



INDEPENDENT SCHOOLS INSPECTORATE

QUEEN'S GATE SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Queen's Gate School

Full Name of School	Queen's Gate School
DfE Number	207/6026
Registered Charity Number	312724
Address	Queen's Gate School 133 Queen's Gate Kensington London SW7 5LE
Telephone Number	020 75893587
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Email Address	registrar@queensgate.org.uk
Principal	Mrs R M Kamaryc
Chair of Governors	Mr M Cumming
Age Range	4 to 18
Total Number of Pupils	461
Gender of Pupils	Girls
Numbers by Age	3-5 (EYFS): 23 11-18: 320 5-11: 118
Head of EYFS Setting	Mrs N Webb
EYFS Gender	Girls
Inspection dates	11 Oct 2011 to 12 Oct 2011 9 Nov 2011 to 11 Nov 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 November 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 Queen's Gate is a selective day school for girls aged 4 to 18. It was founded in 1891. The school is situated in central London close to the major museums and Hyde Park, and occupies five Victorian buildings adapted for school use. The Early Years Foundation stage (EYFS) is housed in an area of the Junior School designed for this age group. The school is an educational trust overseen by a board of governors.
- 1.2 Since the previous inspection, the school has acquired two additional houses for the Junior School, redeveloped both junior and senior libraries, created three additional laboratories and refurbished the Senior School buildings. The management structure has been revised and there have been several appointments including that of chair of governors and new leadership.
- 1.3 The school seeks to offer a well-rounded education to girls in a caring and supportive environment. It aims to enable all girls to achieve their potential, both academic and personal, enjoy a range of extra-curricular activities, and become responsible citizens.
- 1.4 At the time of the inspection, there were 461 pupils on roll, of whom 23 were in the EYFS. There were 57 pupils in Years 12 and 13. Pupils come from a wide range of cultural and ethnic backgrounds reflecting the diversity of central London. Most pupils come from families engaged in the professions or business.
- 1.5 The ability profile of the Junior School is above the national average. Most pupils have an ability that is at least above the national average and some have ability that is far above average. The ability profile in the Senior School is above the national average. Pupils demonstrate a wide range of abilities, but with the majority being of at least above average ability. The ability profile of those entering the sixth-form remains above the national average and is slightly lower than in the Senior School.
- 1.6 One pupil has a statement of special educational needs. In addition, the school has identified seventy-one pupils as having special educational needs and/or disabilities (SEND), of whom just under a third receive specialist help from the school. Eleven pupils have English as an additional language (EAL), six of whom receive support.
- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Preliminary	Reception

Junior School

School	NC name
Transition	Year 1
IB	Year 2
IA	Year 3
IIB	Year 4
IIA	Year 5
III	Year 6

Senior School

School	NC name
Remove	Year 7
LIV	Year 8
IV	Year 9
V	Year 10
UV	Year 11
LVI	Year 12
UVI	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Queen's Gate is successful in achieving its aim to offer an education for life in a challenging environment where sound values and individuality are nurtured within a supportive environment. The happy, friendly atmosphere is palpable throughout the school.
- 2.2 Pupils of all ages and abilities, including those with SEND or EAL, make good progress and achieve well. They make exceptional progress and achieve particularly high standards at GCSE and A level. They are highly motivated, enthusiastic and effective learners. The curriculum is good and wide-ranging, although the challenge provided for the most able is inconsistent. The pupils' personal development is greatly enhanced by the outstanding range of activities and visits available in the extra-curricular programme. The quality of teaching is good. Teachers plan their lessons well and display exceptional levels of dedication, commitment and subject knowledge.
- 2.3 The quality of pupils' personal development is outstanding. Pupils display very high levels of spiritual, moral, social and cultural development. The quality of pastoral care is excellent, and pupils' welfare is given a high priority. They feel cared for and valued as individuals. A high level of attention to health and safety is evident throughout the school.
- 2.4 The quality of governance is satisfactory, and improving. Governors are committed to the school's aims and ethos and visit the school frequently. They exercise prudence in financial management, but have not developed a long term strategic plan which includes clear costs. The monitoring of regulatory compliance is insufficient, but plans are in hand to address this. The leadership of the school is effective at all levels and ensures pupils' good educational progress and outstanding personal development. Strategic and development planning in different areas of the school is not linked coherently. The school has successfully implemented the recommendation from the previous inspection and improved its library provision. Links with parents are excellent. Parents express a very high level of satisfaction with the school and are particularly supportive of the worthwhile values the school promotes. Queen's Gate is a school where the individual counts and diversity is embraced. Pupils are happy to be at the school and sad to leave it.

2.(b) Action points

(i) Compliance with regulatory requirements

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

2.5 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

2.6 The school is advised to make the following improvements:

1. Establish a coherent framework for the future improvement of the school by creating a strategic plan which links all elements of the school's development planning.
2. Develop further procedures for governors to monitor regulatory compliance.
3. In the EYFS, make further provision for child-initiated activities in order to develop children's greater independent learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and of their learning, attitudes and skills is good. Pupils are well educated in accordance with the school's aims. Pupils of all ages and abilities display good knowledge, skills and understanding. They reason and argue coherently in mathematics, science and information and communication technology (ICT), contribute thoughtfully to discussions, and listen respectfully to others, in religious studies, psychology and English. Pupils' literacy and mathematical skills are very good. The most able pupils use a wide range of vocabulary and complex sentence structure in their written work across a range of subjects including modern foreign languages. Pupils with EAL express themselves confidently and fluently in discussions. Those with SEND use language effectively in English and science. Pupils demonstrate excellent levels of creativity, which is particularly evident in music, art and design technology (DT) lessons. Pupils make effective use of ICT for research and communication. Good levels of physical development were seen in gymnastics in the Junior School and trampolining in the sixth-form.
- 3.2 Pupils enjoy a very good level of success in extra-curricular activities. Many pupils of all ages reach good standards for their age in instrumental, speech and drama examinations, with a high proportion of achieving distinctions. Pupils also achieve at a high level in sporting activities. The most notable achievements include the basketball team's participation in the UK finals, winning the London championship in cross-country running and success for fencers and rowers in the London Youth Games.
- 3.3 The school does not enter pupils for national tests in the Junior School but on the evidence available their attainment is judged to be good across a range of subjects including demanding work in English and French. Standardised measures of progress indicate that pupils make progress that is at least above average for pupils of similar ability. Progress observed in lessons was good.
- 3.4 In the Senior School pupils achieve high standards and progress very well. Results at GCSE and A level have been far above the national average for girls in maintained schools and above the national average for girls in maintained selective schools. Performance at IGCSE has been above international norms but lower than UK norms, where the benchmark is higher. Results at GCSE and A level are high in relation to pupils' abilities, indicating that they make exceptional progress compared to the norm for pupils of similar ability, as supported by nationally standardised measures of progress. All pupils enter higher or further education with the majority gaining places at their first choice institution.
- 3.5 Throughout the school, pupils display excellent attitudes to learning and sustain high levels of concentration. They co-operate well with each other; their ability to work collaboratively and support each other's learning is a strength of the school. Receptive and responsive, pupils throughout the school answer questions readily and listen attentively. They take pride in their written work which is neatly presented.

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

- 3.6 The contribution of curricular provision to the pupils' success is good enabling them to become well-rounded individuals. Their personal development is greatly enhanced by the excellent extra-curricular provision, supporting the school's aim to extend pupils' individual talents and interests. The curriculum is suitable for all ages and broad and balanced in both parts of the school. It offers pupils a good range of subjects which cover linguistic, mathematical, scientific, human and social, physical and creative areas of study. An extensive and ambitious programme of languages is offered in the Junior School. Older pupils benefit from a wide range of optional subjects at GCSE, and particularly, A level. In the Senior School sciences are taught as separate subjects from Year 7, a wide choice of languages is available and pupils have the opportunity to study ancient history, classical civilisation and ancient Greek from Year 9 which enables them to develop their cultural knowledge and linguistic skills. Pupils benefit from a relevant personal, social and health education programme (PSHE). The curriculum is suitable for pupils of all ages and abilities. The most able are encouraged to participate in external competitions and visits where appropriate. Provision for fluent foreign linguists, which includes the opportunity to sit GCSE and A level early, is outstanding. In other areas of the curriculum opportunities for the more able and talented are less developed.
- 3.7 Provision for pupils with SEND is excellent. There is a well established procedure for identifying and supporting pupils, co-ordinated effectively across the Junior and Senior Schools. Staff receive detailed information about extra support required in lessons and the means to achieve this. Where appropriate, pupils receive very effective one-to-one support from specialist staff. Pupils with EAL receive, when needed, specialist support which ensures that they make rapid progress.
- 3.8 Pupils develop interpersonal and leadership skills through strong links with the local community. They include musical and dramatic performances for elderly people in the neighbourhood, the hosting of tea dances, and until recently, running homework clubs at the local library.
- 3.9 The richness provided by the extra-curricular provision and the dedication of both staff and pupils in organising and attending these activities is a strength of the school. Pupils participate enthusiastically in the extensive programme of extra-curricular activities and derive great benefit and pleasure from them. Provision in both Junior and Senior Schools is varied with a good mix of academic, general, and sporting activities which include fencing, climbing and kickboxing. The latter are particularly appreciated by pupils and are well attended. Academic and enrichment clubs are also well supported and include cosmetics, jewellery, creative writing, chess and scrabble, with a number of subject clinics to support pupils in their curricular work. Many of these activities are organised and supported by older pupils, such as the Queen's Gate Chambers focusing on legal proceedings and current affairs. The wider world programme encourages pupils to broaden their horizons. Musical opportunities are extensive throughout the Junior and Senior Schools. Orchestras, choirs and ensembles perform on many occasions during the year. A wide range of instrumental tuition is available.

3.(c) The contribution of teaching

- 3.10 The quality of teaching is good overall, with examples of excellence. It is largely effective in supporting pupils' progress and in promoting the school's aim to inspire a love of learning. It is generally characterised by clear objectives, well-planned lessons, a lively pace, and effective time management. Most teaching elicits a positive response from pupils. Younger girls in the Junior School thoroughly enjoyed a quiz on the Gunpowder Plot, and in an A level economics lesson girls engaged fully in a discussion on the elasticity of demand. Teachers have excellent subject knowledge; they are committed and generous with their time. They know their pupils well as individuals, and provide additional learning support for those who need it, including those with EAL. In modern languages, fluent speakers are challenged and their skills extended by a standard of work appropriate for more advanced pupils. Pupils spoke warmly of all the support, help and encouragement they receive in enabling them to achieve high standards and enjoy their studies. Relationships between teachers and pupils are excellent.
- 3.11 In the Senior School, lessons tend to be more teacher directed with, in several subjects, a more limited variety of tasks employed to engage the pupils' interest. Much use is made of worksheets, booklets and other materials provided by the teacher, and closed questions in several subjects do not allow pupils to pursue independent lines of enquiry. However, in the best lessons, teaching is challenging, enabling pupils to engage in open-ended debate and discussion, and develop their higher order thinking skills. In the Junior School, practical tasks in mathematics, and the use of box-fold mechanisms in a DT lesson, enhanced the pupils' learning experience. Older pupils in the Senior School were able to analyse and evaluate different news presentations in English.
- 3.12 Teachers employ a range of good resources to support their teaching, including ICT; much effective use of interactive whiteboards was observed in several subjects that assisted pupils' learning and understanding.
- 3.13 Marking of work is regular, and in a number of subjects, detailed and thorough. Where it is of excellent quality, it is diagnostic, making frequent use of praise, target-setting and specific advice. In other subjects, marking is superficial and gives little useful guidance on how to improve. Assessment systems are thoroughly implemented and results are carefully monitored, supported by a comprehensive analysis of data together with precise and regular tracking of pupils' progress. This ensures that any problems are detected early, and that good progress is recognised and rewarded.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of pupils throughout the school is excellent. The school's aim to provide an atmosphere where freedom of thought can flourish is met with great success.
- 4.2 Pupils' spiritual development is excellent. They are self-possessed, self-aware and enriched by the international character of the school. Pupils respect the views of others. They show high levels of understanding of the major world faiths, and demonstrate the ability to contemplate and reflect on matters beyond the material during occasions such as the Remembrance Day service. Pupils engage readily with ideas of spirituality in lessons. In religious studies, older pupils debate issues such as 'Was Jesus the Son of God?'. Sixth-form pupils enthusiastically examined aspects of belief as they discussed the credibility of visions, considering the Angel of Mons and those experienced by Saint Bernadette of Lourdes. Performance opportunities in drama and music enable them to develop high levels of self-confidence. This was seen in an assembly where girls spoke keenly of the qualities needed to pursue their hobbies including determination and self-discipline.
- 4.3 Pupils display an excellent moral sense and clearly understand the difference between right and wrong. Across a range of subjects they discuss ethical issues with interest and conviction. For example, they discussed racial prejudice when studying 'Othello', and equality when examining the American Civil Rights movement. Pupils regularly support local, national and international charities. They demonstrate their commitment to the environment and to the needs of those less fortunate than themselves by their involvement in the sale of honey from Uganda, and the purchase of a portion of Guatemalan rainforest
- 4.4 Pupils have highly developed social skills. In lessons, interviews and general conversation they are articulate, courteous and responsive. They establish strong supportive relationships with each other and with adults. Pupils of all ages embrace leadership opportunities and display maturity and responsibility when organising and running clubs for younger pupils or acting as their mentors. They enjoy the chance to voice their opinions and participate in decision-making through the school council or the Year 7 roof garden committee.
- 4.5 Pupils' cultural development is of an excellent standard. Pupils have an appreciation of cultural diversity through their studies in subjects such as art, English, history, music and classics. They celebrate festivals such as Chinese New Year, and in the Junior School they exchange news with pen-pal pupils in Zimbabwe. Pupils' cultural awareness is enhanced by their ability to use foreign languages effectively in different contexts such as a Year 7 assembly or presentation work in ICT. They make good use of the extensive cultural opportunities available to them in London.

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

- 4.6 The quality of care exercised by all staff is outstanding and amply fulfils the school's aim to provide a supportive environment where individuality is nurtured. It is a very strong feature of the school. Relationships amongst pupils and between pupils and members of staff are excellent reflecting a commitment to consideration for others and respect. Older pupils willingly take responsibility for younger ones, acting as "sisters" or mentors.

- 4.7 Teachers in all sections of the school provide pupils with highly effective pastoral support and guidance, enhanced by pastoral days and the effective PSHE programme. They know and understand their pupils very well and give generously of their time to provide for their individual academic and welfare needs. Pupils are highly appreciative of the care they receive and speak frequently of the friendly, family atmosphere in the school. A carefully structured careers guidance programme ensures that pupils are fully informed about the options available to them and confident about making choices about the next stage of their education.
- 4.8 The school's measures for promoting good behaviour or dealing with unacceptable behaviour, should it occur, are thorough and effective, and are known and respected by the pupils. Pupils are extremely well-mannered, and behaviour throughout the school is exemplary. The public distribution of rewards is motivating and enhances self-esteem and confidence. In their interviews and in the pre-inspection questionnaire, pupils stated that there is very little bullying in the school, and that procedures for dealing with bullying rarely needed to be invoked. They consider that the distribution of punishments is generally fair, but older pupils in the Senior School would like greater use made of the rewards system. The younger pupils in the Senior School would appreciate more help from staff in monitoring their workload.
- 4.9 The school has secure safeguarding policies and effective procedures. All members of staff receive regular child protection training and those with designated responsibility receive more specific training at least every two years. The school takes seriously its responsibilities for health and safety. All the necessary measures are taken to reduce the risk from fire and other hazards. Fire practices are held regularly and fire-fighting equipment is properly maintained. Visits are carefully planned. Regular health and safety audits of the premises take place. Risk assessments are appropriate, but vary in quality from the exemplary to those which are merely adequate and lacking in detail.
- 4.10 All members of staff are trained in first aid, several at the higher level, providing a good level of care for those who are sick and injured. The access plan for those with mobility or other disabilities is appropriate and demonstrates the school's commitment to improving facilities for them. A lift has been installed in the Junior School. The school helps pupils to develop a positive attitude towards healthy eating patterns and taking regular exercise by providing a variety of food and offering activities such as running, climbing, yoga and dance before school. The admission and attendance registers are properly maintained and stored for the requisite period of time.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is satisfactory, and improving. The governing body is committed to providing a well-rounded education in a caring, supportive environment where pupils achieve their academic and personal potential, enjoy a range of extra-curricular activities, and become responsible citizens. The governors exercise careful financial oversight whilst seeking to provide the necessary staffing, accommodation and resources. However, no strategic plan with identified costs has yet been created to ensure the long term development of the school. The recent establishment of the Foundation Committee for fundraising reflects the governors' keen awareness of the need to underpin plans for future development with sufficient financial resources, and their intention to address this.
- 5.2 Governors have been carefully selected to represent a good range of different skills and expertise to support the school. They are encouraged to undertake relevant training and most have attended an in-house seminar on the requirements of modern governance. The governors receive regular, detailed reports from the school's leadership which keep them well-informed about all aspects of the school.
- 5.3 Governors give strong support to the school and have a good insight into its working. Link governors have been appointed to give specific support to such aspects as the EYFS and child protection, and this level of involvement is much appreciated by the staff. Governors attend social functions, observe lessons and meet staff informally. Staff give presentations on topics relating to their area of responsibility. Governors have attended meetings of the senior management team (SMT) and arrangements have been made to appraise the school's leadership.
- 5.4 The governors are aware of their legal responsibilities for child protection, welfare, health and safety. All governors have received training in child protection. All the necessary safeguarding procedures are in place and the procedures and policies are reviewed annually. Although historically, the necessary checks were sometimes carried out after employees started work, and some records were incomplete, all recent checks have been undertaken at the appropriate time, and records duly completed. The governors have, in the past, delegated responsibility for oversight to the senior management team, but have now appointed one of their members to monitor safe recruitment procedures and records. The governors have recently reviewed their committee structure to establish a more formal method of working and have set up a joint committee with the SMT with a view to achieving more effective monitoring of educational and regulatory matters.

5.(b) The quality of leadership and management

- 5.5 Leadership and management are good at all levels and enable the school to meet its aim to offer a challenging environment where sound values and individuality are nurtured within a supportive atmosphere. All leaders are exceptionally committed to the school's friendly, caring ethos. The management of pastoral care is outstanding, ensuring that each pupil feels cared for and valued. Heads of section and form teachers, under the direction of pastoral leaders, monitor pupil progress carefully, devising helpful intervention strategies where necessary. The school's leadership has a clear vision of the education that is to be provided which is reflected in the pupils' good progress and excellent personal development. This is strongly supported by regular meetings and effective communication between senior managers.
- 5.6 Development planning takes place at whole school and departmental levels with targets set on an annual basis. No coherent framework yet exists which links long term strategic planning with the school's annual plan and individual departmental development plans. Many plans lack a clear indication of responsibilities, resource implications and success criteria.
- 5.7 Procedures for the recruitment of staff are robust to ensure the safeguarding of pupils. Necessary checks have been done and the central register is completed appropriately. Recently appointed members of staff speak highly of the induction procedures. Annual performance management by heads of department and subject leaders is well managed and helps to clarify staff training needs. In the past, not all members of senior management have been appraised. This is currently under review.
- 5.8 Since the previous inspection, the school has considerably improved its library facilities in both the Junior and Senior Schools and appointed specialist staff. This has enabled the school to extend the use of the libraries and set clear targets for future development. The purchase of additional accommodation for the Junior School has greatly enhanced the provision for its younger pupils.

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

- 5.9 The quality of links with parents is excellent. The school maintains a very positive relationship with parents in accordance with its aim to provide a supportive atmosphere for pupils. The parent teacher associations in both Junior and Senior Schools work hard to support the school, organising major events such as a Christmas fair and quiz nights. They work closely with the Queen's Gate Foundation, the fundraising arm of the school, to provide bursaries and assist with refurbishment. Responses to the pre-inspection questionnaire, completed prior to the inspection, indicate parents' very high level of satisfaction with the school and the education provided. They are particularly appreciative of the attitudes and values promoted, the standard of behaviour and the quality of pastoral care. They are very satisfied with the information they receive about the school and its policies and the way in which their concerns are handled.
- 5.10 Parents have numerous opportunities to become involved in the life of the school. They are welcomed at special events such as the Carol Service and at many concerts and performances. Parents accompany school visits and give talks to the pupils. Coffee mornings for each year group's parents, held termly, and attended by members of senior management, act as a useful forum for discussion. The school

keeps parents very well informed of its activities through newsletters and a series of helpful booklets targeted at different age groups. All the required information is available to parents and prospective parents. The parents' portal is a highly effective means of informing parents of the school's achievements and matters relating to their children. In addition, parents receive helpful and detailed reports twice yearly and have the opportunity to meet with staff. Homework diaries provide a useful means of communication between home and school, especially in the Junior School.

- 5.11 The school has an effective complaints procedure and parents' concerns are handled in a sensitive and timely manner in accordance with its complaints policy.

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

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

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

6.1 The overall effectiveness of the EYFS is good with some outstanding features. Children's needs are well met, although opportunities for children to exercise independence are not fully exploited. The school shows good ability to make continuous improvement. There has been considerable development in the EYFS since the previous inspection. Purpose designed accommodation with direct access to a small outdoor area has been provided to allow more opportunity for child-initiated activities, and increased access to the new library and ICT suite enhances opportunities to develop independence.

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

6.2 Leadership and management of the EYFS are good. Leaders have a clear vision of child development and use feedback from parents and their own self-evaluation effectively to improve and develop provision. Policies to promote equality and eliminate discrimination are in place and implemented well. Safeguarding procedures and protocols are thorough and staff have appropriate training. Children are happy and safe. The school engages well with users, and communication with parents is of good quality. In the pre-inspection questionnaire, parents expressed a high level of satisfaction with educational and pastoral provision and the progress made by their children. A good range of suitable resources is available to meet the children's needs, but teachers generally direct children in their use, which limits the opportunity for child-initiated activities.

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

6.3 Provision in the EYFS is good. Varied resources and enthusiastic and knowledgeable staff, including specialists in several areas, provide an effective structure that allows all children, including those with SEND, to make good progress and develop. The curriculum is well-planned, broad and interesting. It follows the children's interests and individual needs supporting the development of their personal, listening, linguistic, and co-operative skills. Tasks are frequently prepared at differing levels to take account of varying abilities and stages of development. Children with identified speech needs such as unclear speech or undeveloped social skills are provided with well targeted support from staff. Links with outside agencies support this. Children's welfare is effectively promoted through detailed and rigorous policies concerning the administration of medicines, first aid and safeguarding. Promotion of the importance of social rules, which the children clearly understand and practise, ensures that they all enjoy school without fear of bullying or teasing. Adults universally speak to children positively and respond to them enthusiastically.

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

- 6.4 Outcomes for the children in the EYFS are outstanding. Children enjoy school and contribute most enthusiastically to their own learning. They make excellent progress in all areas. They count accurately and confidently and all can write their name in cursive script, many independently. They showed an understanding of the importance of number in a numeracy lesson when preparing for a dinner party. They have made an excellent start on learning to read and show great enthusiasm when working on phonics. They speak confidently to adults, listen attentively and show highly developed social skills. The children's healthy living is developed through the encouragement of good hygiene practices. Lunches are well balanced and nutritious, and the healthy living policy requires parents to provide suitable snacks. All adults have a detailed knowledge of every child. Each child feels safe and secure. The children love school and their teachers and greet everything with admirable enthusiasm. Children are well prepared for the next stage of their education.

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 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 Christine Mannion Watson	Reporting Inspector
Mrs Julia Burns	Head, GSA school
Mrs Kathleen Hayes	Former head, IAPS school
Mrs Eithne Webster	Early Years Co-ordinating Inspector
Dr Christopher Enos	Assistant head, GSA school
Mrs Barbara Ottley	Former head, IAPS school