learning and are proud to be members of their school. They are attentive and interested and from the earliest age they concentrate well and can work independently, reason and think for themselves.
- 2.2 The pupils' personal development is outstanding, being well supported by excellent pastoral care and welfare, health and safety arrangements. The overall feeling is of a warm friendly community where everyone knows each other and feels safe and secure. Pupils benefit from being valued members of a multi-faith and multi-cultural environment where thought for others is paramount. From the EYFS onwards the articulate, confident pupils enter school in the morning ready and eager to learn. They show a strong sense of responsibility and respect for each other and their teachers and actively involve themselves in all aspects of school life, contributing to its ethos, which is for all to strive for excellence, help everyone achieve and to care for each other.
- 2.3 The total commitment of the proprietors to the school ensures the school's aims are met in full. They successfully lead the school by providing the management and staff with strong support and challenge. Every available part of the buildings and grounds is used imaginatively and is extremely well maintained. Leadership and management are excellent at all levels, with strong policies and procedures and clear goals which contribute to the pupils' excellent achievement and ensure the smooth running of the school. The school promotes highly successful links with parents, who responded extremely positively to the pre-inspection questionnaire. They particularly mentioned the quality of teaching, the extra-curricular activities, the pastoral care, the values and beliefs imparted by the school and the approachability of the heads. A small number of parents felt they did not have enough information about their children's progress but inspectors felt this was not justified. The school has successfully addressed the recommendations of the previous inspection to provide more non-contact time for senior and middle management.

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. Establish a smaller number of priorities in the school development plan.
2. Make a few lessons longer to extend learning time.
3. In the EYFS enhance provision for outdoor play to facilitate its use during inclement weather.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Throughout the school the pupils' overall achievement is outstanding, with excellent standards in academic work and in extra-curricular activities. This fulfils the school's aim to encourage each pupil's academic potential and to provide opportunities to discover a wide range of other interests.
- 3.2 The pupils demonstrate a high level of knowledge and understanding. Their ability to interpret and think creatively, particularly in art and drama, is apparent throughout the school. They have excellent literacy and particularly high numeracy skills and many pupils read avidly. Pupils confidently discuss their ideas in lessons and in written work. They show an independent approach to problem solving in science and mathematics and enjoy trying to find their own solutions, sometimes using information and communication technology (ICT). From the youngest age, the pupils are used to speaking and performing confidently in public, as seen in all assemblies including the Nursery. Presentation of work is neat and careful with well-developed handwriting, showing enthusiasm and effort.
- 3.3 Individual and team achievements in extra-curricular activities are of a high standard. The pupils have had significant success in drama and music examinations and have triumphed at local and regional levels in many of the sports played, such as netball, cross country, cricket, basketball, tag rugby and football. Some pupils will be representing the local borough in a London sports event. Pupils have many other opportunities to represent their school. Musicians of all abilities perform in high quality ensembles, the orchestra and choirs, and each year group presents a much acclaimed annual musical. The pupils have also been nationally successful in creative thinking and language competitions. Obvious enjoyment is shown by pupils in all activities.
- 3.4 Over the past three years, attainment shown by results in national tests at the age of eleven has been far above the national average for all maintained primary schools, showing that progress is far above average and exceptional for pupils of similar abilities. This progress is evident in the excellent quality of the pupils' current work, fostered by outstanding teaching in an extremely well-planned curriculum.
- 3.5 The pupils' excellent achievement and progress is also supported by their lively attitudes to learning and the expectation that they will use their intellectual curiosity and develop creative and enquiring minds. The results are evident in many lessons and activities such as the follow-up to field courses, when data is used for comparison and investigation. Pupils work successfully as partners and in teams, using their initiative and being encouraged to take the lead. They pose pertinent and well-considered questions and answers, as well as showing high levels of concentration and behaviour, all of which leads to excellent learning.

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

- 3.6 The wide and challenging curriculum and extra-curricular activities support the work of the school in meeting its aims and make an excellent contribution to the quality of the pupils' achievement and personal development. It offers opportunities for all according to their differing needs and abilities. This is in line with the school's aim to provide an education in its broadest sense. It prepares the pupils well for selective senior school examinations taken at the age of eleven and covers all the required areas of learning. As well as the usual subjects, French, Spanish, drama and philosophy are included with a strong emphasis on citizenship and preparing for the next stage of education. Music, drama and sport are well provided for in line with the recommendation of the previous inspection. The high standards achieved support the pupils' personal development. Specialist teaching in some subjects starts in the EYFS and is gradually increased until in Years 5 and 6 much teaching is by specialist teachers, although the role of form teacher is still an important one. Years 4, 5 and 6 each undertake a residential trip. Many pupils spoke enthusiastically of their recent visits to Suffolk, the Isle of Wight and France, saying how much they had gained in confidence and self-knowledge. Valuable cross-curricular work is generated from these visits.
- 3.7 The curriculum is extremely well planned to ensure progressive learning throughout the school. Teachers know the capabilities of individual pupils and use this information to engage their interest and to challenge them. Good support for those who need it, leading to individual education plans which are well used in teaching, is mainly integrated into lessons and ensures that all pupils, including those with LDD and EAL, are being taught and helped according to their ability. Those pupils with particular talents are challenged during lessons as well as attending workshops and special activities either outside school or within the extra-curricular programme. All pupils are encouraged to research and discover for themselves and to take control of their own learning when appropriate. Resources in the virtual learning environment recently opened on the website are well used for this.
- 3.8 The wide and stimulating range of extra-curricular activities adds much to the pupils' learning and personal development, by broadening their interests and helping them to develop self-confidence, as well as giving challenge. In addition to sports, pupils enjoy and benefit from a good range of music groups, art and drama activities and other clubs as diverse as martial arts, sewing and chess. These many activities help the school's aim for pupils to excel in at least one area.
- 3.9 Strong links with the community include joint events with local schools and clubs in sports and music, and for pupils with particular talents. The church hall, which is adjacent to the lower school, is used for some lessons and activities and local churches are well supported. Older residents and neighbours of the school are invited to concerts and plays. Charities both local and national are generously supported by pupils, staff and parents and encourage pupils to think of the needs of those less fortunate than themselves. Visits to places of interest enrich the curriculum.

3.(c) The contribution of teaching

- 3.10 The quality of teaching is excellent and has improved since the previous inspection. It fully supports the aims of the school to inspire pupils with a love of learning whilst achieving the highest possible standards. It makes a strong contribution to the pupils' outstanding progress and achievement.
- 3.11 Teachers have high expectations of their pupils, who acquire a secure foundation in basic skills particularly in literacy and numeracy. Pupils are well known by their teachers, who respond to their needs, ensuring that all are helped to progress. Teaching is imaginative, motivational and often exciting, and includes a variety of different approaches including asking questions suited to different abilities, arranging discussion in pairs and groups, using the gardens and motivating pupils with games activities. Drama is incorporated into many lessons. The pace of lessons is usually brisk but in a few single periods across the curriculum, the time available was too short to benefit fully the pupils' learning. Pupils are encouraged to use their initiative, and the well-planned lessons and the resources on the website enable them to make good use of the opportunities provided. Teaching responds to the needs of those with LDD, who receive valuable support. Pupils with EAL are particularly helped to improve their literacy and language skills to bring them in line with their often high achievement in other subjects. High quality enrichment activities are provided for those with particular talents, which enables them to succeed and progress. From the youngest to the oldest, pupils are encouraged to discuss and listen to each other as part of lessons.
- 3.12 Teachers are well qualified and knowledgeable and receive strong support from well-deployed teaching and learning assistants who are based mainly with the younger pupils. Excellent resources are used effectively to match the way pupils learn best. A variety of ICT is well used in lessons, ranging from photographing the potatoes grown in the lower school garden to programming a robot and older pupils making their own websites.
- 3.13 Marking is regular and helpful. The best marking shows clear targets for improvement as well as being encouraging and supportive. Excellent formal assessment is rigorous and each pupil's progress is monitored and tracked throughout the school with the information being well used to guide planning for all abilities and to set targets for improvement. Teachers use a variety of informal assessment methods to develop lessons in line with pupils' abilities. Self- and peer-assessment allows pupils to analyse their own strengths and weaknesses and set their own personal targets.

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 pupils' personal development is outstanding. It more than fulfils the school aim by helping pupils to discover their own excellence and to nurture Christian values within a multi-faith environment where strength of character is instilled. Pupils thrive in a happy, positive atmosphere with a strong sense of purpose and enthusiasm. They regard each other and their teachers as friends. They say they feel valued and treated as individuals. From the EYFS onwards, pupils grow in confidence and they take pride in their own and others' achievements.
- 4.2 Pupils develop strong spiritual awareness. They are self-aware and recognise their own strengths and weaknesses, which was shown by their interaction in lively interviews. Their excellent creative displays, their love of all styles of music and art, particularly their paintings in the style of Hockney and Matisse, and their strong eco-awareness show their appreciation of the beauty of the world around them. Assemblies acknowledge and value all faiths and often start with a period of reflection. Pupils have a keen insight into values and beliefs and how they affect their own and other people's lives. They gain this from the broad religious education curriculum based on Christianity which encourages learning about and from other faiths, together with the personal, social, health and citizenship education (PSHCE) programme, which includes a strong element of philosophy. The pupils' high self-esteem is nurtured by the element of positive psychology in the PSHCE course, the vivid displays around the school, and the awarding of certificates and badges in which achievements of all kinds are acknowledged.
- 4.3 The quality of the pupils' moral development is excellent from the EYFS upwards. They distinguish between right and wrong and know that fairness is important. They recognise that high standards of behaviour are expected and understand that their actions may impinge on the rights and needs of others. Older pupils discuss current issues such as internet safety and all pupils try to abide by the school and playground rules.
- 4.4 The pupils' social development is outstanding, much helped by the way they are encouraged to see the school as their own community and to recognise their own part in it. Members of the school council meet regularly and contribute to school decision making, such as having a pagoda as a quiet space in the playground. The strong citizenship element in the PSHCE scheme of work and its emphasis throughout the curriculum contribute to the pupils' knowledge of public institutions and democracy and to the making of future outward-looking citizens. Older pupils relish the responsibilities of acting as parking marshalls and house and sports team captains, and younger ones take their class duties seriously. Pupils commented on how much they enjoy playtimes, with their variety of playtime equipment. Respect for others is a prominent feature of the way pupils use playground space. A sense of responsibility is engendered by being a 'playground pal'. These are active from the EYFS upwards, with those in Years 2 and 4 receiving training to help them sort out minor disputes.
- 4.5 The pupils' excellent cultural awareness is promoted by the school's own special multi-cultural ethos. Pupils are receptive and open-minded and respect and celebrate their own cultures and the differences between them. They show a high level of understanding, tolerance and harmony. Pupils have an extensive knowledge of racial and cultural diversity through geography and language weeks, a

language competition, links with two schools in South Africa and celebration of each other's festivals. The pupils benefit enormously from the school's position in London to visit galleries, museums and theatres and so appreciate Western culture, history and traditions.

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

- 4.6 Outstanding pastoral care and rigorously implemented arrangements for the pupils' welfare, health and safety help the school achieve its aims to provide a happy, positive atmosphere in which each pupil feels safe and secure. The caring and friendly staff throughout the school create an atmosphere in which respect for others predominates and pupils flourish and mature, becoming confident and responsible, ready to move to the next part of the school or stage of their education.
- 4.7 Pupils are well known to all staff, who provide sympathetic and strong support and guidance, both academically and pastorally. Relationships between staff and pupils and among the pupils themselves are excellent at all ages. In their questionnaire responses and in interviews, pupils were keen to note how much help they had from staff and all felt there was someone they could turn to with an issue. No concerns were expressed about bullying and pupils said that if unacceptable behaviour does occur it is dealt with quickly and effectively. Pupils understand the strong anti-bullying policy and the simple sanctions and rewards system and feel they are fair and work well.
- 4.8 Safeguarding arrangements are thorough and extremely effective. All staff have had appropriate child protection training and the robust policy is well understood and implemented. All necessary measures, including fire drills and staff training, have been taken to reduce the risk of fire and other hazards. Risk assessments cover all aspects of school life and health and safety procedures are thorough. The school has excellent arrangements for pupils who are unwell and an appropriate number of staff have first-aid training. Injuries and the administration of medicine are properly recorded. The disability access plan under the Special Educational Needs and Disability Act is regularly updated. Pupils understand the importance of a healthy diet, and ample physical exercise is enjoyed by all. Admission and attendance registers are properly completed and stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the proprietorial head teachers is outstanding. They are fully committed to the school, providing experience and expertise, and are responsible for all aspects of its running in line with the school's aims. Since the previous inspection in 2005 considerable building has taken place to improve facilities, and senior and middle management roles have been strengthened. They provide very effective oversight of the whole school and their responsibilities for child protection and welfare, health and safety are meticulously carried out.
- 5.2 They provide much valued support, challenge and stimulus for staff and have continued to apply sound financial planning to achieve their aims for the school. They know children and parents extremely well, who commented on their readiness to discuss any concerns.
- 5.3 The strategic development plan was produced in consultation with staff and provides an extremely detailed long-term strategy for the future of the school. Whilst being a valuable document which shows how much has been achieved recently as well as aims for the future, it lacks a clear overview to enable priorities to be established.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is excellent. The recommendation of the last inspection to make middle tier management more effective by decreasing the workloads of subject leaders, has been successfully addressed. The aims of the school to provide all pupils with a thorough all-round education whilst equipping them for the future, are extremely successfully achieved.
- 5.5 The experienced and committed leadership and the strong support of the senior management teams help provide clear goals and a strong sense of direction to ensure that all pupils receive the best possible education. Subject leaders manage their subjects efficiently, ensuring that the quality of teaching and planning is monitored effectively. The school is constantly evolving with new ideas and initiatives to help and enhance pupils' learning and achievement, and all staff are involved in their implementation. These are detailed in subject development plans which show an understanding of the school's strengths and weaknesses.
- 5.6 Well-implemented whole-school policies are regularly reviewed. Since the previous inspection, management of assessment data has been considerably improved, enabling all pupils' progress to be thoroughly monitored and to provide information to help teachers' planning. The school successfully secures, inducts and supports high quality staff who fully support the school's aims and contribute to its overall organisation and harmony. They work as a close-knit team to ensure the good of the school and its pupils. Recruitment procedures are robust and all staff and volunteers are suitably checked. Good appraisal and in-service training ensures progressive staff development. All staff have received appropriate training in safeguarding and welfare, health and safety. The central register of appointments is properly maintained.
- 5.7 The school has a strong sense of community which stems from leadership at the top visibly valuing all those who work in the school, including those in administration and

maintenance. Staff feel valued and obviously love their work in the school. They show their commitment to the well-being of their pupils and even play in the staff scratch orchestra. This kind of involvement makes the pupils feel part of a large extended family.

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

- 5.8 Links with parents, carers and guardians are excellent and fully support the school's aim to be a family community. The parents' responses to the questionnaire showed a high level of satisfaction with the education provided. Many consider their children fortunate to be at St Helen's. They particularly praised the teaching, curriculum and extra-curricular activities, the pastoral care and the high quality of staff, all of which are fully endorsed by inspectors.
- 5.9 Parents attend formal and informal performances, concerts, parents' evenings and open mornings, and some accompany school trips. Parents appreciate that they are easily able to contact staff by email or personally as well as attending a termly parents' forum. The parents' association is an active body which organises social and fund-raising events such as the summer fete. All parents are happy with the level of general information they receive and many parents commented how useful they found the comprehensive school website which contains much information both for them and their children, including regular newsletters. Two colourful school magazines are also published each term which give parents a very clear picture of their children's work, visits and activities. All required information is published to the parents of pupils and prospective pupils.
- 5.10 Parents are given full information regarding their children's progress. A small number of parents felt they do not have enough information about their children's attainment. Inspectors consider that this is not justified as reports and assessment grades are sent to parents regularly and teachers are always ready to discuss problems if asked.
- 5.11 Parents felt their concerns were addressed promptly, normally by the form teacher but also by senior staff, in line with published procedures and the inspection confirmed this.

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 an outstanding setting with the capacity to sustain improvements. An excellent system of review and self-evaluation ensures the achievement of the school's aims to encourage all children to develop their talents and interests, by participating in a wide range of challenging activities. It also ensures that the setting continues to provide experiences that broaden, enrich and extend the skills, talents and values of each member of the school community. Staff sustain existing high standards by regularly identifying areas for improvement and creating a stimulating, colourful environment, where children feel valued and safe. The recommendations of the last Ofsted inspection, to promote children's awareness of the variety of cultures and beliefs through the provision of books and resources, have been met.

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

6.2 The leadership and management of the setting are outstanding. Safeguarding procedures are robust, with efficient and comprehensive policies and risk assessments firmly established. All adults have been suitably checked, and are well qualified and appropriately trained. Records, policies and procedures necessary for the efficient management of the setting are well implemented. The capacity for sustained improvement is excellent and ensures that children have equal opportunities to learn and progress. Great importance is placed on building strong relationships with parents, who are welcomed and valued at all times. Every opportunity is taken to inform parents of their children's progress and they are encouraged to contribute to the Foundation Stage profiles and share information with their child's key person, thus forging close links between home and school. The effective use and good management of resources, including those outdoors, leads to outstandingly successful outcomes for all children.

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

6.3 The quality of provision is outstanding. All children learn and develop extremely well through stimulating play and experiences. Each child has a key person who tracks progress by observing and assessing all aspects of the curriculum. A well-judged balance is maintained between adult-led and child-initiated activities, with many opportunities for independent learning. Reception has a 'Challenge Area' for independent learning to complement the curriculum topics, and outdoor provision is used very effectively, although this is restricted during wet weather, due to the lack of waterproof cover. Children are observant and inquisitive and staff ask challenging questions to develop thinking skills. Provision for the welfare, health and safety of children is excellent. Good health and well-being is emphasised. The behaviour policy is well implemented, leading to a happy, busy atmosphere, where children benefit fully from the opportunities provided.

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

- 6.4 Outcomes for children are outstanding. They make rapid progress and are on course to meet all the Early Learning Goals by the end of their Reception year, with many likely to exceed them. In communication, language and literacy through drama, Reception children are able to explore a creative and imaginative story, speaking clearly and audibly, confidently writing their names and constructing simple sentences. Nursery children are accurate in counting the number of frogs in a pond, exhibiting excellent number recognition up to twenty. Children are inquisitive, enthusiastic and self-motivated, relating well to one another and to adults. They co-operate well in their learning and are able to make choices and decisions. They feel safe when choosing indoor and outdoor play. They enjoy their lunches and understand the importance of staying healthy. Children are provided with secure foundations for their future well-being in all aspects of their learning.

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 proprietors, 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 Margaret Smallwood	Reporting Inspector
Mrs Janet Cooper	Former Head of ISA/SHMIS school
Mr Jonathan Meadmore	Former Head of IAPS school
Mr John Shackleton	Head of IAPS school
Mrs Lynda Boden	Early Years Lead Inspector